



# Welcome

District GATE Advisory Committee

February 13, 2025

# Group Norms

- Please record your attendance by typing your name and role in the chat (i.e. parent at Barranca, student at High School, GATE Teacher at . . . , etc.)
- If you have a question, please type it in the chat and we will respond after the topic is presented.
- We will follow the agenda which will include presentations and time for interaction.
- Practice a growth mindset as we consider suggestions and options.

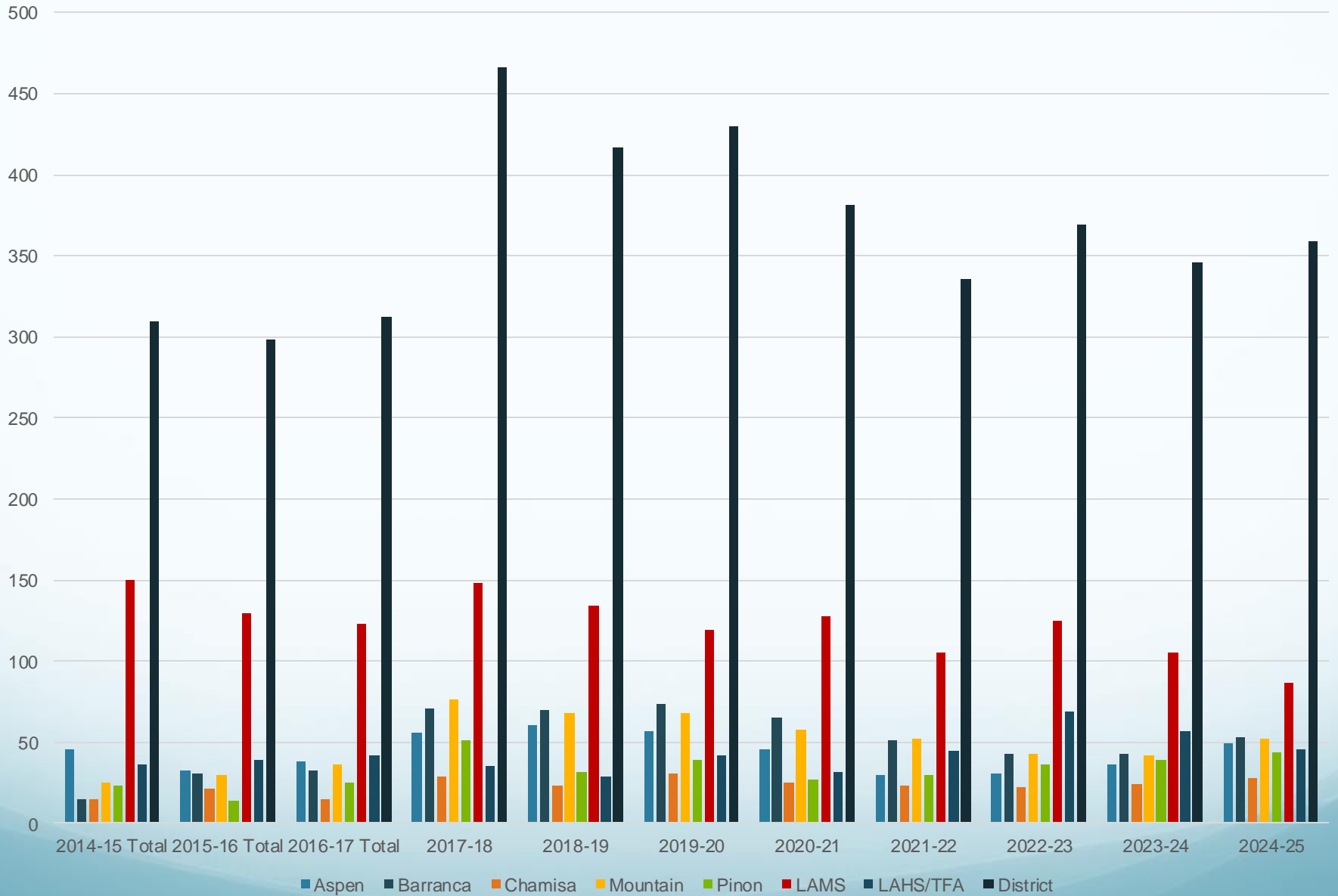
# AGENDA

- Introductions
- Review Purpose – focus for tonight on district and state demographics, identification and eligibility, and program options
- District Demographics and Eligibility Data
- Elementary Identification Process: Universal Screener (CogAt)
- Review of LAPS GATE Program Plan (2025 Revision)

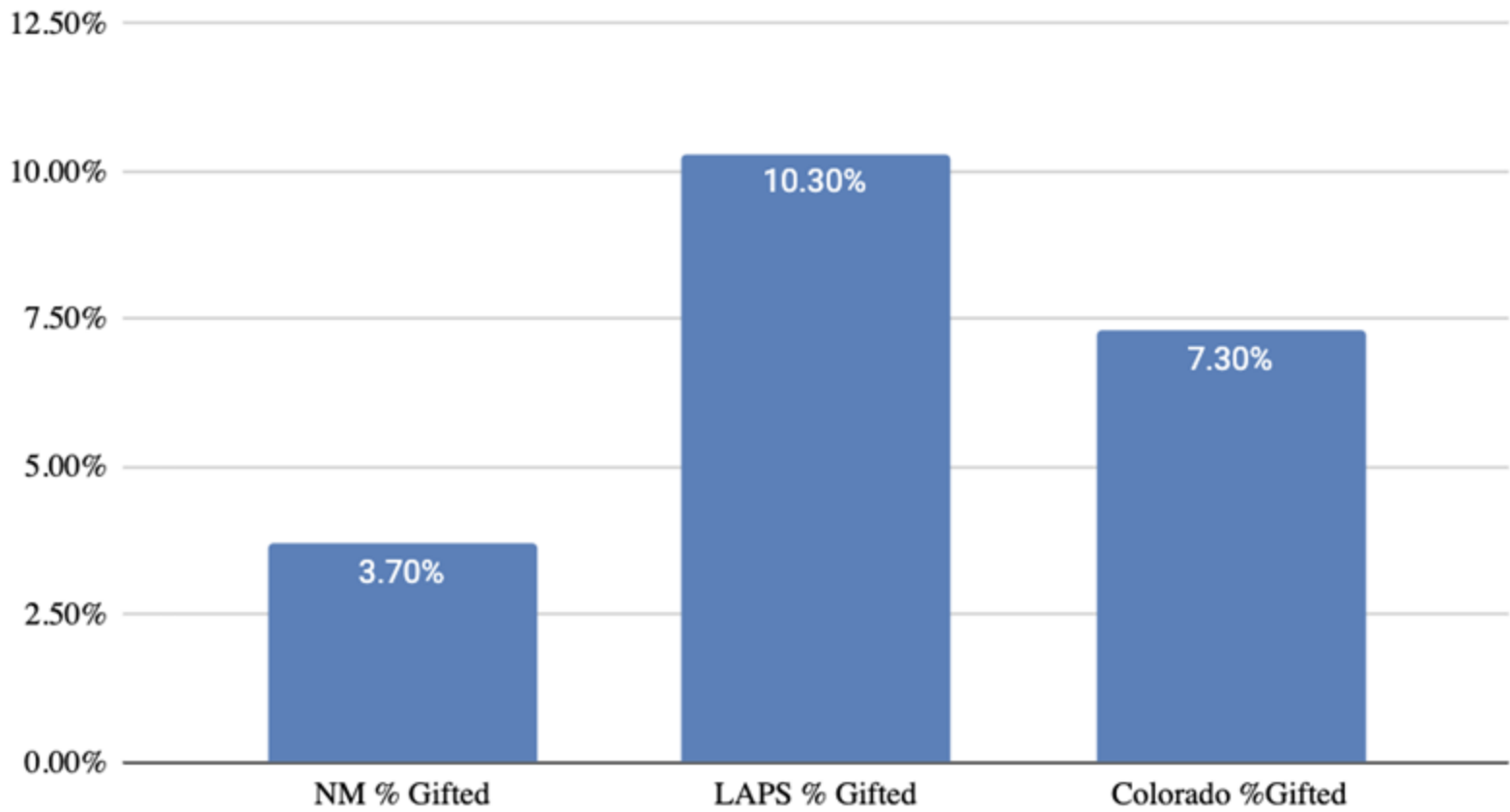
# Purpose of Gifted Advisory Committee

- Review gifted program goals
- Review district plan for identification, evaluation, placement and service delivery
- Demonstrate support for gifted program
- Advocate for under-represented groups due to cultural or linguistic background, socioeconomic status or disability conditions to ensure equal opportunity to benefit from gifted services.

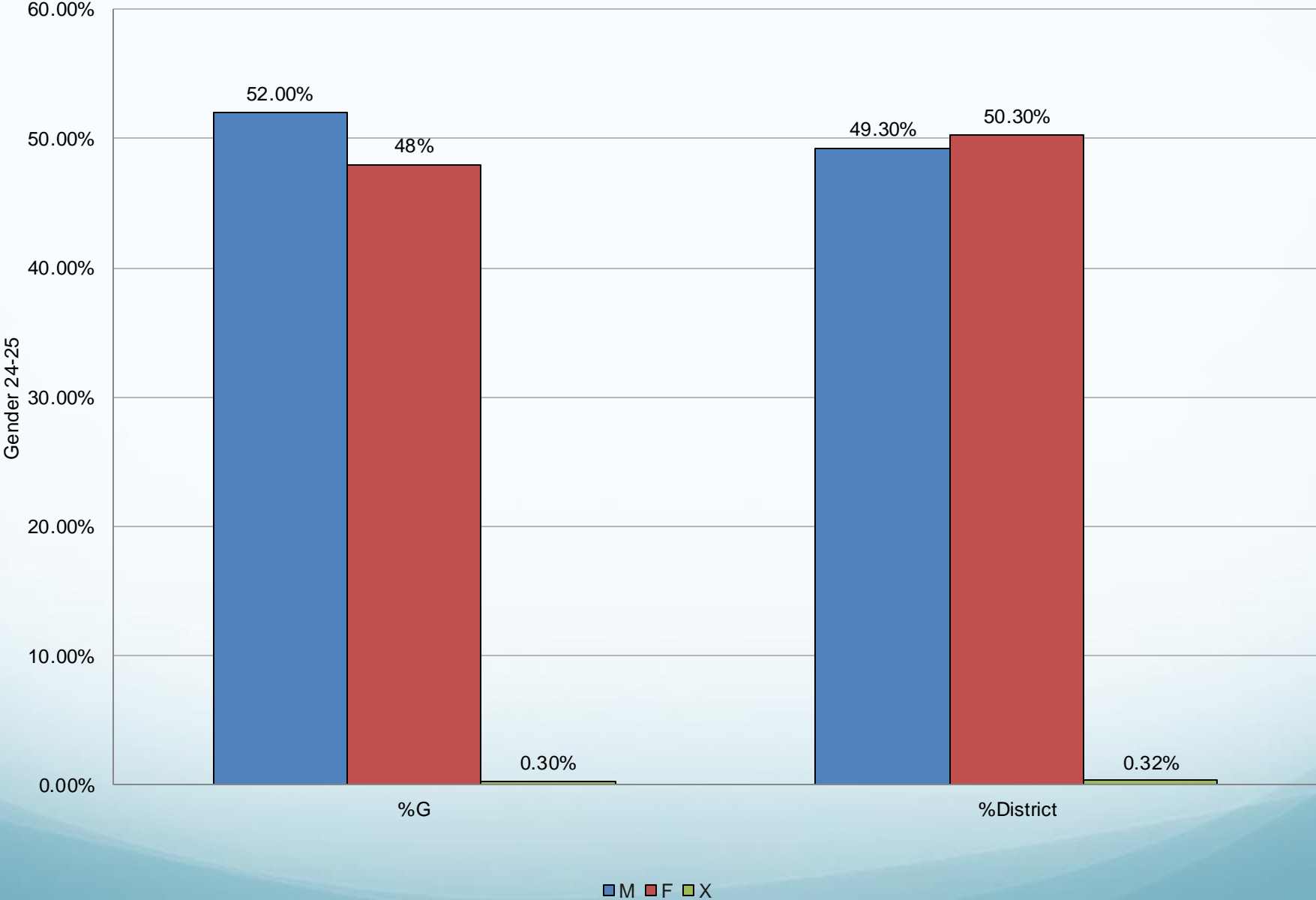
# GATE Enrollment 2023-2025



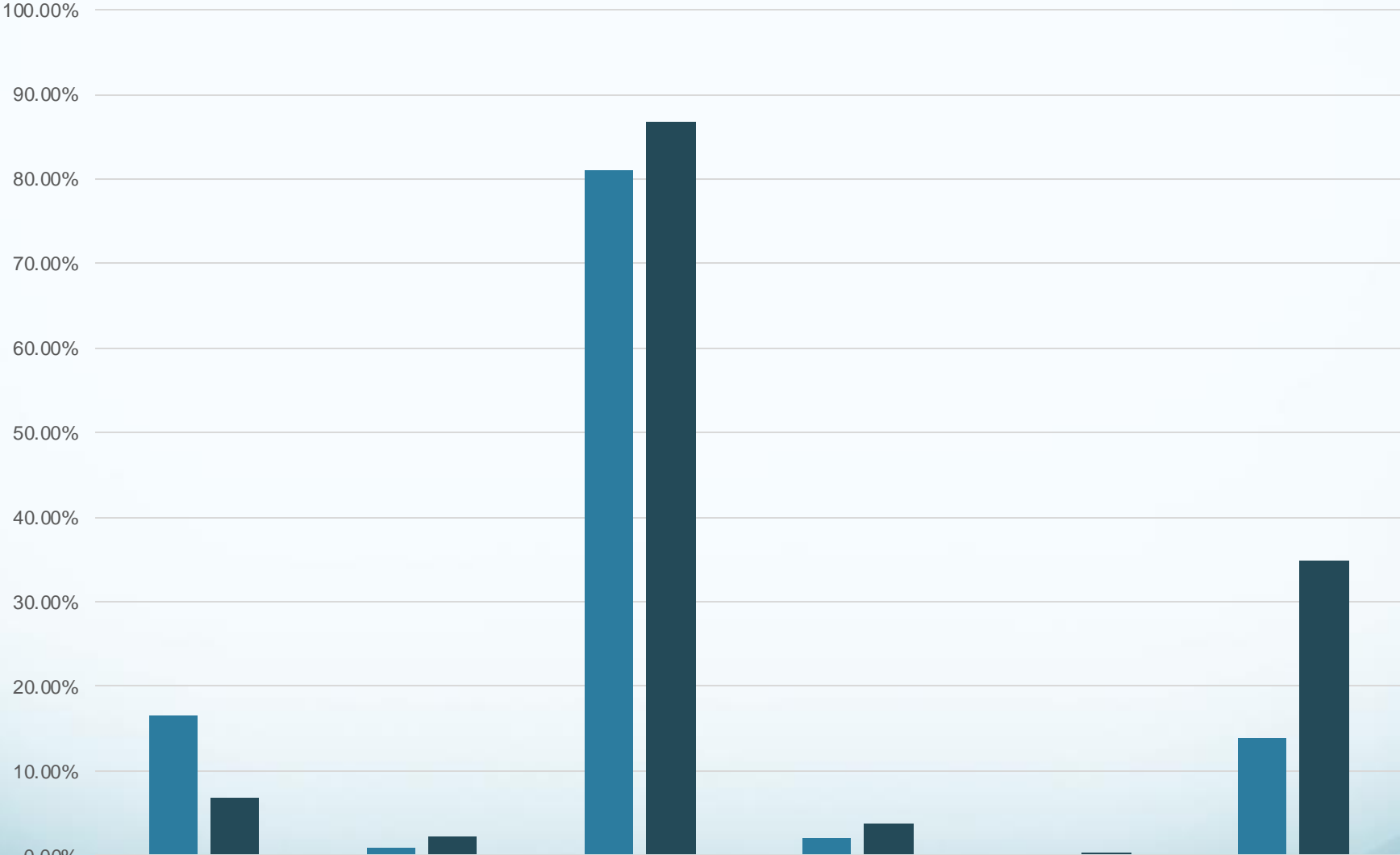
## NM and Colorado %Gifted vs LAPS



# Gender 24-25



# Ethnicity G and District 24-25



	Asian	Black	Caucasian	Native Am	Pacific Isle	H(duplicated)
<b>%G</b>	16.50%	0.90%	81.00%	2.00%	0.00%	13.90%
<b>%District</b>	6.90%	2.30%	86.70%	3.70%	0.30%	34.90%

■ %G ■ %District



**Figure 2: Comparison of general student population vs gifted and talented identified population based on sex.**

New Mexico Data from House Memorial 33

**% Gifted Student<sup>1</sup> vs % of General Education Population<sup>2</sup>**

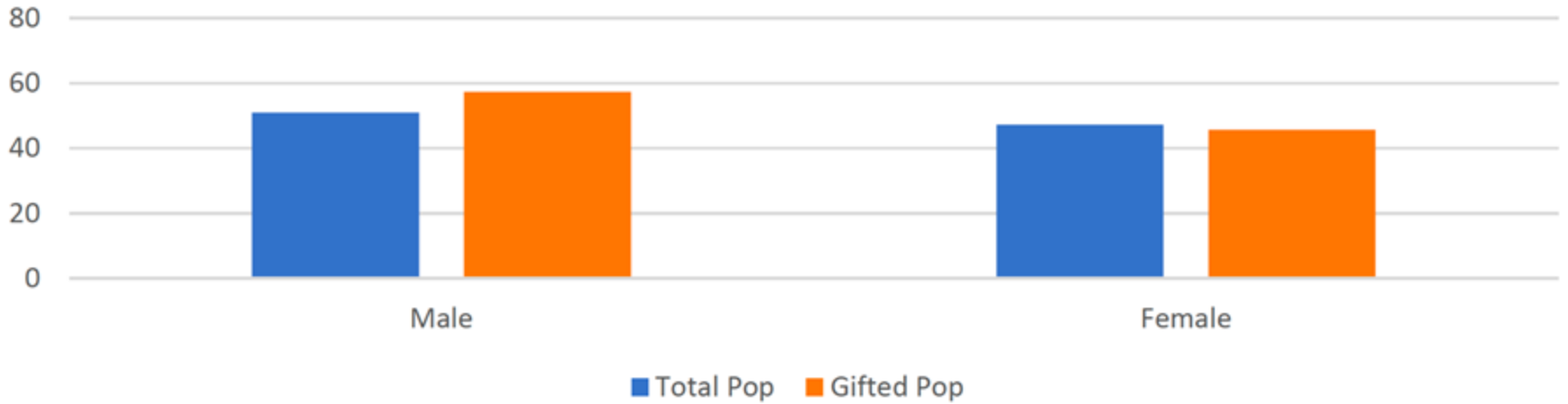
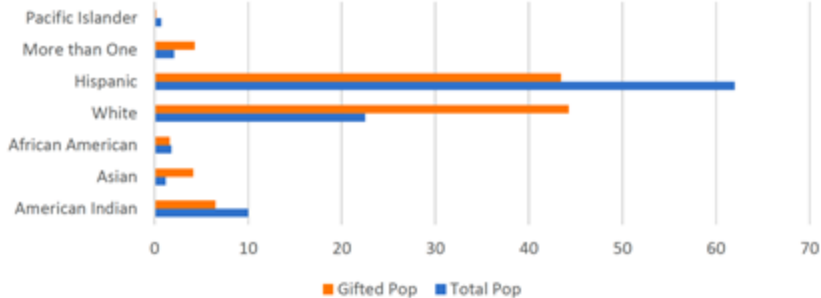


Figure 1: Comparison of general student population vs gifted and talented identified population based on race.

New Mexico Data from House Memorial 33

**% of Gifted Students<sup>1</sup> vs % of General Education Population<sup>2</sup>**



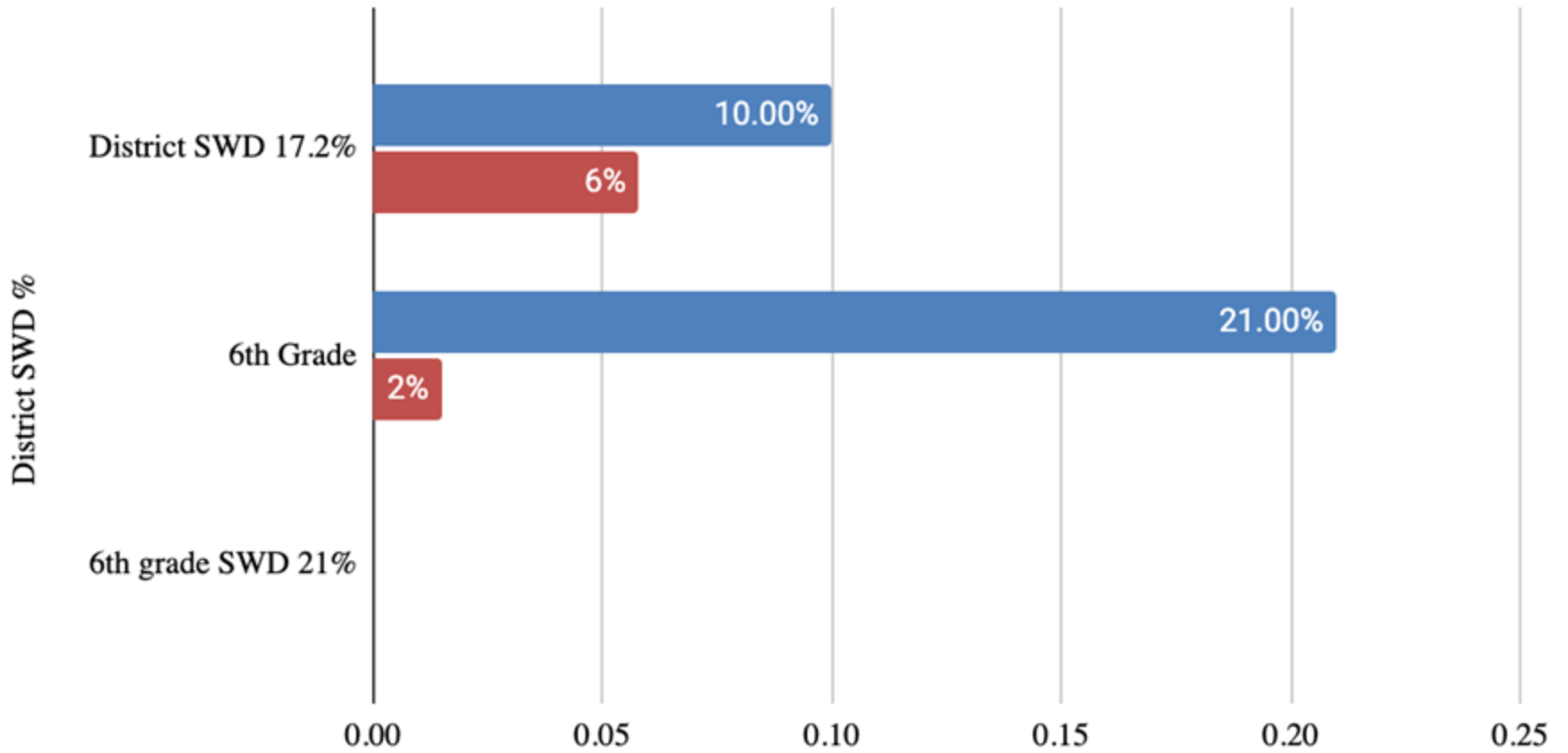
State Data For Comparison

State G% 3.70%  
 LAPS G% 10.30% (K-12)  
 LAPS G% 21% (Grade 6)  
 Colorado State 7.3%

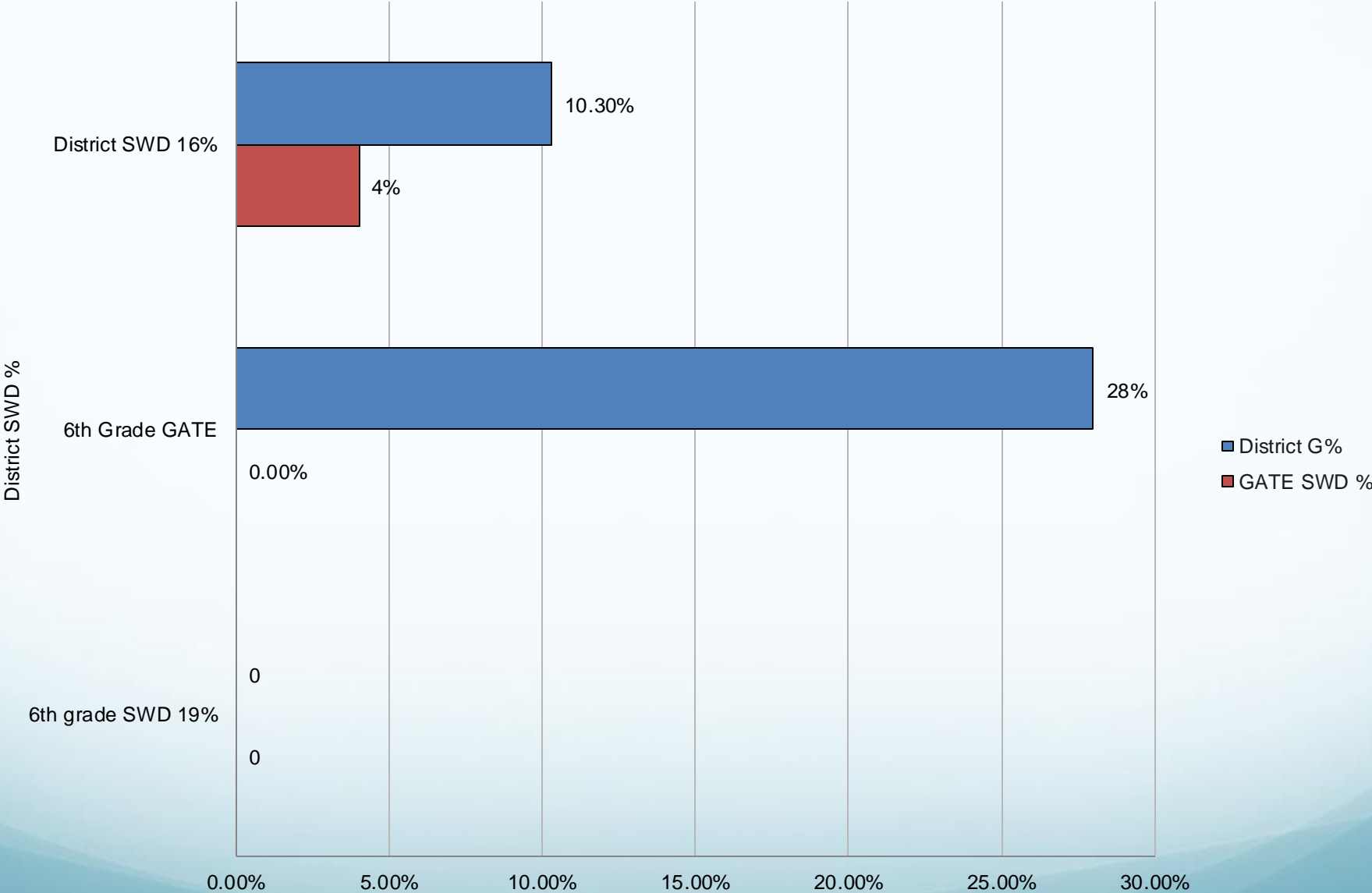
United States	Total	Male	Female	White	Black	Hispanic	Asian	Pacific Islander	Native Am
National Data	6.7	6.4	7	7.7	4.3	4.9	13.3	4.4	5.2

# % SWD in District and GATE January 2024

District G%    GATE SWD %



# % SWD in District and GATE 2024-25 (January)



# Group Profile for Los Alamos Public Schools

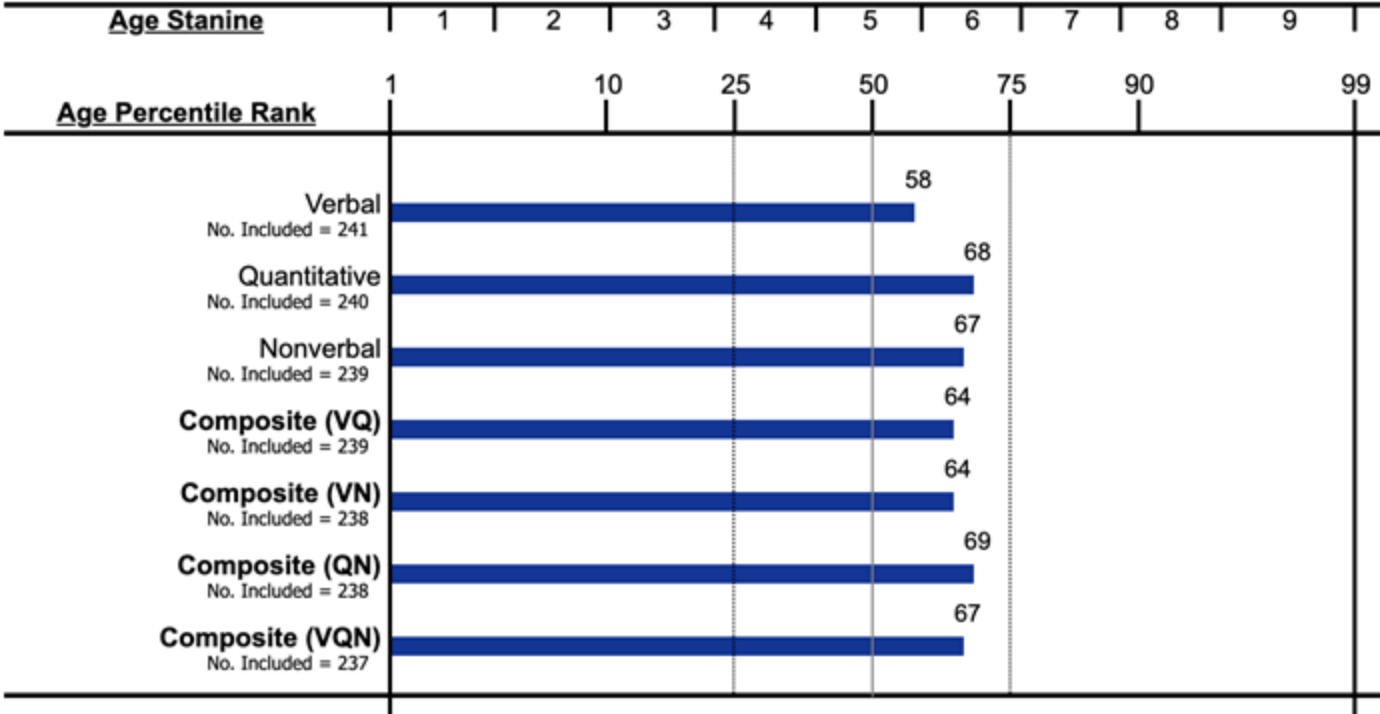
Group Code: 041  
 Cognitive Abilities Test™ (CogAT®)  
 Form: 7  
 Test Date: 11/11/2024  
 Norms: Fall 2017

Grade: 3

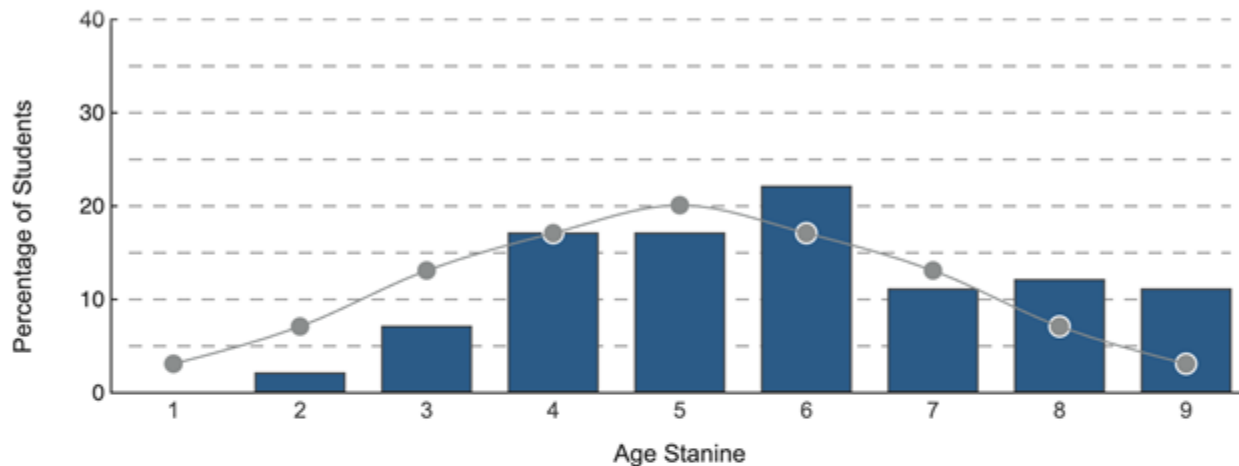
Level: 9

System: Los Alamos Public Schools

State: NM




Composite (VQN) Students by Age Stanine

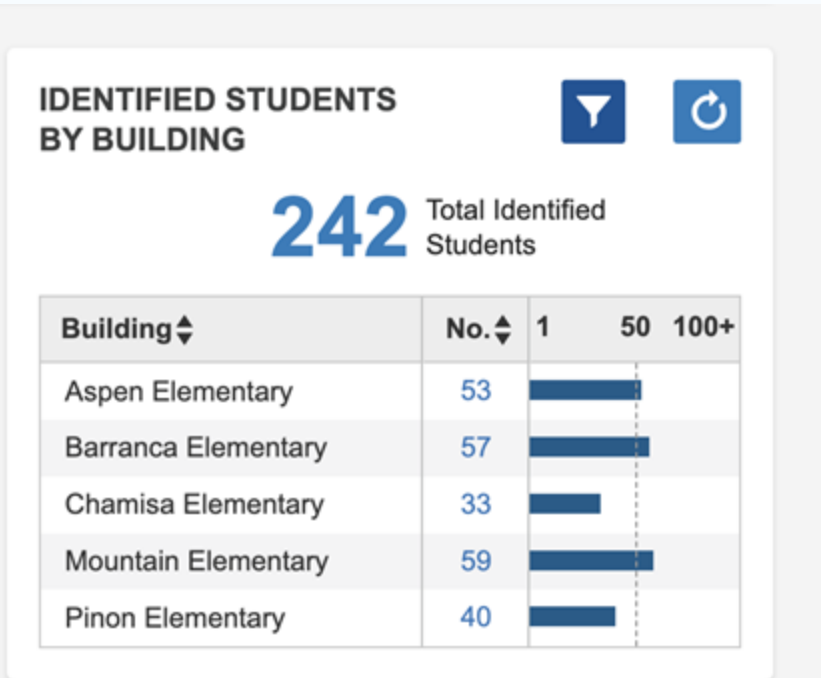


Content Area	1	2	3	4	5	6	7	8	9
Verbal	4	10	23	45	45	45	34	15	20
Quantitative	1	4	15	31	50	52	41	26	20
Nonverbal	2	7	12	41	35	49	47	26	20
Composite (VQ)	1	7	16	44	45	49	33	25	19
Composite (VN)	3	6	15	46	39	53	24	33	19
Composite (QN)	0	4	15	42	33	53	42	24	25
<b>Composite (VQN)</b>	<b>1</b>	<b>5</b>	<b>17</b>	<b>40</b>	<b>40</b>	<b>53</b>	<b>27</b>	<b>28</b>	<b>26</b>

**Legend**

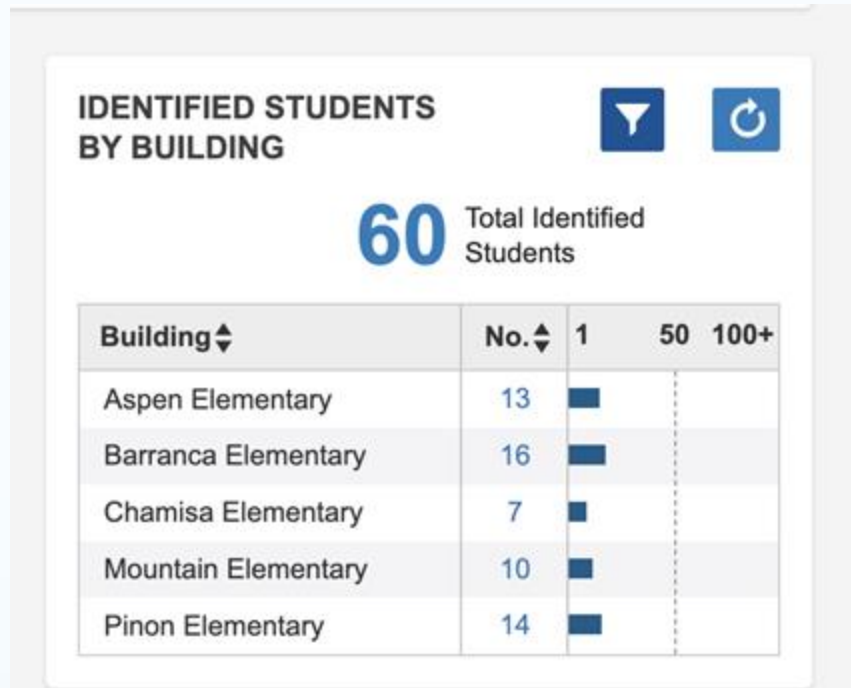
- VQ: Composite Verbal and Quantitative
  - VN: Composite Verbal and Nonverbal
  - QN: Composite Quantitative and Nonverbal
  - VQN: Overall composite score for Verbal, Quantitative, and Nonverbal
  -  Percent of Students Nationally
- Numbers may not sum to 100% due to rounding

# CogAt Screening Results for Los Alamos November 2024



Total 3<sup>rd</sup> grade students tested.

Scores for each section of the assessment are indicated by a diamond shape within a score band. The score band represents the confidence interval. The confidence interval is dependent upon individual error scores. Error scores represent the error of measurement for each student. These things affect error scores: 1. The student responds inconsistently to items in the same battery (i.e., if the student misses easy items but correctly solves difficult items) 2. If the student does well on one subtest in a section of the test but poorly on another subtest in the same battery



Total 3<sup>rd</sup> grade students who went on to evaluation based on screening results at or above the 90th%ile.

The screening results for 25% of the 3<sup>rd</sup> grade enrollment indicated evaluation for gifted eligibility.

Abilities	Age Scores			APR Graph				
	Standard Age Score	Age Staring	Age Percentile Rank	1	25	50	75	99
Verbal	106	6	65				■	
Quantitative	112	7	77				■	
Nonverbal	94	4	35		■			
Composite (VGN)	104	6	60				■	



# Gifted Education

<https://webnew.ped.state.nm.us/wp-content/uploads/2023/08/Gifted-TAM-2023.pdf>

## **Technical Assistance Manual**

**2023**

### **Division of Curriculum & Instruction**

300 Don Gaspar Ave.

Santa Fe, New Mexico 87501

Phone: 505-231-0766

Email address: Christopher.Vian@ped.nm.gov

# Areas of Giftedness

General Intellectual Ability

Specific Academic Aptitude

Creative or Divergent Thinking

Problem-Solving or Critical Thinking

Leadership

Artistic Ability



# Gifted Identification Process: Universal Screening

The purpose of utilizing universal screening as a first step is to establish a procedure to ensure that every student's potential to qualify as a gifted student is met. Systematic screening of all students within a grade level for exceptional ability or potential can result in identifying students from underrepresented populations. Gifted students do not all look alike. Relying on teacher and parent referrals may miss students with high potential who are underperforming, as referrals may only be looking at readily visible characteristics of high performance.

## Gifted Eligibility Form

**Percentile score** - A percentile score is a score that gives the rank of a student compared with others of the same age. For example, a percentile of 95 means the student's score is equal to or greater than 95 out of 100 students of the same age.

Intellectual-Reasoning Ability Criterion: verbal, quantitative, nonverbal or overall with a score in the superior range, at the 95th percentile or above.

<b>Cognitive Abilities Test (CogAt 7)</b>	<b>Percentile</b>	<b>Description</b>
<b>V</b> Verbal-verbal knowledge and concepts reasoning ability		
<b>Q</b> Quantitative-mathematical knowledge reasoning ability		
<b>N</b> Nonverbal-visual-spatial reasoning ability		
<b>VQN</b> Composite-general cognitive reasoning ability		

Critical Thinking Criterion: 95<sup>th</sup> percentile or above

<b>CogAt 7 Nonverbal Index</b>	<b>Percentile</b>	<b>Description</b>
<b>QN</b> Quantitative/Nonverbal (critical thinking skills)		

Achievement Criterion: 90<sup>th</sup> percentile above in one or more areas

<b>District Assessment: iMSSA Scores</b>	<b>Percentile</b>	<b>Description</b>
Reading		
Mathematics		

### Evidence of Gifted Behaviors

\*\*\* completed the worksheet of Evidence for Gifted Behavior. Below is a list of characteristics and documented examples of gifted behaviors.

#### Rating Scale for High Ability Characteristics

4 - Superior - Unexpected or surprising - Demonstrated by 5 % of grade level peers

3 - Very High - Demonstrated by less than 10% of grade level peers

2 - Above Average - Demonstrated by less than 25% of grade level peers

1 - Average - Demonstrated by more than 50% of grade level peers

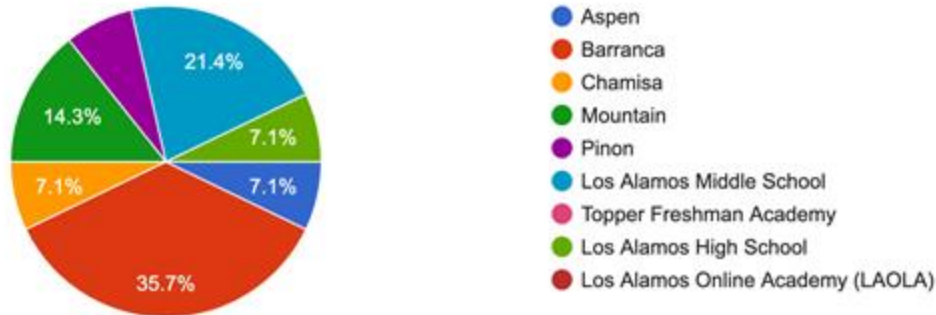
<b>High Ability Characteristics</b>	<b>Rating</b>	<b>Documentation: Specific Examples</b>
Advanced Language		
Divergent Thinking		
Perspective		
Sense of Humor		
Sensitivity		
Leadership Ability		
Artistic Ability		

# And the Survey Says . . .

## Consistent Response (last year 28/this year 29)

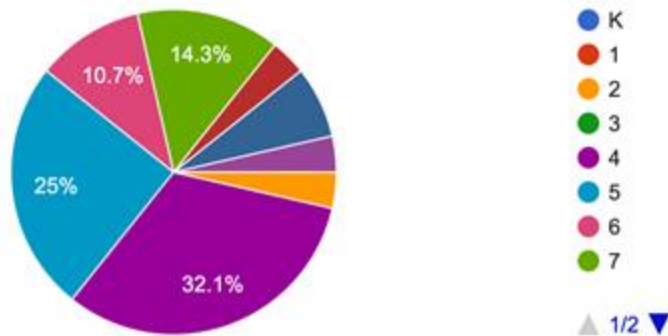
What school does your child attend?

28 responses



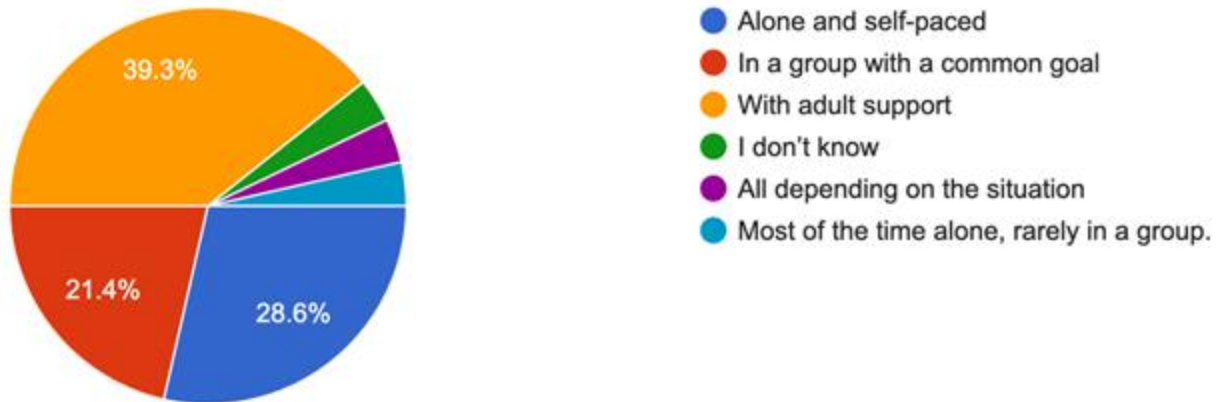
What is your child's grade level?

28 responses



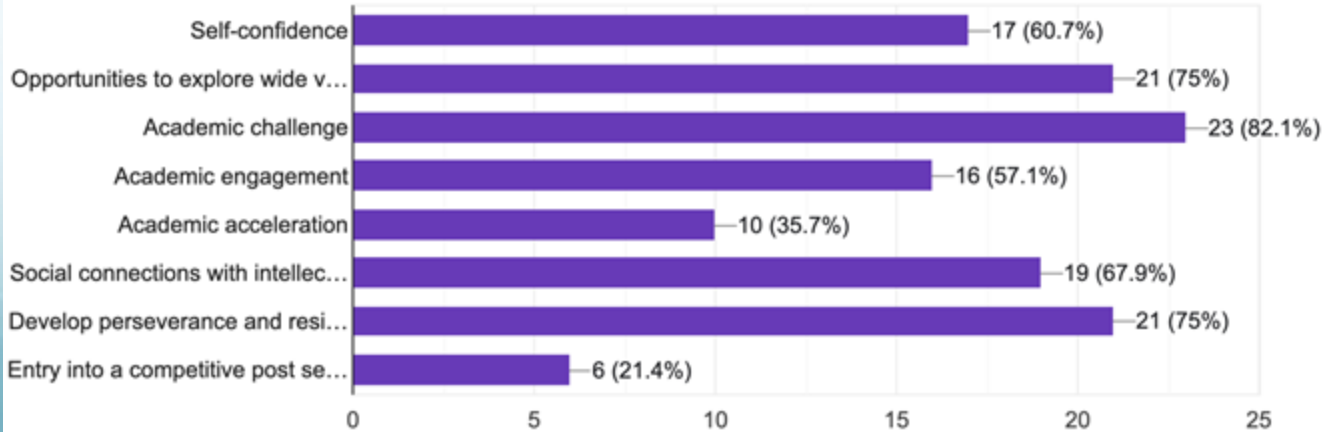
## How does your child prefer to learn?

28 responses



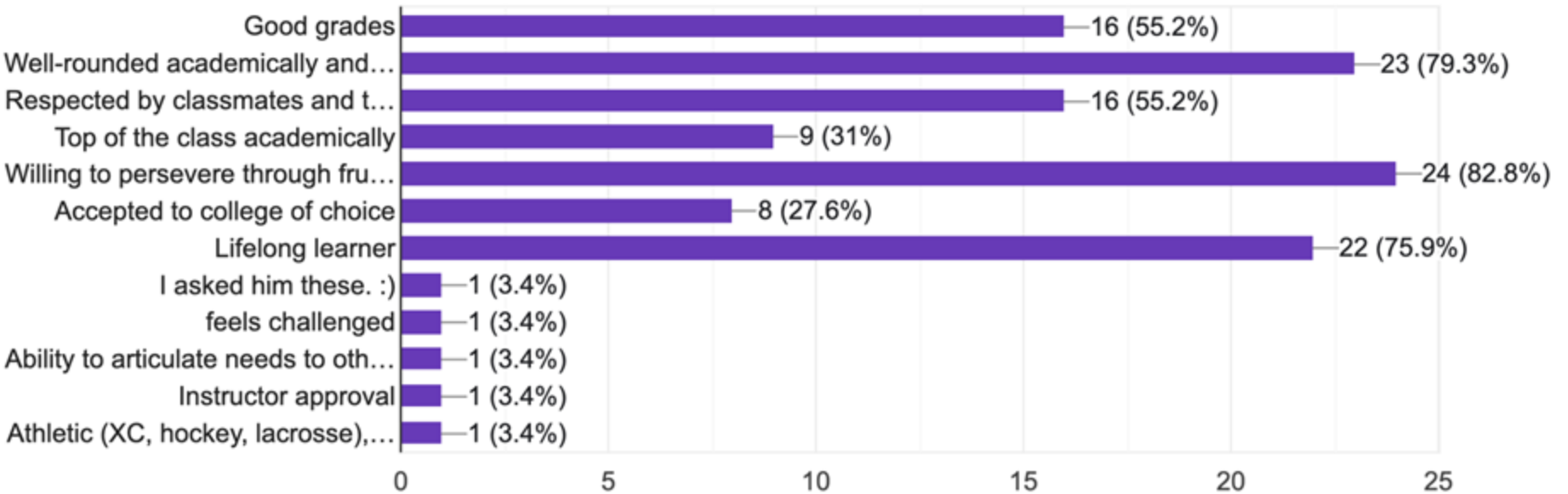
## What do you want your child to gain from participation in a gifted program?

28 responses

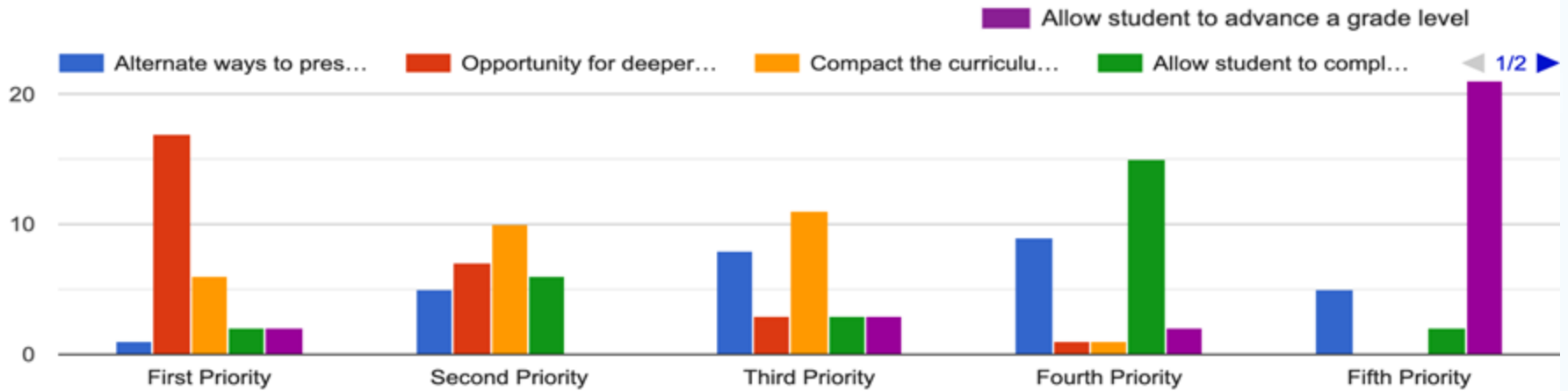


Please check the indicator or indicators below that describe what success in school means for your child.

29 responses

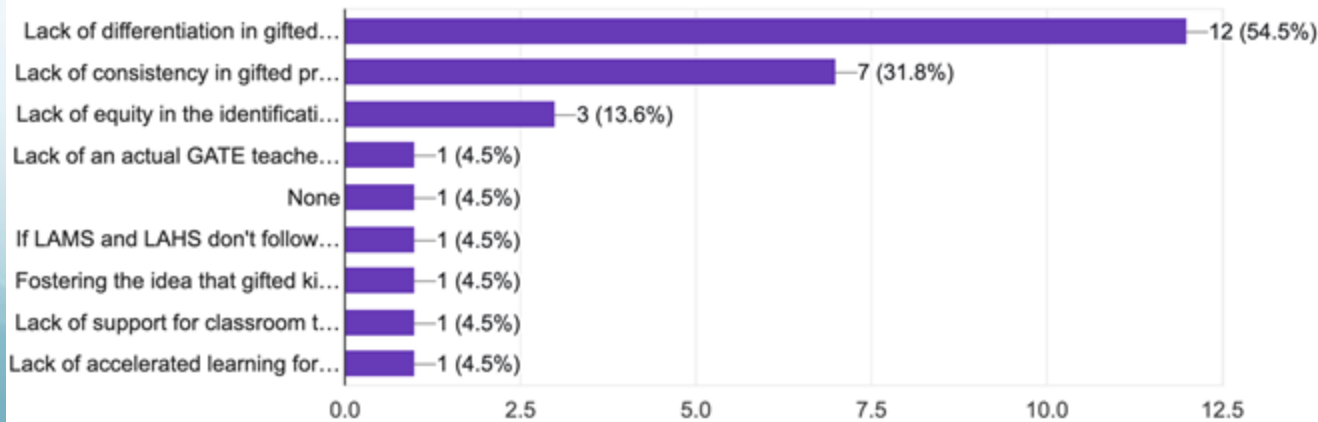


Please rank by order of importance for your child the following classroom instructional strategies for students who are gifted.



### What are your concerns about current gifted program models?

22 responses



# Review of LAPS Gifted Program Plan Draft 2025

## LAPS Vision Statement

100% of LAPS Students will meet or exceed grade level expectations in  
Academic Excellence  
Social-Emotional Well-Being,  
Civic Responsibility



# LOS ALAMOS PUBLIC SCHOOLS GATE PROGRAM PLAN

## **Philosophy Statement**

The program for gifted students in the Los Alamos Public Schools will focus on providing for the academic, emotional, and social needs of the gifted student within a supportive environment. It is the purpose of the gifted education program to provide educational opportunities for the development of intellectual excellence. These opportunities will be appropriate to students' individual capabilities and will encourage students' commitment to achieve.

## **Program Goals**

GATE program goals are aligned with the LAPS 2023 Vision and Strategic Plan in the areas Academic Excellence, Social-Emotional Well-Being, and Civic Responsibility,

1. To provide increased and varied opportunities for learning higher level thinking skills and to help students learn how to apply those skills.
2. To identify and support gifted students including those who may be difficult to evaluate due to cultural or linguistic background, socioeconomic status, or disability.
3. To develop and encourage independent learning and task commitment toward completion of a variety of quality products.
4. To provide opportunities for gifted students to meet with their intellectual peers for purposes of academic, emotional, and social support.
5. To develop attitudes of mutual respect, positive risk-taking behaviors, and self-confidence that intellectual excellence requires.
6. To provide all school staff with the knowledge and tools to support the academic, social and emotional needs of gifted students across all school settings.
7. To foster parent involvement in gifted programs.

# How are Goals in the GATE Program Plan Implemented in LAPS?

## **Program Goal #1:**

To provide increased and varied opportunities for learning higher level thinking skills and to help students learn how to apply those skills.

## **Thinking Skills**

In what ways can I develop my thinking strategies....

For higher level thinking (analysis, synthesis, evaluations)

- For making decisions?
- For problem solving?
- For logic?

## **Creativity**

What are some strategies to increase creative thinking?

In what ways can creativity help solve problems?

In what ways can I express creativity in art?

## **Self Understanding**

In what ways are many gifted people similar?

What are some of my personal strengths?

In what ways do I learn best?

What are some choices I can make to become my best?

In what ways can I benefit others?

## **Academic Enrichment and Challenge**

Enrichment activities also play a critical role in gifted education. These can include independent study projects, problem-based learning scenarios, and participation in academic competitions. These activities push students to apply their knowledge in new and complex ways, fostering creativity and critical thinking.

Effective teaching strategies within gifted education are tailored to meet the unique cognitive and emotional needs of gifted learners. One prevalent method is differentiated instruction, where educators modify curriculum and teaching techniques to provide appropriate challenges and support for gifted students. This approach ensures that lessons are neither too easy nor too challenging, promoting optimal learning.

The outcomes of these teaching strategies in gifted education are significant. Students often show improved academic performance, a greater love for learning, and an enhanced ability to think critically and solve complex problems. However, it's crucial to monitor and support the social-emotional well-being of gifted students as they navigate these accelerated and enriched learning paths to ensure a holistic educational experience.

**Program Goal #2:**

To identify and support gifted students including those who may be difficult to evaluate due to cultural or linguistic background, socioeconomic status, or disability.

Regularly scheduled push-in services to provide enrichment and opportunities for demonstration of higher level thinking skills in all K-3 classrooms.

Use of the CogAt for Universal Screening of all 3rd grade students.

Fordham Institute: Gifted under-identification: How to improve diverse student access to gifted programming

There is a long history of inequality in identification of gifted students, with disproportionate identification of underserved populations, including Hispanic and Black students. These student groups continue to be underrepresented compared to their counterparts, and they often have limited access to gifted education. Having such an array of languages spoken in the schools makes universal screening using tools like CogAT imperative because they can give insights into verbal, non-verbal, and quantification skills.

In terms of testing, many researchers suggest that only non-verbal assessments are the most equitable in making gifted identification. However, my research suggests that, in our district, culturally and linguistically diverse (CLD) students may be missed if only relying on non-verbal assessments.

Low income and minority students are under-represented in gifted education programs. One explanation for this pattern is that the usual process for identifying gifted students, through parent and teacher referrals, systematically misses many potentially qualified disadvantaged students. We use the experiences in a large urban school district following the introduction of a universal screening program for second grade students to study this hypothesis. With no change in the standards for gifted eligibility the screening program led to large increases in the fractions of economically disadvantaged students and minorities placed in gifted programs. Comparisons of the newly identified gifted students with those who would have been placed in the absence of screening show that blacks and Hispanics, free/reduced price lunch participants, English language learners, and girls are all systematically "under-referred" in the traditional parent/teacher referral system.

Program Goal #3:

To develop and encourage independent learning and task commitment toward completion of a variety of quality products.

### **Skills of the Independent Learner**

In what ways do I become a life-long learner?

In what ways do I check and guide myself?

What are some special learning opportunities for me?

### **Achievement**

What are my learning paths?

What will I produce?

In what ways can I become a learning pioneer?

### **Interest Development**

What might I want to be when I grow up?

In what ways might I expand my interests, both wider and deeper?

In what ways can I increase my understanding of my community and the world?

### **Life and Career Goals**

Some high-ability students will have difficulty with planning for life after school. These students are likely to excel across two or more areas. To support these students with planning for life after school, teachers will need to:

- remind students they do not have to limit themselves to one career
- remind students that leisure activities can help develop interests outside of their career
- provide opportunities for discussions with like-ability youth. This can help students recognise that they are not alone in their concerns.

#### Program Goal #4:

To provide opportunities for gifted students to meet with their intellectual peers for purposes of academic, emotional, and social support.

#### **Self Understanding**

- In what ways are many gifted people similar?
- What are some of my personal strengths?
- In what ways do I learn best?
- What are some choices I can make to become my best?
- In what ways can I benefit others?
- How do I think about another's thinking and feelings?
- How do I think about my thinking and feelings?
- How do I want people to read my intentions?
- How could others possibly be reading my intentions in ways I hadn't considered?
- What do I think that person is intending, based on what they are doing and saying?

If students are reflective and understand their own emotions, they will be able to resist acting impulsively. They will recognise that decisions have consequences for themselves and others.

#### **Interpersonal skills:**

Metacognitive strategies teach students to think about their thinking. This helps them to become aware of the learning process. With this knowledge, students can gain control over their learning. Metacognition is also important for self-regulation. It helps students to manage their motivation for learning.

## Program Goal #5:

To develop attitudes of mutual respect, positive risk-taking behaviors, and self-confidence that intellectual excellence requires.

Not all high-ability students will present with the same social-emotional needs. Some high-ability students will need little help, whereas others may need extensive support.

Some common areas are:

### **Peer Relationships:**

Many high-ability students have interests that are more like those of older students. They can prefer older companions. Sometimes high-ability students prefer the companionship of a teacher to their peers. High-ability students may also prefer to have one or two close friends. This is instead of having a large friendship group.

High-ability students often have different expectations of friendships from their peers. This can lead to confusion when the high-ability student pairs with friends who do not share the same expectations.

### **Perfectionism:**

Perfectionism can be both healthy and unhealthy. Healthy perfectionism can drive performance. Unhealthy perfectionism happens when a student sets very high standards that are unreachable. This can lead to a student refusing to try to achieve when they see that they will not meet the standard they have set.

To encourage healthy perfectionism, teachers need to:

- provide challenging and rigorous learning experiences
- support students to set realistic goals
- provide feedback on effort and process
- model positive self-talk
- model and encourage a growth mindset.

### **Communication**

In what ways can I increase my skills in nonverbal, oral, written, and group communication?

Students explore the following questions:

What are some ways to be a good leader?

What behaviors help groups work together?

What ways of solving conflicts can we use?

In what ways do I present myself, my thoughts, and my feelings?

Program Goal #6:

To provide all school staff with the knowledge and tools to support the academic, social and emotional needs of gifted students across all school settings.

Integrating gifted education effectively requires a balanced approach that considers the intellectual and socio-emotional needs of gifted students. Schools must strive to create environments where these students are not only challenged academically but also nurtured emotionally.

One key to successful integration is collaboration between educators, parents, and the students themselves. Open communication ensures that everyone involved understands the goals and needs associated with gifted education. Additionally, providing professional development for teachers equips them with the tools and strategies necessary to support gifted learners.

Providing push-in services from the gifted teacher allows modeling of strategies to support differentiation for gifted students and also allows teachers to see how gifted abilities differ in real time activities in their classrooms.

**Program Goal #7:**

To foster parent involvement in gifted programs.

A gifted community does not just involve teachers, peers and staff, it also involves parents of gifted students! Supportive parents can help their gifted kids by interacting in the community where their children feel most safe, challenged and understood.

Build relationships with teachers

- Get to know your child's gifted teacher
- Ask questions and share concerns
- Ask about resources and ideas for engaging your child
- Support your child.
- Encourage them to try new things.
- Provide intellectual challenges.
- Avoid comparisons.
- Be open-minded about their friends.
- Give them the tools they need to succeed.



## **Identification**

In July 2023, the New Mexico Public Education Department adopted a new rule to establish standards for identification and services for gifted students that promotes best practices for equity and diversity in gifted education. This rule changes the identification process for gifted and talented students by requiring universal testing for gifted by the end of the 3<sup>rd</sup> grade.

**“Gifted student”** means a person between the ages of five and 21 whose abilities, talents, or potential for accomplishment are so exceptional or developmentally advanced that they require special provisions to meet their educational programming needs. [ 6.31.3.1 NMAC - N, 7/31/2023]

The district developed procedures and forms in compliance with this new process.

1. GATE teachers collaborate with classroom teachers in grades K-3 to provide enrichment and extension activities to support demonstration of gifted characteristics and behaviors. Demonstration of exceptional characteristics are documented and shared with parents at parent conferences.
- 2). Elementary GATE teachers and third grade classroom teachers receive training in the administration and use of the CogAT (Cognitive Abilities Test) to differentiate instruction for all students in their classrooms.
- 3). Universal screening of all third-grade students will be completed early in the second semester.
4. GATE teachers will use the results of the CogAT for the intellectual and critical thinking components of the gifted identification evaluation. The iMSSA achievement results from BOY and MOY will be used for the achievement component, and rubric assessments from classroom teachers, parents, and GATE teachers will be used for the creativity, artistic and leadership components.
- 5). Results will be shared with parents. For those students who meet gifted eligibility criteria, a GATE IEP will be developed. Those students who do not meet eligibility in the intellectual component, but who have identified areas of strength will receive differentiation through their classroom.

## **Information on the CogAT**

The Cognitive Abilities Test (CogAT) will be administered to all third-grade students. In addition to meeting the requirement for universal third grade gifted screening, this assessment will provide information to assist classroom teachers in differentiating instruction to address the strengths of their students in the classroom. The CogAT is a multiple-choice test that is administered on the computer and consists of three sections: Verbal (reasoning and vocabulary); Quantitative (relational and number concepts); and Non-Verbal (understanding visual puzzles). Each section takes 45 minutes to administer.

Determination of gifted eligibility is a two-part process.

- 1) Student meets state criteria for gifted eligibility through the evaluation process.
- 2) The IEP team which includes the parent and the classroom teacher determines annually the student's educational needs that require further development beyond what is available in the classroom program. IEP goals are developed to meet those exceptional needs.

Students identified as meeting state criteria for the gifted will continue to be considered for program participation throughout their years in school. If a student exits the GATE program at any time during enrollment in the district, that student may be considered for re-entry to the program upon parent or student request to convene a GATE IEP meeting. An IEP meeting to determine educational needs and goals based on those needs will be held. For gifted students who continue in service, the IEP committee will review student progress annually and reevaluate the continued need for IEP goals.

## **Referrals for Gifted Identification**

The process above eliminates the need for referrals in grades K-3. Referrals for grades 4-12 will follow the current SAT process which will begin with administration of the CogAT as a screening.

## **Twice Exceptional Identification Process**

Twice-exceptional means a student who is identified as a gifted student and is 1) identified as a student with a disability pursuant to 6.31.2 NMAC; or 2) a qualified individual pursuant to Section 504 of the Rehabilitation Act of 1973, 29 U.S.C.A. Section 794.

- All 3rd grade students participate in the universal screening for gifted.
- Any student with a disability who is in the process of evaluation for a disability, demonstrates the cognitive ability at or above the 95th %ile through a standardized cognitive assessment will be referred to the site-based Gifted Assessment Team to collect additional required information for evaluation of eligibility as gifted.

## **Program Design**

Each school designs a delivery model for gifted services that meets the district's program goals. Goals and services for students are determined individually by their IEP teams. As appropriate for the student's age, students will be involved in developing their IEP goals according to their interests and needs that go beyond what is available through the general education program. Staff assigned to deliver gifted services is determined based on the number of students who have IEPs and the level of service to be delivered.

## **Elementary GATE Program Structure**

- Each elementary school receives an allocation for teachers of the gifted based on the number of identified students as well as the projected number of unidentified gifted students in kindergarten through 3rd grade.
- Teachers of the gifted will provide services to both identified and unidentified gifted students within the general classroom setting in grades K-3. Regularly scheduled times will be established to provide lessons to enhance and support gifted behaviors. These activities will serve as the school-based observational data required in the gifted identification process.
  - Differentiated instruction provides opportunities for real-world application, problem-based and inquiry learning designed to facilitate the identification of gifted students.
  - GATE teachers and classroom teachers work together to develop strategies that recognize and nurture the development of exceptional abilities through instruction in content areas.
- Both push-in and pullout options are offered to identified gifted students in grades 4-6 to provide:
  - challenge and enrichment in a variety of areas
  - project based learning
  - independent study
  - guided interaction with gifted peers to facilitate understanding affective needs, personal strengths, and to develop coping skills and resilience

## **Middle School Program Structure**

•GATE services are provided through a cluster grouping model in academic content area classes. GATE teachers collaborate with classroom teachers to provide differentiated instruction appropriate for gifted learners.

- Clusters of 5-7 gifted students in specific ELA, Social Studies and Science content classes are scheduled on all six teams at the middle school (approximately 20-25 students per team)

- Math is already clustered by skill level to allow math acceleration to identified students. Options for math acceleration in Algebra and Geometry are offered to identified students for high school credit.

- Three full-time GATE teachers are hired. Each GATE teacher serves students on one team at each grade level. The Middle School has three teams per grade level.

- The GATE teachers will advocate for students with GATE IEPs, consult with the content teachers in which cluster groups are scheduled, assist with differentiation of instruction and assignments to create opportunities for enrichment, challenge, application of higher level thinking skills and to address affective needs.

- The GATE teacher assigned to the team will meet individually with students to develop IEP goals individually targeted to each student's strengths, interests and needs.

- Small group meetings with the GATE teacher will be provided to support affective needs through guided interactions with gifted peers.

- Individual meetings with GATE teacher will be provided to support implementation of IEP goals.

- Demonstration of mastery of IEP goals will be determined individually by each student's IEP team. Support toward goals will be provided through differentiated activities in the content areas.

## **TFA/High School Program**

- Options for content area acceleration, honors, AP classes, and dual credit classes through course offerings
- IEP goals to provide support for independent study facilitated by the GATE teacher in areas of individual interest
- Small group meetings with GATE teacher to support affective needs through guided interactions with gifted peers
- Individual support from GATE teacher for independent projects in areas of interest
- Options for facilitated mentorships and work internship opportunities

### **Gifted Individual Education Program**

The Gifted Individualized Education Program (GIEP) team will develop and update an annual GIEP for each eligible student that includes a description of the student's current educational needs for support and services beyond what is offered in the general education class and the goals and services designed to meet those needs along with the plan for monitoring the student's progress in the identified areas. The GIEP will be reviewed and updated annually. The GIEP team includes the parents, the eligible student if appropriate, a general education teacher who works with the student, the GATE teacher and an LEA representative who may be the principal or designee.

For a twice-exceptional student, the GATE teacher will be included in the IEP team and provide the components described above as part of the student's IEP for special education.

### **Gifted Dispute Resolution**

- Twice-exceptional students access the dispute resolution process available for students with disabilities.
- Gifted-only students have the following dispute options:
  - 1) Informal Dispute Resolution through an GIEP Meeting
  - 2) Request to the NMPED Department of Curriculum and Instruction for a facilitated or mediated resolution
  - 3) Formal review by the NMPED Department of Curriculum and Instruction to determine areas of compliance/non-compliance with state regulations.

## **Teacher/Staff Training**

- It is recognized that gifted students receive the majority of their instruction in the general education classroom. Opportunities for professional development in gifted/talented education will be provided for all instructional staff. These could include book study groups, presentations during dedicated professional development days, modeling of differentiation strategies in general education classrooms by teachers of gifted education and collaborative planning by teachers of the gifted and general classroom teachers.
- Professional development will focus on understanding the learning, intellectual, emotional and social needs and characteristics of gifted/talented students and the development of strategies and options to assist gifted/talented students in reaching their potential.
- Principals will encourage collaboration between gifted educators and classroom teachers and support the development of whole class and school-wide activities that provide options for challenge and enrichment to all students at their ability level.
- LAPS will provide information to all instructional staff on requirements for obtaining the gifted endorsement for New Mexico licensure and facilitate hiring highly qualified teachers of the gifted.
- GATE teachers from elementary, middle and high school levels will meet together during the school year to review program models, share common best practices and collaborate to vertically align developmentally appropriate program options.



## **Parent Training and Support**

- Opportunities will be provided at the district and site level during the school year to involve parents in the gifted programming provided to their children. These might include opportunities to view products or presentations, participate in book groups, or network with other parents of gifted students in the district.
- Gifted educators will share information regarding national and state gifted education conferences with parents.
- Information will be provided to parents regarding the service models and program options as their students transition from elementary to middle and middle to high school levels.
- Information and support will be provided to parents regarding the intellectual, emotional and social needs of gifted students.

## Gifted Advisory Committee

The membership of the Gifted Advisory Committee includes parents, students, school staff and community members who are knowledgeable and interested in gifted education and reflect the cultural diversity of the district's enrollment. The committee meets at least three times annually to review the goals and priorities of the gifted program, including the operational plans for student identification, evaluation, placement and service delivery and to demonstrate support for the gifted program. To assist the GATE Advisory Committee in reviewing district programs, sites present a summary of program options that align with the mission and goals of the LAPS GATE Program Plan. Input from parents of gifted students is solicited by site representatives and district surveys.

# Next Meeting

## GATE Advisory Committee Meeting #2

March 13, 2025

Meeting the Academic Needs of Gifted Students K-12:

How CogAT Scores are Used for Differentiation

Gifted IEP goals

4:15-5:45 pm

[Zoom Link to March 13th Meeting](#)