

## From the President

By this time, you should have received the new monograph, *Diversity and Developing Gifts and Talents: A National Call to Action*. We hope that you are enjoying your copy and will be using it to create new plans in preparing school personnel, developing equitable curriculum and learning environments, and finding gifted and talented students. Do share it with your colleagues and encourage them to join The Association for the Gifted!

On September 25 and 26, the TAG Board will be presenting at Western Kentucky University in Bowling Green at a conference sponsored by the Center for Gifted Studies. For nearly 30 years, the Center has been concerned with the issues and needs of gifted students. In the fall of 2007, the Center created The Gatton Academy of Mathematics and Science in Kentucky, a specialty residential, statewide school funded by the state legislature. For more information

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## Advanced Teacher Education Standards

by Susan K. Johnsen, Ph.D.

National Council for Accreditation of Teacher Education (NCATE, 2008) defined advanced program standards as those “at the post baccalaureate levels for (a) continuing education of teachers

who have previously completed initial preparation or (b) the preparation of other school professionals” (p. 84). These programs may be non-degree licensure or endorsement programs or may lead to master’s, specialist, or doctoral degrees. Examples include

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## Board Members of The Association for the Gifted

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Charmaine Shutiva

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Gloria Taradash

## From the President, continued

about this conference, please contact Dr. Julia Link Roberts at [julia.roberts@wku.edu](mailto:julia.roberts@wku.edu).

In collaboration with the National Association for Gifted Children (NAGC), Council for Exceptional Children, The Association for the Gifted (CEC-TAG) has been developing, revising, and implementing national standards in a variety of areas. This newsletter issue will be highlighting some of that work. The field of gifted education provides the following standards for programs and teachers:

1. *NCATE Initial Teacher Preparation Program Standards.* The National Council for Accreditation of Teacher Education (NCATE) is a national accrediting body for schools, colleges, and departments of education authorized by the U.S. Department of Education. CEC-TAG and NAGC have approved an initial set of Teacher Knowledge and Skills Standards for Gifted and Talented Education, which are applicable through 2013. These standards may be viewed at CEC-TAG's Web site (<http://www.cectag.org>), NAGC's Web site (<http://www.nagc.org>), and NCATE's Web site (<http://www.ncate.org>).

### **In collaboration with NAGC, CEC-TAG has been developing, revising, and implementing national standards in a variety of areas.**

org). In addition, two books have been published by Corwin Press that assist universities and K–12 schools in implementing these standards: *Using the National Gifted Education Standards for PreK–12 Professional Development* and *Using the National Gifted Education Standards for University Teacher Preparation Programs*.

These standards are intended for candidates who are seeking an initial program license in gifted and talented education at either the undergraduate or graduate level. Universities and other agencies may align their teacher education programs in gifted and talented education with these standards and seek national recognition by submitting their program to NCATE.

These standards are important because they assure quality preparation of entering professionals in the field of gifted and talented education.

2. *NCATE Advanced Program Standards.* NCATE, in collaboration with CEC-TAG and with NAGC, also provides a path for practicing teachers who want to pursue new roles or deepen their teaching skills through advanced study in gifted and talented education. These standards are in draft form and are being developed by a joint NAGC/CEC-TAG task force under the leadership of Dr. Cheryl Adams.
3. *National Board for Professional Teaching Standards (NBPTS) Exceptional Needs Standards.* The NBPTS provides a certificate for practicing teachers who wish to strengthen their teaching practice, advance their careers, and improve student learning. In some states and school districts, teachers who receive a NBPTS certificate receive financial benefits and recognition. The NBPTS now includes a certification option for teachers of gifted and talented students within its Exceptional Needs Specialist certificate. Currently

NAGC and CEC-TAG are working with NBPTS to become involved in the assessment process of this standard. These standards may be retrieved from the NBPTS's Web site at <http://www.nbpts.org>.

4. *Common Core Standards for General Education Teachers Within the Higher Education Opportunity Act (HEOA).* The Teacher Quality Partnership Grants under the HEOA now require all teacher candidates to learn how to meet the learning needs of gifted children. Representatives from universities who offer gifted and talented programs have developed a set of common core standards. These standards, when completed, will provide guidance to

colleges and universities that want to integrate gifted and talented education within their teacher preparation programs.

5. *INTASC Model Core Standards.* The Interstate New Teacher Assessment and Support Consortium (INTASC), a program of the Council of Chief State School Officers, has recently received funding to update the *INTASC Model Standards for Beginning Teacher Licensing, Assessment and Development: A Resource for State Dialogue* (Model Core Standards), which were released in 1992 and are used by 38 states. The standards will be updated to address new research and a 21st-century learning context. Dr. Susan Johnsen is a part of this committee and will be able to provide a perspective from the field of gifted and talented education in the revision of these core standards. It is anticipated that these standards will be completed within the next couple of years. To view these standards and other INTASC projects, visit [http://www.ccsso.org/Projects/interstate\\_new\\_teacher\\_assessment\\_and\\_support\\_consortium](http://www.ccsso.org/Projects/interstate_new_teacher_assessment_and_support_consortium).

6. *Pre-K–Grade 12 Gifted Program Standards.* A committee comprised of members from NAGC and CEC are currently revising the NAGC Pre-K–Grade 12 Gifted Program Standards so that they will be based on recent research and aligned with the NCATE Initial Teacher Education Standards. These standards are intended to assist schools in examining the quality of their services for gifted and talented students and in developing programming for gifted and talented students.

Over the next few newsletter issues, we will provide information regarding these standards and let you know how and when you may provide input. In this issue, we will focus on the development of Advanced Program Standards in Teacher Education.

Susan K. Johnsen, President  
[Susan\\_Johnsen@baylor.edu](mailto:Susan_Johnsen@baylor.edu)

## Advanced Teacher Education Standards, continued

programs for teachers seeking a higher degree in a field in which they teach, seeking a license in a second field, or career enhancement.

The Council for Exceptional Children (CEC) recently validated the Advanced Common Core for advanced roles in special education, and is currently validating advanced specialty area knowledge and skills sets, which include gifted and talented education. This validation process initially involves identifying research support from three different sources:

1. *Literature/Theory-Based.* Knowledge or skills that are based on theories or philosophical reasoning. They include knowledge and skills derived from sources such as position papers, policy analyses, and descriptive reviews of the literature (CEC, 2003).

### **A set of advanced program standards have been approved by university programs that offer initial program standards.**

2. *Research-Based.* Knowledge or skills that are based on peer-reviewed studies that use appropriate research methodologies to address questions of cause and effect, and that researchers have independently replicated and found to be effective (CEC, 2003).

3. *Practice-Based.* Knowledge and skills that are derived from a number of sources. Practices based on a small number of studies or nomination procedures, such as promising practices, are usually practice-based. Practice-based knowledge or skills also include those derived primarily from model and lighthouse programs. Practice-based knowledge and skills include professional wisdom. These practices have been used so widely with practical evidence of effectiveness that there is an implicit professional assumption that the practice is effective. Practice-based knowledge and skills also include “emerging practice”—practices that arise from teachers’ classroom experiences validated through some degree of action research (CEC, 2003).

Following this review, the knowledge and skills standards will be modified and then reviewed by the boards in gifted education (i.e., The Association for the Gifted and the National Association for Gifted Children). If they are board-approved, then the standards will be reviewed by CEC’s Knowledge and Skills subcommittee (K&S) and CEC’s Professional Standards and Practices Standing Committee (PSPC), and then sent to the membership for their approval. Eventually, the standards will be sent to NCATE for their review and ultimately be posted on their Web site for use by colleges, universities, and agencies who want to offer advanced programs in gifted education.

At this point in the process, a set of advanced program standards have been

approved by university programs that offer initial program standards. These standards have been placed within CEC’s six Advanced Common Core Standards. The task force is now reviewing the research literature for each of the standards and will present a draft set of standards at the National Association for Gifted Children conference in November and to The Association for the Gifted in the fall.

Note that the standards are divided into Knowledge (K) and Skills (S). Knowledge is defined by “empirical research, disciplined inquiry, informed theory, and the wisdom of practice” and includes pedagogical content and professional knowledge (NCATE, 2008, pp. 87, 89–90). Skills are the “ability to use content, professional, and pedagogical knowledge effectively and readily in diverse teaching settings in a manner that ensures that all students are learning” (NCATE, 2008, p. 91). The draft set of Advanced Program standards is included below.

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## Invite a Colleague to Join TAG!

### Membership Application

To: CEC  
1110 N. Glebe Rd., Ste. 300  
Arlington, VA 22201-5704

#### **TAG Dues:**

U.S./Canada: Regular: \$25;  
Student: \$10  
Overseas: \$55

\_\_\_\_\_ **CEC and TAG Dues.** I want to start enjoying the many benefits of membership in CEC and TAG. I am enclosing both CEC and TAG dues.\*

\_\_\_\_\_ **TAG Dues Only.** I am currently a member of CEC and my CEC ID # is \_\_\_\_\_. I am enclosing TAG dues only (see prices above).

Name: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_

State/Province: \_\_\_\_\_

Zip/Postal Code: \_\_\_\_\_

Country: \_\_\_\_\_

Phone: \_\_\_\_\_

\* Please call (888) 232-7733 (toll free) or (703) 620-3660 for information on current CEC dues. Join online at <http://www.cec.sped.org>.



## Advanced Teacher Education Standards, continued

### GIFTED AND TALENTED DRAFT ADVANCED COMMON CORE

#### Standard #1: Leadership and Policy

##### Knowledge

- ACC1K1 Needs of different groups in a pluralistic society.
- ACC1K2 Evidence-based theories of organizational and educational leadership.
- ACC1K3 Emerging issues and trends that potentially affect the school community and the mission of the school.
- ACC1K4 Federal and State education laws and regulations.
- ACC1K5 Current legal, regulatory, and ethical issues affecting education.
- ACC1K6 Responsibilities and functions of school committees and boards.

##### Skills

- ACC1S1 Promote a free appropriate public education in the least restrictive environment.
- ACC1S2 Promote high expectations for self, staff, and individuals with exceptional learning needs.
- ACC1S3 Advocate for educational policy within the context of evidence-based practices.
- ACC1S4 Mentor teacher candidates, newly certified teachers and other colleagues.

#### Standard #2: Program Development and Organization

##### Knowledge

- ACC2K1 Effects of the cultural and environmental milieu of the child and the family on behavior and learning.
- ACC2K2 Theories and methodologies of teaching and learning, including adaptation and modification of curriculum.
- ACC2K3 Continuum of program options and services available to students with exceptional learning needs.
- ACC2K4 Prereferral intervention processes and strategies.

- ACC2K5 Process of developing individualized education plans.
- ACC2K6 Developmentally appropriate strategies for modifying instructional methods and the learning environment.

##### Skills

- ACC2S1 Develop programs including the integration of related services for children based upon a thorough understanding of individual differences.
- ACC2S2 Connect educational standards to specialized instructional services.
- ACC2S3 Improve instructional programs using principles of curriculum development and modification and learning theory.
- ACC2S4 Incorporate essential components into individualized education plans.

#### Standard #3: Research and Inquiry

##### Knowledge

- ACC3K1 Evidence-based practices validated for specific characteristics of learners and settings.

##### Skills

- ACC3S1 Identify and use the research literature to resolve issues of professional practice.
- ACC3S2 Evaluate and modify instructional practices in response to ongoing assessment data.
- ACC3S3 Use educational research to improve instruction, intervention strategies, and curricular materials.

#### Standard #4: Evaluation

##### Knowledge

- ACC4K1 Evaluation process and determination of eligibility.
- ACC4K2 Variety of methods for assessing and evaluating students' performance.
- ACC4K3 Strategies for identifying individuals with exceptional learning needs.
- ACC4K4 Evaluate a student's success

in the general education curriculum.

##### Skills

- ACC4S1 Design and use methods for assessing and evaluating programs.
- ACC4S2 Design and implement research activities to examine the effectiveness of instructional practices.
- ACC4S3 Advocate for evidence-based practices in assessment.
- ACC4S4 Report the assessment of students' performance and evaluation of instructional programs.

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

##### Knowledge

- ACC5K1 Legal rights and responsibilities of students, staff, and parents/guardians.
- ACC5K2 Moral and ethical responsibilities of educators.
- ACC5K3 Human rights of individuals with exceptional learning needs and their families.

##### Skills

- ACC5S1 Model ethical behavior and promote professional standards.
- ACC5S2 Implement practices that promote success for individuals with exceptional learning needs.
- ACC5S3 Use ethical and legal discipline strategies.
- ACC5S4 Disseminate information on effective school and classroom practices.
- ACC5S5 Create an environment that supports continuous instructional improvement.
- ACC5S6 Develop and implement a personalized professional development plan.

#### Standard #6: Collaboration

##### Knowledge

- ACC6K1 Methods for communicating goals and plans to stakeholders.
- ACC6K2 Roles of educators in integrated settings.

## Skills

- ACC6S1 Collaborate to enhance opportunities for learners with exceptional learning needs.
- ACC6S2 Apply strategies to resolve conflict and build consensus.

For TAG members who would like to provide feedback regarding these standards, contact Cheryll Adams at [cadams@bsu.edu](mailto:cadams@bsu.edu).

## References

- Council for Exceptional Children. (2003). *What every special educator must know: Ethics, standards, and guidelines for special educators* (5th ed.). Washington, DC: Author.
- National Council for Accreditation of Teacher Education. (2008). *Professional standards for the accreditation of schools, colleges, and departments of education*. Washington, DC: Author.

# Journal for the Education of the Gifted

The Summer 2009 issue of the *Journal for the Education of the Gifted (JEG)* was recently published. This issue was a special issue on rural populations guest edited by Dr. Aimee Howley. A special thanks goes to Dr. Howley for her work on putting together an informative and thought-provoking special issue of the journal.

Barbara Kent Lawrence wrote, "Rural Gifted Education: A Comprehensive Literature Review," which provides an overview of the existing empirical literature on rural gifted education.

Edwina Pendarvis and Ellen Wood provide a look at historically underrepresented students in their article, "Eligibility of Historically Underrepresented Students Referred for Gifted Education in a Rural School District: A Case Study?"

Aimee Howley and doctoral students Megan Rhodes and Jimmie Beall focus on "Challenges Facing Rural Schools: Implications for Gifted Students."

The final article in this issue is Craig Howley's provocative essay, "The Meaning of Rural Differences for Bright Rednecks."

These articles provide a brief glimpse into some of the research that is being conducted in the field of gifted education today. *JEG* welcomes manuscripts for publication consideration. Send your submissions to Dr. Tracy L. Cross, Editor, *Journal for the Education of the Gifted*, Center for Gifted Education, The College of William and Mary, P.O. Box 8795, Williamsburg, VA, 23187-8795.

The TAG newsletter is a quarterly publication. If you have news or upcoming events you'd like to share with other TAG members or have an article you'd like to have featured in the newsletter, please contact Jennifer Robins at [jenniferrobins@mac.com](mailto:jenniferrobins@mac.com).

TAG is now on Facebook! Become a group member of The Association for the Gifted and network with other TAG members in the online community. Do a search for "The Association for the Gifted" and join the group today!

Save the Date!  
CEC Convention & Expo  
April 21-24, 2010; Nashville, TN

Make plans to attend CEC's annual convention in Nashville. The conference offers sessions focusing on the most up-to-date information on evidence-based strategies for working with gifted students, as well as the opportunity to learn from and network with peers from around the world.