

Frasier Talent Assessment Profile-II: Multistage Edition (FTAP-II) Certification Training

Frasier Talent Assessment Profile 2.0 (Geoffrey Moon):

The FTAP 2.0 extends the reach of the original FTAP system, making it easier for practitioners to maintain constant rates of identification, identify representative populations of diverse and disadvantaged learners in gifted education, and interpret strengths and weaknesses of each gifted learner using simple percentile measures. FTAP 2.0 users should hold a credential that certifies their ability to administer and interpret group tests (a teaching or diagnostic license). **Three-day workshops are available to certify new users; five-day workshops are available for training supervisor/trainers.** Special workshops can be ordered to customize the system for state or district requirements (3 to 5 days in blocks or over a period of weeks).

Workshop Fees

Workshops can be customized to meet your organization's needs and can be either half or whole day workshops unless otherwise noted.

\$50.00 per participant (NM resident) per day
\$75.00 per participant (out of state) per day
10 participants minimum

Please place your request for a presentation at least two weeks prior to the date of your event.

NOTE—Liability insurance must be provided by the sponsoring district.

NMAG Speakers

Susan Boyles chose her path in gifted education because of her three gifted children. She is a teacher of the gifted for Hermosa Middle School in Farmington. She is the current president of New Mexico Association for the Gifted.

Lori Comallie-Caplan is the Coordinator for Gifted Services in Las Cruces New Mexico and teaches gifted education courses for New Mexico State University. Lori is a trained SENG facilitator.

John Frazzini is a gifted facilitator for Las Cruces Public Schools and teaches gifted education courses for New Mexico Highlands University.

Denise Lucht is the daughter of a gifted father, mother of a gifted daughter and teacher of the gifted for Hillrise Elementary School, LCPS. Denise is a strong advocate for gifted learners and has served as President of Parents and Advocates of Dona Ana County.

Geoffrey Moon is the Coordinator for Gifted Services for Gallup-McKinley County Schools and an instructor teaching gifted education classes for Western New Mexico University. Geoffrey is the author of the Frasier Talent Assessment Profile 2.0 Multistage Edition.

Sarah Reid has worked with gifted students for sixteen of her thirty-three years in the Hobbs Municipal Schools. Recognized in 2007 as Outstanding Educator by the Hobbs Chamber of Commerce, Sarah coordinates 7th and 8th grade gifted services in the Hobbs Schools.

Teresa Rowilson is the mother of a gifted child, Associate Professor at New Mexico State University, and Program Coordinator for online special education and gifted programs at NMSU.

Pamela Sutcliffe is currently the District Liaison for Gifted Education in the Albuquerque Public Schools. She has been involved in gifted education at the school, state and district level for the past 13 years.

Laura Verploegh is a teacher for the gifted at Sierra Middle School in Las Cruces, New Mexico. She serves on the New Mexico Association for the Gifted's Executive Board as Past President.



Speakers Bureau

A Guide to Topics and Speakers on Gifted Education Issues

To schedule a speaking engagement with a member of our Speakers Bureau please contact the NMAG Speakers Bureau at nmgifted@gmail.com Or 505-649-3935

Speakers Bureau

The **NMAG Speakers Bureau** offers practical resources, relevant, insightful workshops and professional development opportunities for general education teachers, gifted education teachers, administrators, parents, and support groups. These gifted education workshops can be customized for your district's unique needs. NMAG Speakers have experience presenting at local, state and national levels.

Workshop Titles

Creativity Development K-12 (Geoffrey Moon): The Creativity Development Portfolio System is a research-based way to align and individualize creativity development activities and assess progress K-12. Whether you are concerned with individual program development or total program assessment, it can help you chart your way to effective creativity development in public school.

Effective Advocacy for Gifted Education (Laura Verploegh): This workshop will provide tools on general advocacy, basic facts about gifted education in the U.S., working with the media, advocating with your elected representatives, starting your own local group, and other strategies to advance the needs of gifted learners. This toolkit was developed by the National Association for Gifted Children.

Eight Great Gripes of Gifted Students (Denise Lucht): Gifted students have identified eight perceived difficulties, which include lack of explanations about giftedness; unchallenging school work; overly high expectations; teasing by other children; lack of understanding by peers; lack of acceptance; and feelings of helplessness about world problems. In this session, specific activities you can use with students to address each of the "gripes" will be presented.

Gifted Boys/Gifted Girls (John Frazzini): Similarities, differences, and manifestations in gifted girls and gifted boys are as varied as the individuals themselves. Participants will explore the following areas: Developmental Differences, Ability & Achievement, Socialization, Career Aspirations, and Self Esteem during the first half of the workshop.

Gifted Programming in Non-Urban Settings (Sarah Reid): If you are in a rural school district, the challenge of providing services for gifted children can be a struggle. This workshop provides a look at the NAGC criteria for gifted programming recommendations as well as resources for teachers which are inexpensive and available for rural districts.

Integrated Curriculum in Mid-high and High School (Susan Boyles): The most effective teaching takes place when students are able to build on existing knowledge and make content connections to other areas. While "units" are often available for elementary school, how can this be done at a secondary level while still addressing required standards and benchmarks?

Putting the "I" in the IEP (Pam Sutcliffe): Moving from teacher-centered to student-centered individualized education requires careful assessment, flexibility on the part of educators and their institutions, and understanding of New Mexico Public Education rules. This workshop will address writing high-quality individualized goals that focus on the nature and needs of gifted learners and their identified strengths.

Using the Data You Have-Informing Instruction for Students Identified as Gifted (Teresa Rowilson): This presentation will discuss formative (short cycle) assessments and how these assessments are used to identify students who are not "responding to interventions" (Rtl); the importance of aligning instruction to assessment; and the characteristics of student intervention. You will have the opportunity to work with your data and learn how to use rubrics for scoring assessments.

Working with Underachieving Students Who are Gifted (John Frazzini): The workshop will focus on under achievement and will outline a framework for working with under achieving students. Participants will be provided with field-tested sample materials for use with under-achieving students.

Understanding Overexcitabilities (Lori Comallie-Caplan): Overexcitabilities (OEs) can result in creative endeavors as well as advanced emotional and ethical development in adulthood. Because of this, overexcitabilities are a positive force for the gifted, as they feed, enrich, empower and amplify talent. This workshop will explore the Basic Concepts of Dabrowski's Theory of Positive Disintegration, the 5 OEs characteristic, the strategies for working with OEs and a hands-on lesson in helping your students to understand their OEs.

Speakers may change based on availability.

Other topics available upon request and speaker availability:

Creative Dramatics to Increase Creative Thinking
Differentiating Instruction for Gifted Learners in the General Classroom

Gifted Educators as Resource Consultants

Grouping to Enhance Differentiation

Identifying Traits, Aptitudes and Behaviors of the Gifted

Implementing Social Emotional Support Groups for Parents

Serving Gifted Students in New Mexico

Stressed Out Gifted Kids-Strategies to Help Gifted Kids Deal with Stress

Student Led IEPs

Using a Strategies Lab to Strengthen Critical Thinking