Initial G&T Specialty Set Literature 2013

Preparation Standard 1 Learner Development and Individual Learning Differences

Beginning gifted education professionals understand the variations in learning and development in cognitive and affective areas between and among individuals with gifts and talents and apply this understanding to provide meaningful and challenging learning experiences for individuals with exceptionalities.

1.1	Beginning gifted education professionals understand how language, culture, economic status, family background, and/or area of disability can influence the learning of individuals with exceptionalities.

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1.2	Beginning gifted education professionals use understanding of development and individual differences to respond to the needs of individuals with gifts and talents.

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Preparation Standard 2 Learning Environments

Beginning gifted education professionals create safe, inclusive, and culturally responsive learning environments so that individuals with gifts and talents become effective learners and develop social and emotional well-being.

2.1	Beginning gifted education professionals create safe, inclusive, culturally responsive learning environments that engage individuals with gifts and talents in meaningful and rigorous learning activities and social interactions.

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2.2	Beginning gifted education professionals use communication and motivational and instructional interventions to facilitate understanding of subject matter and to teach individuals with gifts and talents how to adapt to different environments and develop leadership skills.

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2.3	Beginning gifted education professionals adjust their communication to an individual's language proficiency and cultural and linguistic differences

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2.4	Beginning gifted education professionals demonstrate understanding of the multiple environments that are part of a continuum of services for individuals with gifts and talents, including the advantages and disadvantages of various settings.

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Preparation Standard 3 Curricular Content Knowledge

Beginning gifted education professionals use knowledge of general[1] and specialized curricula[2] to advance learning for individuals with gifts and talents.

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

3.1	Beginning gifted education professionals understand the role of central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and use their understanding to organize knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions within and across grade levels.

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2   As used, "specialized curricula" means the content of specialized interventions or sets of interventions including, but not limited to academic, strategic, communicative, social, emotional, self-guided, and independence curricula.

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Winebrenner, S. (2003). *Teaching gifted kids in the regular classroom* (2nd ed.). Minneapolis, MN: Free Spirit.

3.2	Beginning gifted education professionals design appropriate learning and performance modifications for individuals with gifts and talents that enhance creativity, acceleration, depth and complexity in academic subject matter and specialized domains.

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Preparation Standard 4 Assessment

Beginning gifted education professionals use multiple methods of assessment and data sources in making educational decisions.

4.1	Beginning gifted education professionals understand that some groups of individuals with gifts and talents have been underrepresented in gifted education programs and select and use technically sound formal and informal assessments that minimize bias.

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4.2	Beginning gifted education professionals use knowledge of measurement principles and practices to differentiate assessments and interpret results to guide educational decisions for individuals with gifts and talents.

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| 4.5 | Beginning gifted education professionals engage individuals with gifts and talents in assessing the quality of their own learning and performance and in setting future goals and objectives. |

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Preparation Standard 5 Instructional Planning & Strategies

Beginning gifted education professionals select, adapt, and use a repertoire of evidence-based instructional strategies[3] to advance the learning of individuals with gifts and talents.

5.1	Beginning gifted education professionals know principles of evidence-based, differentiated, and accelerated practices and possess a repertoire of instructional strategies to enhance the learning of critical and creative thinking, problem-solving, and performance skills of individuals with gifts and talents.

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[3] Instructional strategies, as used throughout this document include intervention used in academic and specialized curricula.

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5.2	Beginning gifted education professionals apply appropriate technologies to support instructional assessment, planning, and delivery for individuals with gifts and talents

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5.4	Beginning gifted education professionals emphasize the development, practice, and transfer of advanced knowledge and skills across environments throughout the lifespan leading to creative, productive careers in a multicultural society for individuals with gifts and talents.

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Hébert, T. P. (1993). Reflections at graduation: The long-term impact of elementary school experiences in creative productivity. *Roeper Review*, *16,* 22-28.

5.5	Beginning gifted education professionals use instructional strategies that enhance the affective development of individuals with gifts and talents.

Research-based References
Cornell, D. G., Delcourt, M. A. B., Goldberg, M. D., & Bland, L. C. (1995). Achievement and self-concept of minority students in elementary school gifted programs. *Journal for the Education of the Gifted, 18*, 189-209.

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Dai, D. Y., Moon, S. M., & Feldhusen, J. F. (1998). Achievement motivation and gifted students: A social cognitive perspective. *Educational Psychologist, 33*(2/3), 45-63.

Practice-based References
Betts, G. T., & Neihart, M. (1986). Implementing self-directed learning models for the gifted and talented. *Gifted Child Quarterly, 30*, 174-177.

Preparation Standard 6 Professional Learning & Ethical Practice

Beginning gifted education professionals use foundational knowledge of the field and professional ethical principles and Program Standards to inform gifted education practice, to engage in lifelong learning, and to advance the profession.

6.1	Beginning gifted education professionals use professional ethical principles and specialized program standards to guide their practice

Research-based References
Klein, J. P., & Lugg, E. T. (2002). Nurturing young adolescents legally and ethically. *Middle School Journal, 34*(1), 13-20.

Theory-based References

Copenhaver, J. (2002). Primer for maintaining accurate special education records and meeting confidentiality requirements when serving children with disabilities--Family Educational Rights *and Privacy Act (FERPA).* Logan: Utah State University, Mountain Plains Regional Resource Center.

Kitano, M., Montgomery, D., VanTassel-Baska, J., & Johnsen, S. (2008). *Using the national gifted education standards for PreK-12 professional development.* Thousand Oaks, CA: Corwin

Morehead, M. A. (1998). Professional behaviors for the beginning teacher. *American Secondary Education, 26*(4), 22-26.

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Callahan, C., Cooper, C., & Glascock, R. (2003). *Preparing teachers to develop and enhance talent: The position of national education organizations*. (ERIC Document Services No. ED477882).   Johnsen, S. K. (Ed.). (2012). *Gifted education programming standards: A guide to planning and implementing high-quality services.* Waco, TX: Prufrock Press.

6.2	Beginning gifted education professionals understand how foundational knowledge, perspectives, and historical and current issues influence professional practice and the education and treatment of individuals with gifts and talents in both school and society.

Research-based References
Bain, S., Bourgeois, S., & Pappas, D. (2003). Linking theoretical models to actual practices: A survey of teachers in gifted education. *Roeper Review, 25*, 166-172.   Plucker, J. A., & Callahan, C. M. (Eds.). (2008). *Critical issues and practices in gifted education: What the research says.* Waco, TX: Prufrock Press.

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Clarke, D., & Hollingworth, H. (2002). Elaborating a model of teacher professional growth. *Teaching and Teacher Education, 18*, 947-967.   Joyce, B. R., & Showers, B. (2002). *Student achievement through staff development* (3rd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.

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Clark, C. M. (Ed.). (2001). *Talking shop: Authentic conversations and teacher learning*. New York, NY: Teachers College Press.   Johnsen, S. K. (Ed.). (2012). *Gifted education programming standards: A guide to planning and implementing high-quality services.* Waco, TX: Prufrock Press.

6.3	Beginning gifted education professionals model respect for diversity, understanding that it is an integral part of society's institutions and impacts learning of individuals with gifts and talents in the delivery of gifted education services.

Research-based References
Gubbins, E. J., Westberg, K. L., Reis, S. M., Dinnocenti, S. T., Tieso, C. L., & Muller, L. M., et al. (2002). *Implementing a professional development model using gifted education strategies with all students.* (Report RM02172). Storrs: University of Connecticut, the National Research Center on the Gifted and Talented. Masten, W. G., & Plata, M. (2000). Acculturation and teacher ratings of Hispanic and Anglo-American students. *Roeper Review, 23*, 45-46.

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Boothe, D., & Stanley, J. C. (Eds.). (2004). *In the eyes of the beholder: Critical issues for diversity in gifted education.* Waco, TX: Prufrock Press. Gallagher, J. (2002). *Society's role in educating gifted students: The role of public policy*. Senior Scholars Series. (Report RM02162). Storrs: University of Connecticut, the National Research Center on the Gifted and Talented.

Practice-based References
Bernal, E. M. (2000). The quintessential features of gifted education as seen from a multicultural perspective. In G. B. Esquivel & J. C. Houtz (Eds.), *Creativity and giftedness in culturally diverse students* (pp. 159-191). Cresskill, NJ: Harrington Press. Ford, D. Y., & Trotman, M. F. (2001). Teachers of gifted students: Suggested multicultural characteristics and competencies. *Roeper Review, 23*, 235-239.

6.4	Beginning gifted education professionals are aware of their own professional learning needs, understand the significance of lifelong learning, and participate in professional activities and learning communities

Research-based References
Garet, M. S., Porter, A. C., Desimone, L., Birman, B. F., & Yoon, K. S. (2001). What makes professional development effective? Results from a national sample of teachers. *American Educational Research Journal, 38*(4), 915-945. Gubbins, E. J., Westberg, K. L., Reis, S. M., Dinnocenti, S. T., Tieso, C. L., & Muller, L. M., et al. (2002). *Implementing a professional development model using gifted education strategies with all students* (Report RM02172). Storrs: University of Connecticut, National Research Center on the Gifted and Talented. Han, K. S., & Marvin, C. (2000). A five-year follow-up study of the Nebraska Project: Still a long way to go... Roeper Review, 23, 25-33. Hanninen, G. E. (1988). A study of teacher training in gifted education. *Roeper Review, 10*, 139-144. Higgins, T. E. (2006, April). Pressures to participate: Factors influencing teachers' involvement in ongoing professional development programs. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA. Johnsen, S. K., Haensly, P. A., Ryser, G. R., & Ford, R. F. (2002). Changing general education classroom practices to adapt for gifted students. *Gifted Child Quarterly, 46*, 45-63.

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Lave, J. (1991). Situated learning in communities of practice. In L. B. Resnick, J. M. Levine, & S. D. Teasley (Eds.), *Perspectives on socially shared cognition* (pp. 63-82). Washington, DC: American Psychological Association.

Wenger, E. (1998). *Communities of practice: Learning, meaning, and identity*. New York, NY: Cambridge University Press.

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Barab, S. A., Kling, R., & Gray, J. H. (Eds.). (2004). *Designing virtual communities in the service of learning*. New York, NY: Cambridge University Press.

Dettmer, P., & Landrum, M. (Eds.). (1998). *Staff development: The key to effective gifted education program*. Waco, TX: Prufrock Press.

Falk, J. K., & Drayton, B. (Eds.) (2009). *Creating and sustaining online professional learning communities.* New York, NY: Teachers College Press.

6.5	Beginning gifted education professionals advance the profession by engaging in activities such as advocacy and mentoring

Research-based References

Grantham, T. C. (2003). Increasing Black student enrollment in gifted programs: An exploration of the Pulaski County special school district's advocacy efforts. *Gifted Child Quarterly, 47*, 46-65.

Hébert, T. P., & Neumeister, K. L. S. (2000). University mentors in the elementary classroom: Supporting the intellectual, motivational, and emotional needs of high-ability students. *Journal for the* Education of the Gifted, 24, 122-148.

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Brody, L. (1999). The talent searches: Counseling and mentoring activities. In N. Colangelo & S. Assouline (Eds.), *Talent development III, Proceedings from The 1995 Henry B. and Jocelyn Wallace national research symposium on talent development* (pp.153-157). Scottsdale, AZ: Great Potential Press.

Feng, A. (2006). Developing personalized learning experiences: Mentoring for talent development. In J. VanTassel-Baska (Ed.), *Serving gifted learners beyond the traditional classroom* (pp.189-212). Waco, TX: Prufrock Press.

Hertzog, N. (2003). Advocacy: on the cutting edge. *Gifted Child Quarterly, 47*, 66-81.

Torrance, E. P. (1984). *Mentor relationships: How they aid creative achievement, endure, change and die.* Buffalo, NY: Bearly Limited

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Grybe, D. (1997). Mentoring the gifted and talented. *Preventing School Failure, 41*, 115.

Siegle, D., & McCoach, D. G. (2005). Extending learning through mentorships. In F. Karnes & S. Bean (Eds.), *Methods and materials for teaching gifted* (2nd ed., pp. 473-518). Waco, TX: Prufrock Press.

Troxclair, D., & Karnes, F. (1997). Public relations: Advocating for gifted students. *Gifted Child Today, 20*(3), 38-41, 50.

Preparation Standard 7 Collaboration

Beginning gifted education professionals collaborate with families, other educators, related-service providers, individuals with gifts and talents, and personnel from community agencies in culturally responsive ways to address the needs of individuals with gifts and talents across a range of learning experiences.

7.1	Beginning gifted education professionals apply elements of effective collaboration.

Research-based References
Matthews, D., & Menna, R. (2003). Solving problems together: Parent/school/community collaboration at a time of educational and social change. *Education Canada, 43*(1), 20-23.

Theory-based References
Landrum, M. S. (2002). *Resource consultation in gifted education: Teachers working together to serve students.* Mansfield, CT: Creative Learning.

Practice-based References
Gentry, M., & Ferriss, S. (1999). StATS: A model of collaboration to develop science talent among rural students. *Roeper Review, 21*, 316-320.

7.2	Beginning gifted education professionals serve as a collaborative resource with colleagues.

Research-based References
Tomlinson, C. A., Coleman, M. R., Allan, S., Udall, A., & Landrum, M. (1996). Interface between gifted education and general education: Toward communication, cooperation, and collaboration. *Gifted Child Quarterly, 40*, 165-171.

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Landrum, M. S. (2002). *Resource consultation in gifted education: Teachers working together to serve students.* Mansfield, CT: Creative Learning Press.

Practice-based References
Purcell, J. H., & Leppien, J. H. (1998). Building bridges between general practitioners and educators of the gifted: A study of collaboration. *Gifted Child Quarterly, 42*(3), 172-181.

7.3	Beginning gifted education professionals use collaboration to promote the well-being of individuals with gifts and talents across a wide range of settings and collaborators.

Research-based References
Williams, E. R., & Baber, C. R. (2007). Building trust through culturally reciprocal home-school-community collaboration from the perspective of African-American parents. *Multicultural Perspectives, 9*(2), 3-9.

Theory-based References
Landrum, M. S. (2002). *Resource consultation in gifted education: Teachers working together to serve students*. Mansfield, CT: Creative Learning.

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Kingore, B. (1995). Introducing parents to portfolio assessment: A collaborative effort toward authentic assessment. *Gifted Child Today*, *18*(4), 12-13, 40. Stephens, K. R. (1999). Parents of the gifted and talented: The forgotten partner. *Gifted Child Today, 22*(5), 38-43, 52.