

**STATE OF NEW MEXICO**  
**LEGISLATIVE EDUCATION STUDY COMMITTEE**

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November 16, 2009

**MEMORANDUM**

**TO:** Legislative Education Study Committee

**FR:** Ms. Pamela Herman

**RE: STAFF REPORT: TEACHING LICENSE GIFTED EDUCATION  
ENDORSEMENT**

In 2009, the Legislature passed two identical memorials, Senate Memorial 81 and House Memorial 103, requesting that the Public Education Department (PED) collaborate with state institutions of higher learning, gifted education organizations, and the Legislative Education Study Committee (LESC) to determine the requirements and competencies for a gifted education endorsement on teaching licenses. The memorials requested that, in doing so, the department:

- take into consideration the existing coursework at colleges of education at state public postsecondary institutions;
- consider endorsement competencies for gifted education teachers such as those proposed in the *Technical Assistance Manual for Gifted Education*, and existing portfolio guidelines for gifted education such as those developed by the New Mexico Association for the Gifted; and
- identify assessments currently available in gifted education that would be appropriate to demonstrate that gifted education-endorsed teachers are highly qualified.

In September 2009, PED provided a report to the LESC summarizing its response to the memorials (see Attachment 1). At the September 2009 LESC meeting, the committee requested that an item be placed on the October 2009 LESC agenda (rescheduled for November 2009) that

would provide members of the work group an opportunity to offer testimony to the committee on the rule proposed by PED to implement the group's recommendations (see Attachment 2).

The proposed rule provides that:

- prior to July 1, 2012, any current licensed teacher may be granted an endorsement for teaching gifted students if the applicant provides:
  - verification of five years of experience in teaching gifted students;
  - evidence of having passed a state-approved licensure test authorized by PED or any other state agency in the teaching of gifted students; or
  - evidence of having successfully completed 12 credits in the pedagogy and methodology of teaching gifted students at an appropriately accredited institution of higher education;
- after June 30, 2012, beginning teachers seeking an endorsement in teaching gifted students to an initial Level 1 license must satisfy all the PED-approved requirements for the license, including 24 credits in the pedagogy and methodology of teaching gifted students; and
- after July 30, 2012, teachers seeking to add an endorsement in teaching gifted students to an existing license at any level must:
  - pass a PED-approved teacher licensure test or accepted comparable licensure test(s) from another state in teaching gifted students; and
  - successfully complete at least 12 credits in the pedagogy and methodology of teaching gifted students.

The proposed rule also includes required competencies for entry-level teachers of gifted students in the areas of:

- professional knowledge for serving students who are gifted;
- assessment and evaluation of students who are gifted;
- curriculum;
- materials for students who are gifted;
- transition for students who are gifted;
- diversity; and
- classroom environment.

On November 2, 2009, a notice was posted on the PED website announcing the proposed new rule for competencies for teaching gifted children, along with 13 other new or amended rules regarding personnel and licensure, would be the subject of a public hearing on December 7, 2009 from 2:00 p.m. to 5:00 p.m. in Santa Fe. According to PED, a final agency rule approved by the Secretary of Public Education can normally be expected to be published in the *New Mexico Register* approximately one month following the public hearing.



**New Mexico  
Public Education Department**

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**Senate Memorial 81 of 2009**<sup>LESC</sup>  
**Report by  
Public Education Department**

**LESC**  
October 2009

Dr. Veronica C. García  
Secretary of Education

DON D. MOYA  
DEPUTY CABINET SECRETARY  
Finance And Operations

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**Senate Memorial 81 of 2009 Work Group**

A work group met on July 8, 2009 in Albuquerque at the Cooperative Educational Services conference room from 9:00 am to 11:30 am for the purpose of addressing requirements for Senate Memorial 81, *Teaching License Gifted Education Endorsement*. LESC

The following were in attendance:

Mary Rose CdeBaca, Public Education Department  
Rick Scott, Higher Education Department  
Kirk Carpenter, Aztec Public Schools  
Karen Couch, Moriarty-Edgewood Schools  
Ida Garcia, Gadsden Independent School District  
Teresa Rowilson, Southwest Regional Education Cooperative  
Erica Volkers, Central New Mexico College  
Phil Baca, Public Education Department  
John Frazzini, Las Cruces Public Schools/New Mexico Highlands University  
Carolyn Brownrigg, Public Education Department  
Pam Sutcliffe, Albuquerque Public Schools  
Pamela Herman, Legislative Education Study Committee  
Nicole Parra-Perez, Legislative Education Study Committee  
Michael Schaugnessy, Eastern New Mexico University

Senate Memorial 81 of 2009 requires the Public Education Department to study the development of an endorsement for gifted education along with existing coursework, competencies, portfolio guidelines, and testing associated with a new endorsement.

The work group was tasked as follows:

- determine the requirements and competencies for a gifted education endorsement on teaching licenses;
- take into account existing coursework at colleges of education at state public postsecondary institutions;
- consider endorsement competencies such as those in the *Technical Assistance Manual for Gifted Education in New Mexico* and existing portfolio guidelines for gifted education such as those developed by the New Mexico Association for the Gifted; and
- identify assessments currently available in gifted education that could be adopted to demonstrate that gifted education-endorsed teachers are highly qualified, such as the ETS PRAXIS II Gifted Exam.

Discussion points were as follows:

- If there is a new requirement, it has to be flexible enough to give someone already in a position time to earn the endorsement.
- "Grandfathering" of current teachers of gifted students who do not meet the credential requirements should be available only for a short term, if at all, to those who acquired their credential by meeting the qualifications.
- This endorsement should be the equivalent of a bilingual education endorsement.
- In current rule, there are different requirements for a teacher's initial endorsement and later, added endorsements. The first endorsement generally requires more credit hours.

- In current rule, there are different requirements for a teacher's initial endorsement and later, added endorsements. The first endorsement generally requires more credit hours.
- Colleges will have three years to get programs developed and approved that meet standards. Now there is none because there is no endorsement.
- In current rule, there is another route for most endorsements; anyone who is currently endorsed in one area can take a test and earn another endorsement, without earning any credit hours.
- Draft a proposed rule and send it out to this group to verify whether it expresses what we have agreed. We can use the new TESOL rule as a model, foreclosing the option after 2012 to get the endorsement just by taking the test.
- Written report, including the draft rule ready by September or October.
- Present a report to the LESC before going forward with the rule hearing.

**The work group recommended that a gifted endorsement be developed with the following considerations:**

1. Any teacher who applies before July 1, 2012 and who has three years of experience in gifted education documented via verification of employment with the district would qualify for an endorsement. PED is recommending five years of experience in order to qualify for an endorsement prior to July 1, 2012.
2. Any teacher who applies before July 1, 2012 who has taken and passed a state-approved gifted education test could also receive an endorsement;
3. After July 2012, beginning teachers seeking an endorsement in Gifted Education would need to meet the specific requirements of the license and 24 semester credits in gifted education.
4. Teachers seeking to add an endorsement in Gifted Education to an existing New Mexico teaching license of any level shall pass the state-approved gifted education test and complete 12 semester credits in gifted education.
5. All candidates must apply through the New Mexico Public Education Licensure Department.

TITLE 6 PRIMARY AND SECONDARY EDUCATION  
CHAPTER 64 SCHOOL PERSONNEL - COMPETENCIES FOR LICENSURE  
PART 18 COMPETENCIES FOR TEACHING GIFTED STUDENTS

6.64.18.1 ISSUING AGENCY: Public Education Department (PED)  
[6.64.18.1 NMAC - N, XX-XX-09]

6.64.18.2 SCOPE: All persons who are seeking an endorsement in teaching gifted students to a New Mexico educator license.  
[6.64.18.2 NMAC - N, XX-XX-09]

6.64.18.3 STATUTORY AUTHORITY: Sections 22-2-1, 22-2-2, and 22-10A-3, NMSA 1978.  
[6.64.18.3 NMAC - N, XX-XX-09]

6.64.18.4 DURATION: Permanent  
[6.64.18.4 NMAC - N, XX-XX-09]

6.64.18.5 EFFECTIVE DATE: XX-XX-09, unless a later date is cited in the history note at the end of a section.  
[6.64.18.5 NMAC - N, XX-XX-09]

6.64.18.6 OBJECTIVE: This rule establishes entry-level competencies that are based on what beginning teachers of gifted students must know and be able to do to provide effective gifted education programs in New Mexico schools. The competencies must be used by New Mexico institutions of higher education to establish preparatory programs for teachers of gifted children.  
[6.64.18.6 NMAC - N, XX-XX-09]

6.64.18.7 DEFINITIONS: [RESERVED]

6.64.18.8 REQUIREMENTS:  
A. After June 30, 2012, beginning teachers seeking an endorsement in teaching gifted students to an initial level 1 New Mexico teaching license must satisfy all of the requirements of the license as provided in PED rule for that license, which includes 24 semester hours in the pedagogy and methodology of teaching gifted students.  
B. After June 30, 2012, teachers seeking to add an endorsement in teaching gifted students to an existing New Mexico teaching license of any level shall meet the requirements of Paragraphs (1) - (2) of Subsection B of 6.64.18.8 NMAC.  
(1) pass a PED approved teacher licensure test or an accepted comparable licensure test(s) from another state in teaching gifted students; and  
(2) successfully complete at least twelve (12) credit hours, the pedagogy and methodology of teaching gifted students.  
[6.64.18.8 NMAC - N, XX-XX-09]

6.64.18.9 IMPLEMENTATION  
A. Any current licensed teacher who applies for an endorsement in teaching gifted students prior to July 1, 2012 may be granted the endorsement by providing verification of five (5) years of experience in teaching gifted students.  
B. Any current licensed teacher who applies for an endorsement in teaching gifted students prior to July 1, 2012 may be granted the endorsement by providing evidence of having passed a state-approved licensure test in the teaching of gifted students authorized by PED or any other state education agency.  
C. Any current licensed teacher who applies for an endorsement in teaching gifted students prior to July 1, 2012 may be granted the endorsement by providing evidence of having successfully

completed twelve (12) credit hours in the pedagogy and methodology of teaching gifted students at an appropriately accredited institution of higher education.

[6.64.18.9 NMAC - N, XX-XX-09]

6.64.18.10 COMPETENCIES FOR ENTRY-LEVEL TEACHERS OF GIFTED STUDENTS

A. Professional knowledge for serving students who are gifted.

(1) Foundations - the teacher:

- (a) explains and discusses models, theories, philosophies, and history that provide the basis for gifted services;
- (b) explains and discusses current and historical state and national rules and regulations relating to gifted process;
- (c) explains and discusses the procedural safeguards relating to gifted educational services;
- (d) explains and discusses state and federal mandates for students who are gifted;
- (e) recognizes and discusses societal, cultural, and economic factors including anti-intellectualism and equity vs. excellence that enhance or inhibit the development of giftedness;
- (f) participates in the activities of professional organizations related to giftedness;
- (g) reflects on personal practice to improve teaching and guide professional growth in gifted education;
- (h) utilizes personal and cultural frames of reference that affect one's teaching of gifted learners, including biases about learners from diverse backgrounds;
- (i) belongs to organizations and reads publications relevant to the field of gifted education;
- (j) assesses own skills and limitations in teaching students who are gifted;
- (k) maintains confidential communication about students who are gifted;
- (l) encourages and models respect for the full range of diversity among students who are gifted;
- (m) complies with laws, ethics, and professional and program standards when conducting activities in gifted education; and
- (n) improves own practice through continuous research-supported professional development in gifted education and related fields.

(2) Parent/Professional communications skills - the teacher:

- (a) provides information about community and state resources regarding gifted education available to parents and staff;
- (b) demonstrates the ability to work with parents of students who are gifted on issues and problems;
- (c) understands and uses various models of gifted service delivery at all service levels (minimal, moderate, extensive, and maximum);
- (d) demonstrates knowledge of and sensitivity to cultural, social, environmental, and ethnic dynamics in interpersonal and group interactions with students, parents, paraprofessionals, and professionals; and
- (e) provides information about the roles of families and communities in supporting the development of students who are gifted, including those from diverse backgrounds.

(3) Planning and implementing effective programs for gifted students - the teacher:

- (a) defines giftedness;
- (b) identifies the cognitive, linguistic, physical, cultural, social, emotional, and sensory characteristics and needs of students who are gifted;
- (c) discusses general characteristics, etiologies, and learning styles of students who are gifted;
- (d) the teacher describes current theories and research for education of students who are gifted, and
- (e) the teacher demonstrates skills needed for effective advocacy on behalf of students who are gifted and their parents.

(4) Least restrictive environment - the teacher:

- (a) describes rationale necessary to determine the least restrictive environment for students who are gifted based on individual goals;
- (b) demonstrates knowledge of common gifted service delivery options related to least restrictive environment;

(c) demonstrates knowledge in facilitating least restrictive environment for students who are gifted; and  
(d) considers the pros and cons of various inclusive models for students who are gifted.

(5) Individualized education program team - the teacher:

- (a) describes the role and responsibilities of the team;
- (b) describes the composition of the team; and
- (c) demonstrates and participates in developing individual educational plans,

transitions, and post-secondary planning.

(6) Individualized education program implementation - the teacher:

- (a) identifies the procedural steps for the development and implementation of the individualized educational plan;
- (b) describes the procedures and strategies necessary for participation in the general education curriculum and the state-wide general assessment system;
- (c) collaborates with general educators, administrators, related services, personnel, and parents in the development and implementation of the individualized educational plan;
- (d) develops appropriate annual goals; and
- (e) develops the timelines and procedures for implementation of the individualized educational plan.

B. Assessment/Evaluation of students who are gifted.

(1) Screening, referral, evaluation, eligibility, and re-evaluation procedures - the teacher:

- (a) understands processes and procedures for the identification of gifted learners including screening, referral, evaluation, and eligibility procedures;
- (b) interprets and uses educational diagnostic evaluations, observations, vocational assessments, assessments from related services, and information from necessary parties to develop the individualized education programs (IEP);
- (c) uses, understands limitations, and interprets multiple assessments in different domains for identifying gifted learners, including those from diverse backgrounds;
- (d) uses and understands limitations of assessments documenting academic growth of students who are gifted;
- (e) uses non-biased and equitable approaches for identifying students who are gifted, including those from diverse backgrounds;
- (f) uses technically adequate qualitative and quantitative assessments for identifying and placing students who are gifted;
- (g) develops differentiated curriculum-based assessment for use in instructional planning and delivery for students who are gifted; and
- (h) uses alternative assessments and technologies to evaluate learning of students who are gifted.

C. Curriculum.

(1) Curriculum development and implementation - the teacher:

- (a) develops and implements individualized appropriate differentiated instruction;
- (b) applies alternate curricula for students who are gifted when the general education curriculum is not appropriate;
- (c) develops curriculum for students who are gifted with an emphasis on cognitive, affective, aesthetic, and social domains;
- (d) develops individualized scope and sequence plans appropriate for students who are gifted; and
- (e) selects and adapts curricula that incorporate advanced, conceptually challenging, and complex content for students who are gifted.

(2) Instructional strategies for students who are gifted - the teacher:

- (a) demonstrates knowledge of data-based approaches to individualized instruction for students who are gifted, including assessment, assistive technology, direct instruction, monitoring, and evaluation;
- (b) describes and demonstrates various methods for individualizing instruction for students who are gifted to ensure access to appropriate curriculum;
- (c) designs and implements appropriate lesson planning and methods for managing individuals, small groups, large groups, inclusive groups, and individual instruction for students who are gifted;

- (d) collects and analyzes instructional data for effectiveness of programs for students who are gifted;
  - (e) uses data to adapt and revise programs as necessary for students who are gifted;
  - (f) collaborates with regular education teachers and related services personnel for support of students who are gifted in inclusive environments;
  - (g) teaches students who are gifted in the use of self-advocacy skills;
  - (h) integrates academic and career guidance experiences for students who are gifted to explore, develop, or research their areas of interest or talent
  - (i) paces the delivery of the curriculum and instruction with the intellectual demands of students who are gifted;
  - (j) utilizes computers, related technologies, and assistive technology to support teaching and learning;
  - (k) delivers content area instruction to students who are gifted from a position of expertise;
  - (l) applies pedagogy appropriate to the content area when instructing students who are gifted; and
  - (m) applies higher-level thinking and meta-cognitive models to content areas to meet the needs of students who are gifted.
- (3) Materials for students who are gifted - the teacher:
- a) selects and matches instructional materials to the individual learning needs and styles of students who are gifted;
  - (b) evaluates and adapts commercial materials and technological products commonly used with students who are gifted;
  - (c) selects appropriate materials for targeted instruction for students who are gifted;
  - (d) constructs instructional materials and technological products to meet individual goals of students who are gifted; and
  - (e) selects materials that respond to cultural, linguistic, and intellectual differences among students who are gifted.
- (4) Transition for students who are gifted - the teacher:
- (a) describes models and develops options with students who are gifted to make successful transitions as appropriate from school to school and to post-secondary options; and
  - (b) discusses and implements follow-up evaluation and collaboration for students who are gifted.
- (5) Diversity - the teacher:
- (a) understands how students who are gifted differ in their approaches to learning, academic and affective characteristics, and creates instructional opportunities that are adapted to diverse learners;
  - (b) organizes and manages varied learning groups as appropriate in each of the disciplines and as appropriate to the needs and/or interests of students who are gifted and the goals of the lesson;
  - (c) is aware of and can apply current research findings regarding individual differences of students who are gifted such as linguistic backgrounds, developmental levels, affective needs, exceptionalities, and gender;
  - (d) identifies stereotypes in curriculum materials and adapts instruction appropriately for students who are gifted;
  - (e) helps students who are gifted develop social interactions, coping skills, and critical perspectives on biased materials to address personal and social issues;
  - (f) identifies and develops appropriate responses to differences among language learners who are gifted;
  - (g) demonstrates sensitivity to New Mexico's unique linguistic and cultural diversity for students who are gifted;
  - (h) integrates perspectives of diverse groups into planning instruction for students who are gifted and on all forms of communication;
  - (i) understands the implications of one's own and others' cultures, behaviors, and use of language on the development of students who are gifted;
  - (j) accesses resources that enhance communication skills for students who are gifted including those with exceptional communication or English learning needs; and

1st draft 9-1-09

- (k) promotes multilingualism among students who are gifted.
- (6) Classroom environment - the teacher:
  - (a) implements disciplinary procedures consistent with state and federal rules and regulations and conducts functional behavior assessments and implements behavior intervention plans as appropriate; and
  - (b) provides an intellectually, emotionally, and physically safe environment for students who are gifted.

[6.64.18.10 NMAC - N, XX-XX-09]

HISTORY OF 6.64.18 NMAC: [RESERVED]

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**NMAG**

**New Mexico Association for the Gifted**

**Legislative Education Study Committee Meeting in Santa Fe November, 2009  
Presentation by Teresa Rowlison, New Mexico Association for the Gifted**

The New Mexico Association for the Gifted (NMAG) would like to thank Representative Stewart for sponsoring HB 131 last year as well as HM 103 and Senator Nava for sponsoring SM 81 to determine the requirements for a Gifted Endorsement. We are very excited that the gifted memorials have resulted in a draft teacher licensure rule to establish competencies for gifted education teachers and a gifted endorsement. This state requirement for gifted education teachers to be highly qualified will help ensure gifted students get the education they deserve.

In anticipation of the gifted endorsement, several universities have begun offering gifted education courses. Currently, the following universities in New Mexico are offering gifted coursework:

Eastern New Mexico University (various formats)

Contact: Dr. Michael Shaughnessy [michael.shaughnessy@enmu.edu](mailto:michael.shaughnessy@enmu.edu)

Highlands University – Farmington (all online)

Contact: John Frazzini [jfrazzini@lcp.k12.nm.us](mailto:jfrazzini@lcp.k12.nm.us)

New Mexico State University (all online)

Contact: Lori Comallie-Caplan [lcomallie@nmsu.edu](mailto:lcomallie@nmsu.edu)

University of New Mexico (all face-to-face)

Contact: Dr. Elizabeth Nielsen [enielsen@unm.edu](mailto:enielsen@unm.edu)

University of the Southwest (all online)

Contact: Dr. Teresa Rowlison [trowlison@usw.edu](mailto:trowlison@usw.edu)

We feel that these programs will prepare highly qualified gifted education teachers and allow school districts throughout the state to meet the requirements of the proposed gifted endorsement. We are confident that the gifted endorsement will serve to improve the quality of services to gifted students and provide them a free and appropriate public education.

For additional information, contact Teresa Rowlison, Program Coordinator at the Southwest Regional Education Center at [trowlison@swrecnm.org](mailto:trowlison@swrecnm.org) or (575) 640-3479.