

## ADVANCED STANDARDS IN GIFTED EDUCATION

### Standard 1: Leadership and Policy

Gifted educators in advanced roles use their deep understanding of the history of gifted education, current legal and ethical standards, and emerging issues to provide leadership. 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.

<b>Knowledge</b>	
GTS1K1	Needs of different groups in pluralistic society
GTS1K2	National and local laws and regulations related to individuals with gifts and talents.
GTS1K3	Current legal, regulatory, and ethical issues affecting education of individuals with gifts and talents.
GTS1K4	Theories of leadership and role functions central to the administration of gifted and talented programs.
<b>Skill</b>	
GTS1S1	Promote high expectations for self, staff, and individuals with gifts and talents.
GTS1S2	Advocate for educational policy within the context of evidence-based practices.
GTS1S3	Mentor teacher candidates, newly certified teachers and other colleagues.
GTS1S4	Analyze education policies and related standards at local and national levels and determine their impact on gifted and talented education.
GTS1S5	Develop group facilitation and problem-solving skills for conducting leadership activities in gifted and talented education.

### Standard 2: Program Development and Organization

Gifted educators in advanced roles apply their knowledge of cognitive science, learning theory, and instructional technologies to improve instructional programs at the schoolwide and system-wide levels. They provide for a continuum of services to ensure the appropriate instructional supports for individuals with exceptional learning needs. They design and deliver ongoing results-oriented professional development designed to support the use of evidenced-based practices at all relevant organizational levels. 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 continuously broaden and deepen their professional knowledge, and expand their expertise with instructional technologies, curriculum standards, effective teaching strategies, and assistive technologies to support access to learning. They use their deep understanding of how to coordinate educational standards to the needs of individuals with exceptional

learning needs to help all individuals with exceptional learning needs to access challenging curriculum standards.

<b>Knowledge</b>	
GTS2K1	Effects of the culture and environment of the individuals with gifts and talents and the family on behavior and learning
GTS2K2	Theories and methodologies of teaching and learning, including acceleration, adaptation and modification of curriculum
GTS2K3	Continuum of program options and services available to individual with gifts and talents
GTS2K4	Early intervening processes and strategies that relate to individuals with gifts and talents along with disabilities.
GTS2K5	Developmentally appropriate acceleration strategies for modifying instructional methods and the learning environment
GTS2K6	Key features, similarities, and differences in program development practices for general, gifted and talented, and special education
<b>Skill</b>	
GTS2S1	Develop programs including the integration of related services for individuals with exceptional gifts and talents based upon a thorough understanding of individual differences.
GTS2S2	Connect specialized instructional services to educational standards.
GTS2S3	Improve instructional programs using principles of development and learning theory.
GTS2S4	Design and develop systematic program and curriculum models for enhancing talent development in multiple settings.
GTS2S5	Analyze the current literature on evidence-based practices for comprehensive curriculum and program development for individuals with gifts and talents.

### Standard 3: 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 to understand various evidence-based practices.

<b>Knowledge</b>	
GTS3K1	Evidence-based practices validated for specific characteristics of individuals with gifts and talents.
<b>Skill</b>	
GTS3S1	Identify and use the research literature and professional standards to resolve issues of professional practice.
GTS3S2	Evaluate and modify instructional practices in response to ongoing assessment data.
GTS3S3	Use educational research to improve instruction, intervention strategies, and curricular materials.
GTS3S4	Plan, conduct, and disseminate research to inform practice in education of individuals with gifts and talents.

#### Standard 4: Evaluation

Evaluation is critical to the advanced roles of gifted educators. Underlying evaluation is the knowledge of systems and theories of educational assessment and evaluation, along with skills in the implementation of evidence based practices in assessment. Effective gifted educators in advanced roles leaders 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. It is critical in evaluation that nonbiased assessment procedures are used in the selection of assessment instruments, methods, and procedures for both programs and individuals. With respect to evaluation of individuals, gifted educators in advanced roles apply their knowledge and skill to all stages and purposes of evaluation, including initial evaluation procedures of individuals at all stages including prereferral and screening, preplacement for gifted education eligibility, monitoring and reporting learning progress in the general education curriculum as well as in their gifted placement.

<b>Knowledge</b>	
GTS4K1	Evaluation process and determination of eligibility for gifted programs.
GTS4K2	Variety of methods for assessing and evaluating the performance of individuals with gifts and talents
GTS4K3	Strategies for identifying individuals with gifts and talents
<b>Skill</b>	
GTS4S1	Monitor the progress of individuals with gifts and talents in the general education curriculum.
GTS4S2	Design and use methods for assessing and evaluating gifted and talented education programs.
GTS4S3	Advocate for evidence-based practices in assessment.
GTS4S4	Review and select psychometrically sound, nonbiased, qualitative and quantitative instruments to assess abilities, strengths, and interests of individuals with gifts and talents.
GTS4S5	Interpret data from multiple assessments in making eligibility, program, and placement decisions for individuals with gifts and talents.
GTS4S6	Review and select psychometrically sound, nonbiased, qualitative and quantitative instruments that can be used to show the value added by programs in gifted and talented education.
GTS4S7	Design and implement culturally-responsive evaluation procedures.

#### Standard 5: Professional Development and Ethical Practice

Gifted educators in advanced roles are guided by the 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 plan, present, and evaluate professional development based on models that apply adult learning theories and focus on effective practice at all organizational levels. Gifted educators in advanced roles model their own commitment to continuously improving their own professional practice by participating in professional development themselves.

<b>Knowledge</b>	
GTS5K1	Rights and responsibilities of individuals with exceptional gifts and talents, staff, and parents/guardians
GTS5K2	Moral and ethical responsibilities of educators
GTS5K3	Program and professional standards in general, special, and gifted and talented education that enhance services to individuals with exceptional gifts and talents.
<b>Skill</b>	
GTS5S1	Model ethical behavior and promote professional standards.
GTS5S2	Implement practices that promote success of individuals with exceptional gifts and

	talents
GTS5S3	Use ethical and legal discipline strategies.
GTS5S4	Disseminate information on effective school and classroom practices.
GTS5S5	Create an environment that supports continuous instructional improvement.
GTS5S6	Develop and implement a personalized professional development plan.
GTS5S7	Plan and provide professional development in gifted and talented education for varied audiences.
GTS5S8	Apply knowledge of diversity and practice to enhance outcomes across diverse groups of individuals with gifts and talents.
GTS5S9	Promote opportunities to increase diversity at all levels of gifted and talented education.
GTS5S10	Advocate in support of education for individuals with gifts and talents at the local and national levels.
GTS5S11	Engage in ongoing professional development to maintain knowledge of research and practice in gifted education and related disciplines.

### Standard 6: Collaboration

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 the use this deep understanding to integrate services for individuals with exceptional learning needs. They also understand the significance of the role of collaboration for both internal and external stakeholders, 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.

<b>Knowledge</b>	
GTS6K1	Roles and educators in integrated settings
<b>Skill</b>	
GTS6S1	Collaborate across different stakeholder groups to create networks and coalitions to improve the education of individuals with gifts and talents.
GTS6S2	Apply strategies to resolve conflict and build consensus.
GTS6S3	Plan and provide consultation; educational programs for parents, administrators, and community; professional development services for varied audiences.