



NM GIFTED ENDORSEMENT
NMSU PROPOSAL FOR GIFTED
COURSEWORK

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Gifted Endorsement

**Requirements for Licensed Teachers, prior to
July 1, 2012**

Choose at least one of the three criteria for endorsement prior to July 1, 2012.

- **Choose at least one of the three criteria for endorsement prior to July 1, 2012.** (Make sure the area you choose is approved by your district.)
 - ▣ Prior to July 1, 2012, provide 5 years of experience in teaching gifted students, with verification by the district personnel office.
 - ▣ Prior to July 1, 2012, provide evidence of having passed a state-approved licensure test in the teaching of gifted students authorized by the PED or any other state education agency. (PED is accepting the PRAXIS II exam. Here's the practice link: <http://www.praxisprepinfo.com/gifted-education.htm>.)
 - ▣ Prior to July 1, 2012, successfully complete at least 12 credit hours in pedagogy and methodology of teaching gifted students at a regionally accredited college or university in New Mexico.

Prior to July 1, 2012, successfully complete at least 12 credit hours at NMSU

- **Core Courses currently offered at NMSU**
 - ▣ SPED 501 Nature and Needs of Gifted Learners (offered Spring 2010/Fall 2011)
 - ▣ Sped 502 Curriculum for Gifted Learners (offered Fall 2010)
 - ▣ Sped 503 Twice Exceptional and Special Populations of Gifted Learners (offered Summer 2010)
 - ▣ Sped 498 Strategies for Gifted Learners (offered Spring 2011)

Submit to PED

- Make a copy for your records and then send in your completed packet. The completed packet should contain the endorsement application marked “Gifted Education,” your application fee in a cashiers check or money order, and evidence to substantiate the requirement you selected. Send the packet to:

New Mexico Public Education Department
Licensure Unit
300 Don Gaspar
Santa Fe, NM 87501

Gifted Endorsement

**Future Endorsement Requirements, after June
30, 2012**

Future Endorsement Requirements

- After June 30, 2012, beginning teachers seeking a Gifted Education endorsement to add an initial Level I teaching license must have 24 semester hours in the pedagogy and methodology of teaching gifted students from a regionally accredited college or university. (In addition to the endorsement, beginning teachers will also need to satisfy all general licensure requirements from the PED.)

24 hours at NMSU

- SPED 508 Educational Foundations, Development and Characteristics of Gifted Students
- SPED 512 Individual Learning Differences of students who are Gifted (to include Gifted Students with Other Disabilities)
- SPED 514 Instructional Strategies for Gifted Students
- SPED 516 Learning Environments and Social Interactions With Students Who are Gifted
- SPED 518 Instructional Planning and Curriculum for Gifted Students
- SPED 515/520 Working With Families of Students who are Gifted
- SPED 521 Professional and Ethical Practices in the Education of Gifted Students
- SPED 522 Assessment Issues for Students who are Gifted

After June 30, 2012:

- Teachers currently licensed in New Mexico in any level and seeking an endorsement in Gifted Education will complete the following requirements:
 - Pass a state-approved licensure test or an accepted comparable licensure test(s) from another state.
 - Successfully complete 12 credits hours in the pedagogy and methodology of teaching gifted students through a regionally accredited college or university.

12 credits hours at NMSU

- SPED 508 Educational Foundations, Development and Characteristics of Gifted/Talented Students (Standard 1 and 2) (takes the place of SPED 501-Nature and Needs)
- SPED 512 Individual Learning Differences of students who are Gifted/Talented (to include Gifted/Talented Students with Other Disabilities) (Standard 3) (Takes the Place of SPED 503 – Twice Exceptional)
- SPED 514 Instructional Strategies for Gifted/Talented Students (Standard 4) (Takes the place of SPED 498 – Strategies)
- SPED 518 Instructional Planning and Curriculum for Gifted/Talented Students (Standard 7) (Takes the place of SPED 502 – Curriculum for the Gifted)

NMSU Master's degree in Education

Major in special education that emphasizes teacher training in area of the education of children who are gifted or talented.

Application

Procedures/Requirements:

- Application procedures and requirements for this program are the same as for the Special Education program. Advisement through the program director is advised prior to applying to the program.

Program Course Requirements

(education of the gifted and talented):

Prerequisites

- CEP 110 or 570 (3cr) Human Growth and Development
- SPED 350 or 500 (3cr) Introduction to Special Education
- SPED 523 or 360 (3cr) Curriculum Methods/Materials Special Education

Program Course Requirements

(education of the gifted and talented):

Core Requirements for Master's Degree in Special Education

- SPED 510 (3cr) Current Issues in Special Education
- SPED 590 (2cr) Master's Seminar
- SPED 513 (3cr) Current Research in Special Education

Program Course Requirements

(education of the gifted and talented):

Courses Required for Licensure in Special Education

- SPED 504 (3cr) Assessment of Exceptional Learners
- SPED 559 (3cr) Approaches to Classroom Management
- SPED 570 (3cr) Life Span Development and Transition

Courses for in Gifted /Talented

Education Emphasis (24 credits required)

- SPED 508 Educational Foundations, Development and Characteristics of Gifted Students (Standard 1 and 2)
- SPED 512 Individual Learning Differences of students who are Gifted/Talented (to include Gifted Students with Other Disabilities) (Standard 3)
- SPED 514 Instructional Strategies for Gifted Students (Standard 4)
- SPED 516 Learning Environments and Social Interactions With Students Who are Gifted (Standard 5)
- SPED 518 Instructional Planning and Curriculum for Gifted Students (Standard 7)
- SPED 515/520 Working With Families of Students who are Gifted (Standard 10)
- SPED 521 Professional and Ethical Practices in the Education of Gifted Students (Standard 6 and 9)
- SPED 522 Assessment Issues for Students who are Gifted (Standard 8)

Professional Practicum for Individuals Who Do Not Hold a Teaching License (9 credits required)

- SPED 548 (105 hrs/3crs) Practicum
- SPED 527 (300 hrs/6crs) Internship/Student Teaching

NCATE Standards Alignment

- SPED 508 Foundations and Characteristics of Gifted (*Standard #1 Foundations and #2 Development and Characteristics of Learners*)
- SPED 512 Individual Learning Differences (*Standard #3 Individual Learning Differences*)
- SPED 514 Instructional Strategies (*Standard #4 Instructional Strategies*)
- SPED 516 Learning Environments (*Standard #5 Learning Environments and Social Interaction*)
- SPED 518 Instructional Planning (*Standards #7 & Instructional Planning*)
- SPED 520 Working w Families (*Standard #10 Collaboration*)
- SPED 521 Profess. Ethics (*Standards #6 & #9 Professional and Ethical Practice & Language*)
- SPED 522 Assessment Issues (*Standard #8 Assessment*)

Costs at NMSU

- **Semester full-time rate - covers 12 – 18 credit hours - \$ 2,904.00**
- **Graduate per credit hour rate - \$ 242.00**

Comparisons with other states

Georgia

- Four courses (12 hours) are required for the Gifted In-Field Endorsement (Georgia Professional Standards Commission):
 - **PSYG 5610:** Nature and Needs of Children Who Are Talented and Gifted **3 hrs**
 - **PSYG 6600:** Methods & Materials for Children Who Are Talented and Gifted **3 hrs**
 - **PSYG 6620:** Curriculum for Children Who Are Talented and Gifted **3 hrs**
 - **PSYG 7600:** Assessment of Children Who Are Talented and Gifted **3 hrs**

Arizona

- A valid Arizona Elementary, Secondary or Special Education certificate.
- Completion of 9 semester hours of upper division or graduate level courses in an academic discipline such as science, mathematics, language arts, foreign language, social studies, psychology, fine arts, or computer science.
- **TWO from Option A, B, C, or D:**
 - A. Three years of verified full-time teaching experience in gifted education as a teacher, resource teacher, specialist, or similar position verified by the district.
 - B. A minimum of 135 clock hours of verified in-service training in gifted education.
 - C. Completion of 12 semester hours of courses in gifted education. District in-service programs in gifted education may be substituted for up to 6 semester hours of gifted education courses. 15 clock hours of in-service is equivalent to 1 semester hour. Practicum courses shall not be accepted towards this requirement.
 - D. Completion of 6 semester hours of practicum or **two years of verified full-time teaching experience** in which most students were gifted

Iowa

- Program Requirements--Content [Strands]: Completion of 12 semester hours of coursework in the area of the gifted and talented, to include the following:
 1. Psychology of the gifted
 2. Programming for the gifted
 3. Administration and supervision of gifted programs
 4. Practicum experience in gifted programs" (practicum must be completed at level **not completed as part of** initial licensure)
- An individual seeking endorsement nomination through **The University of Iowa must have taken a minimum of one (1)** credit hour through coursework offered through the Belin-Blank Center and the College of Education. Semester hours from other accredited institutions of higher learning are acceptable for endorsement, although copies of syllabi, course requirements, papers, and/or other assignments may be required to determine course fulfillment of the appropriate strand.

Iowa Required Courses

- Family Issues and Giftedness
- Psychology of Giftedness
- Identification of Students for Gifted
- Gender Issues and
- Ethnic and Cultural Issues and
- Counseling and Psychological Needs of Gifted Students
- Cognitive and Affective Needs of the Gifted
- Neuroscientific Implications for Gifted
- Creativity
- Advanced Leadership in Gifted
- Introduction to Gifted
- Seminar in Gifted
- Advanced Seminar in Gifted Education

Idaho

- Three credits in each core area, and five elective
- credits are needed for a total of 20 credits.
 - Foundations of Gifted and Talented Education
 - Curriculum and Instruction for Gifted and Talented Students
 - Social and Emotional Needs of Gifted and Talented Students
 - Creativity and Critical Thinking Skills for G/T Students
 - Practicum/Program Design for G/T Education
 - Electives – associated with gifted and talented education

Kentucky

- The Endorsement requires four three-hour courses:
 - **GTE 536 Nature and Needs of Gifted, Creative and Talented Students.** 3 hours. Terminology, theories, issues, and general approaches in educating gifted, creative, and talented young people.
 - **GTE 537 Curriculum, Strategies, and Materials for Gifted Students.** 3 hours. The curriculum and the learning environment in meeting the unique and advanced needs of gifted students. Strategies particularly suitable for the gifted.
 - **PSY 432G Psychology of the Gifted and Creative.** 3 hours. Identification of gifted children and adults with emphasis on educational programs for the maximum development of giftedness.
 - **GTE 538 Practicum for Teachers of Gifted Students.** 3 hours. Prerequisites: GTE 536, GTE 537, and PSY 432G. Supervised experiences to integrate the knowledge and skills needed to plan, implement, and evaluate effective learning experiences for gifted, creative, and talented students

Florida

- Five courses comprise the program;
 - Nature and Needs of the Gifted;
 - Procedures and Curriculum for Gifted;
 - Guidance and Counseling of the Gifted;
 - Special Populations of Gifted; and
 - Creativity in Gifted.
- Each completed inservice course is the equivalent of a three-semester-hour college course; 60 inservice points are credited to the teacher upon successful completion of each course. These courses are “all or none”; either the participant completes the entire course and earns 60 credits, or he/she earns no credits for partial completion. The inservice courses are not convertible to college credit; however, college courses in Gifted may be convertible to our Gifted Add-on Program, if the content and objectives match one of the required inservice courses in our program.

The need for Gifted Endorsement

- Only 3% of colleges and universities across the country offer courses in gifted education and the need for courses are high (VanTassel-Baska & Stambaugh, 2006). According to the National Association for Gifted Children (NAGC), 61% of classroom teachers in the U.S. have no training in gifted and talented yet gifted and talented students spend over 80% of their time in their regular classroom (<http://www.nagc.org/index.aspx?id=533>). Further, with so few opportunities for graduate courses in gifted education, we cannot expect teachers to effectively address the needs of gifted learners (Ford, Grantham, & Whiting, 2008). According to the report National Excellence: A Case for Developing America's Talent (October, 1993) (<http://www.ed.gov/pubs/DevTalent/intro.html>), “teachers must receive better training in how to teach high-level curricula. They need support for providing instruction that challenges all students sufficiently. This will benefit not only students with outstanding talent but children at every academic level.”

The need for Gifted Endorsement

- Given the unique social and emotional needs of gifted children, an educational program designed for the gifted must provide opportunities for learners to grow in all aspects of intelligence and provide experiences to develop socially and emotionally as well as cognitively. All gifted learners deserve a quality education with great activities, opportunities, and experiences that enrich and expand the whole of development. The vision is for gifted education incorporates an understanding of successful intelligence, social/emotional as well as cognitive development, and the creation of autonomous learners; it is the mission of all parents, teachers, and advocates of the gifted to make it happen. In E. Paul Torrance's (1999) "Manifesto to Children," he wrote the following: "Learn the skills of interdependence and gladly share your infinite creativity." This is the hope for all gifted and talented children. Gifted children need to enter the workplace with the necessary tools to make a better world; our mission is to provide those tools.

Information

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