

Advanced Standards in Gifted Education Teacher Preparation

Standard 1

Assessment

1.0	<i>Gifted education specialists use valid and reliable assessment practices to minimize bias.</i>
Key Elements	
1.1	Gifted education specialists review, select, and interpret psychometrically sound, nonbiased, qualitative and quantitative instruments to identify individuals with gifts and talents and assess their abilities, strengths, and interests.
1.2	Gifted education specialists monitor the progress of individuals with gifts and talents in the general education and specialized curricula.

Assessment is critical to the advanced roles of gifted education specialists. Underlying assessment is the knowledge of systems and theories of educational assessment, along with skills in examining the technical adequacy of instruments and the implementation of evidence based practices in assessment. It is critical that assessments that minimize bias are used in the selection of instruments, methods, and procedures for both programs and individuals. With respect to assessment of individuals with gifts and talents, gifted education specialists in advanced roles apply their knowledge and skill to all stages and purposes of assessment, including identification of abilities, strengths, and interests and in monitoring and reporting learning progress in the general education curriculum as well as in the specialized curriculum in their gifted education placement.

Standard 2

Curricular Content Knowledge

2.0	<i>Gifted education specialists use their knowledge of general¹ and specialized² curricula to improve programs, supports, and services at classroom, school, community, and system levels.</i>
Key Elements	
2.1	Gifted education specialists align educational standards to provide access to challenging curriculum to meet the needs individuals with exceptionalities.
2.2	Gifted educators continuously broaden and deepen professional knowledge, and expand expertise with instructional technologies, curriculum standards, effective teaching strategies, and assistive technologies to support access to and learning of challenging content.
2.3	Gifted education specialists use understanding of diversity and individual learning differences to

¹ As used "general" or the core curricula, means the general academic content of the curricula including math, reading, English/language arts, science, social studies, and the arts.

² As used, "specialized curricula" means the content of specialized interventions that are designed to address the unique needs of individuals with gifts and talents.

inform the selection, development, and implementation of comprehensive curricula for individuals with exceptionalities.

Gifted education specialists use their deep understanding of educational standards within and across domains to provide access to challenging curriculum to meet the needs of individuals with exceptionalities. Gifted education specialists continuously broaden and deepen their professional knowledge, and expand their expertise with technologies, curriculum standards, effective teaching strategies, and assistive technologies to support learning. Gifted education specialists how individual learning differences and diversity inform the selection, development and implementation of comprehensive and cohesive curricula for individuals with exceptionalities.

Standard 3

Programs, Services, and Outcomes

3.0 <i>Gifted education specialists facilitate the continuous improvement of general and gifted education programs, supports, and services at the classroom, school, and system levels for individuals with exceptionalities.</i>	
Key Elements	
3.1	Gifted education specialists design and implement evaluation activities to improve programs, supports, and services for individuals with exceptionalities.
3.2	Gifted education specialists use their understanding of cultural, social, and economic diversity and individual learner differences to inform the development and improvement of programs, supports, and services for individuals with exceptionalities.
3.3	Gifted education specialists apply knowledge of theories, evidence-based practices, relevant laws, and policies to advocate for programs, supports, and a continuum of services for individuals with exceptionalities.
3.4	Gifted education specialists design and develop systematic program and curriculum models for enhancing talent development in multiple settings.
3.5	Gifted education specialists evaluate progress toward achieving the vision, mission, and goals of programs, services, and supports for individuals with exceptionalities.

Effective gifted educators in advanced roles design and implement research activities to evaluate the effectiveness of instructional practices and to assess progress toward the organizational vision, mission, and goals of their programs. They develop procedures for continuous improvement management systems. They use their understanding of the effects of cultural, social, and economic diversity and variations of individual development to inform their development of programs and services for individuals with exceptional learning needs. Gifted educators in advanced roles apply their knowledge of cognitive science, learning theory, and instructional technologies to improve instructional programs at the school-wide and system-wide levels. They provide for a continuum of services to ensure the appropriate instructional supports for individuals with exceptional learning needs. They use their deep understanding of educational standards to help all individuals with exceptional learning needs access challenging curriculum.

Standard 4

Research & Inquiry

4.0	<i>Gifted education specialists conduct, evaluate, and use inquiry to guide professional practice.</i>
Key Elements	
4.1	Gifted education specialists evaluate theory, research and inquiry to identify effective practices.
4.2	Gifted education specialists use knowledge of the professional literature to improve practices with individuals with exceptionalities and their families
4.3	Gifted education specialists evaluate and modify instructional practices in response to ongoing assessment data and engage in the design and implementation of research and inquiry.

Research and inquiry inform the decisions of gifted educators in advanced roles in guiding professional practice. Gifted educators in advanced roles know models, theories, philosophies, and research methods that form the basis for evidence-based practices in gifted education. This knowledge includes information sources, data collection, and data analysis strategies. Gifted educators in advanced roles evaluate the appropriateness of research methodologies in relation to practices presented in the literature. They use educational research to improve instructional techniques, intervention strategies, and curricular materials. They foster an environment supportive of continuous instructional improvement and engage in the design and implementation of action research. Gifted educators in advanced roles are able to use the literature to resolve issues of professional practice and help others understand various evidence-based practices.

Standard 5

Leadership and Policy

5.0	<i>Gifted education specialists provide leadership to formulate goals, set and meet high professional expectations, advocate for effective policies and evidence-based practices, and create positive and productive work environments.</i>
Key Elements	
5.1	Gifted education specialists encourage high expectations, model respect for, and use ethical practices with all individuals with exceptionalities.
5.2	Gifted education specialists support and use linguistically and culturally responsive practices.
5.3	Gifted education specialists create and maintain collegial and productive work environments that respect and safeguard the rights of individuals with exceptionalities and their families.
5.4	Gifted education specialists advocate for policies and practices that improve programs, services, and outcomes for individuals with exceptionalities.
5.5	Gifted education specialists advocate for the allocation of appropriate resources for the preparation and professional development of all personnel who serve individuals with exceptionalities.

Gifted educators in advanced roles promote high professional self-expectations and help others understand the needs of individuals with exceptional learning needs within the context of an organization's mission. They advocate laws based on solid evidence-based knowledge to support high quality education for individuals with exceptional learning needs. They also advocate for appropriate resources to ensure that all personnel involved have effective preparation. Gifted educators in advanced

roles use their knowledge of organizational theory and the needs of different groups in a pluralistic society to formulate organizational goals promoting evidence-based practices and challenging expectations for individuals with exceptional learning needs. They provide leadership to create procedures that respect all individuals and permit professionals to practice ethically. They create positive and productive work environments and celebrate accomplishments with colleagues.

Standard 6

Professional and Ethical Practice

<p>6.0 <i>Gifted education specialists use foundational knowledge of the field and professional ethical principles and Program Standards to inform gifted education practice, engage in lifelong learning, advance the profession, and perform leadership responsibilities to promote the success of professional colleagues and individuals with exceptionalities.</i></p>
<p>Key Elements</p>
<p>6.1 A comprehensive understanding of the history of gifted education, legal policies, ethical standards, and emerging issues informs gifted education specialist leadership.</p>
<p>6.2 Gifted education specialists model high professional expectations and ethical practice, and create supportive environments that increase diversity at all levels of gifted and talented education.</p>
<p>6.3 Gifted education specialists model and promote respect for all individuals and facilitate ethical professional practice.</p>
<p>6.4 Gifted education specialists actively participate in professional development and learning communities to increase professional knowledge and expertise.</p>
<p>6.5 Gifted education specialists plan, present, and evaluate professional development focusing on effective and ethical practice at all organizational levels.</p>
<p>6.6 Gifted education specialists actively facilitate and participate in the preparation and induction of prospective gifted educators.</p>
<p>6.7 Gifted education specialists actively promote the advancement of the profession.</p>

Gifted education specialists in advanced roles have a comprehensive knowledge of gifted education as an evolving and changing discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, diverse and historical points of view, and issues that have influenced and continue to influence gifted education and the education of and services for individuals with exceptionalities both in school and in society. They are guided by professional ethics and practice standards. In their advanced roles gifted educators have leadership responsibilities for promoting the success of individuals with exceptional learning needs, their families, and colleagues. They create supportive environments that safeguard the legal rights of students, families, and school personnel through policies and procedures that promote ethical and professional practice. Gifted educators in advanced roles continuously broaden and deepen their professional knowledge, and expand their expertise with instructional technologies, curriculum, effective teaching strategies, and assistive technologies to support access to learning. Gifted educators in advanced roles plan, present, and evaluate professional development based on models that apply adult learning theories and focus on effective practice at all organizational levels. They are actively involved in the preparation and induction of prospective gifted educators. Gifted educators in advanced roles model their own commitment to continuously improving their own professional practice by participating in professional development themselves and promote the advancement of the profession.

7.0 <i>Gifted education specialists collaborate with stakeholders to improve programs, services, and outcomes for individuals with gifts and talents and their families.</i>
Key Elements
7.1 Gifted education specialists use culturally responsive practices to enhance collaboration.
7.2 Gifted education specialists use collaborative skills to improve programs, services, and outcomes for individuals with exceptionalities
7.3 Gifted education specialists collaborate to promote understanding, resolve conflicts, and build consensus for improving program, services, and outcomes for individuals with exceptionalities.

Gifted educators in advanced roles have a deep understanding of the centrality and importance of consultation and collaboration to the roles within gifted education, and they use this deep understanding to improve programs, services and outcomes for individuals with exceptional learning needs. They also understand the significance of the role of collaboration and apply their skill to promote understanding, resolve conflicts, and build consensus among both internal and external stakeholders to provide services to individuals with exceptional learning needs and their families. They possess current knowledge of research on stages and models in both collaboration and consultation and ethical and legal issues related to consultation and collaboration. Moreover, gifted educators in advanced roles have a deep understanding of the possible interactions of language, diversity, culture and religion with contextual factors and how to use collaboration and consultation to enhance opportunities for individuals with exceptional learning needs.

Glossary

Individuals with Exceptionalities: Individuals with exceptionalities include individuals with sensory, physical, emotional, social, cognitive differences, developmentally delays, exceptional gifts and talents; and individuals who are or have been abused or neglected whose needs differ sufficiently so as to require personalized special education services in addition to or in tandem with regular educational services available through general education programs and other human service delivery systems.

Special Education Service: Special education services are personalized services that appropriately credentialed special educators provide directly or indirectly to individuals with exceptionalities.