

CEC Gifted Education Specialist Advanced Preparation Standards

Advanced Preparation Standard 1 Assessment

1.0 Gifted education specialists use valid and reliable assessment practices to minimize bias.

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.
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1.2	Gifted education specialists monitor the progress of individuals with gifts and talents in the general education curriculum.
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Advanced Preparation Standard 2 Curricular Content Knowledge

2.0 Gifted education specialists use their knowledge of general¹ and specialized² curricula to improve programs, supports, and services at classroom, school, community, and system levels.

2.1	Gifted education specialists align educational standards to provide access to challenging curriculum to meet the needs individuals with exceptionalities.
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¹ As used, “general curricula”, means the academic content of the general curriculum including math, reading, English/language arts, science, social studies, and the arts.

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, and independence curricula.

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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.
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2.3	Gifted education specialists use understanding of diversity and individual learning differences to inform the selection, development, and implementation of comprehensive curricula for individuals with exceptionalities.
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Advanced Preparation Standard 3 Programs, Services, and Outcomes

3.0 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.

3.1	Gifted education specialists design and implement evaluation activities to improve programs, supports, and services for individuals with exceptionalities.
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3.2	<p>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.</p>
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3.3	<p>Gifted education specialists apply knowledge of theories, evidence-based practices, and relevant laws to advocate for programs, supports, and services for individuals with exceptionalities.</p>

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3.4	Gifted education specialists design and develop systematic program and curriculum models for enhancing talent development in multiple settings.
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Advanced Preparation Standard 4 Research & Inquiry

4.0 Gifted education specialists conduct, evaluate, and use inquiry to guide professional practice.

4.1 Gifted education specialists evaluate research and inquiry to identify effective practices.

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4.2	Gifted education specialists use knowledge of the professional literature to improve practices with individuals with exceptionalities and their families
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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.
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Advanced Preparation Standard 5 Leadership and Policy

5.0 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.

5.1	Gifted education specialists encourage high expectations, model respect for, and use ethical practices with all individuals with exceptionalities.
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5.2	Gifted education specialists support and use linguistically and culturally responsive practices.
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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.
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5.4	Gifted education specialists advocate for policies and practices that improve programs, services, and outcomes for individuals with exceptionalities.
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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.

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Advanced Preparation Standard 6 Professional and Ethical Practice

6.0 Gifted education specialists use foundational knowledge of the field and professional Ethical Principles and Practice 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.

6.1	A comprehensive understanding of the history of gifted education, legal policies, ethical standards, and emerging issues informs gifted education specialist leadership.
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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.
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6.6	Gifted education specialists actively facilitate and participate in the preparation and induction of prospective special educators.
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Advanced Preparation Standard 7 Collaboration

7.0 Gifted education specialists collaborate with stakeholders to improve programs, services, and outcomes for individuals with gifts and talents and their families.

7.1 Gifted education specialists use culturally responsive practices to enhance collaboration.

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7.3	Gifted education specialists collaborate to promote understanding, resolve conflicts, and build consensus for improving program, services, and outcomes for individuals with exceptionalities.
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