

## **GIFTED AND TALENTED STANDARDS**

- Standard I.*** The teacher of gifted and talented students understands and applies knowledge of the historical, legal, and conceptual foundations of gifted education.
- Standard II.*** The teacher of gifted and talented students has comprehensive knowledge of the cognitive, social, and emotional characteristics and needs of these students.
- Standard III.*** The teacher of gifted and talented students understands and applies knowledge of assessment issues relevant to gifted and talented students, including identification, diagnosis, and evaluation.
- Standard IV.*** The teacher of gifted and talented students understands and applies knowledge of systematic program and curriculum design.
- Standard V.*** The teacher of gifted and talented students creates a learning environment that reflects research-supported instructional practices.

**Standard I. The teacher of gifted and talented students understands and applies knowledge of the historical, legal, and conceptual foundations of gifted education.**

**Educator Knowledge: What Educators Know**

*Teachers of Students in Grades EC–12*

The beginning teacher of gifted and talented students knows and understands:

- 1.1k the rationale, principles, and goals of gifted education;
- 1.2k current and classic research studies and conceptual frameworks (e.g., related to human development, intelligence, learning, creativity) that undergird the basic principles and practices of gifted education;
- 1.3k issues and trends at the international, national, and state levels that affect the education of gifted and talented students;
- 1.4k

the beginning teacher of gifted and talented students;

1.1k current research studies and conceptual frameworks (e.g., related to human development, intelligence, learning, creativity) that undergird the basic principles and practices of gifted education;

**Standard II. The teacher of gifted and talented students has comprehensive knowledge of the cognitive, social, and emotional characteristics and needs of these students.**

**Educator Knowledge: What Educators Know**

*Teachers of Students in Grades EC–12*

The beginning teacher of gifted and talented students knows and understands:

2.1k theories and models of educational psychology and their implications for gifted and talented students;

2.2k issues related to the cognitive, social, emotional, and physical development of gifted and talented students (e.g., asynchrony, degree of giftedness, general intellectual abilities, specific aptitudes, identity, self-concept, self-efficacy, self-esteem, locus of control, motivation, self-reflection, character development, lifetime decision making, leadership, perfectionism, loneliness, depression);

2.3k interpe8g(n)-3(c6-3S6n(3(c6-(dw 3(8g(T0ls1 Tct7(i)-10)-5( th-5(p)-t sel)-17(m)acac)-13(s)7ris-6(e )-f3(-)9(r)o5(p)-17(m) v1(u)7(a)rio5(p)-13(u)7(d )-12(m)8(a)-5(n)7(i)-flf-)9(e)-1

**Standard II. The teacher of gifted and talented students has comprehensive knowledge of the cognitive, social, and emotional characteristics and needs of these students.**

**Educator Knowledge: What Educators Know**

*Teachers of Students in Grades EC–12 (continued)*

2.8k needs of gifted and talented students with regard to the regular classroom setting, required subject areas, specific areas of interest, and interpersonal relationships.

**Standard III. The teacher of gifted and talented students understands and applies knowledge of assessment issues relevant to gifted and talented students, including identification, diagnosis, and evaluation.**

**Educator Knowledge: What Educators Know**

*Teachers of Students in Grades EC–12*

The beginning teacher of gifted and talented students knows and understands:

- 3.1k principles of assessment;
- 3.2k screening procedures and procedures for data gathering, synthesis of information, and placement decisions;
- 3.3k procedures for identifying gifted and talented students, including students from culturally diverse backgrounds and who are highly gifted, highly creative, English language learners, or who have multiple exceptionalities;
- 3.4k the characteristics and appropriate use of a wide range of formal, informal, and alternative assessments (e.g., standardized assessment, observational

**Standard IV. The teacher of gifted and talented students understands and applies knowledge of systematic program and curriculum design.**

**Educator Knowledge: What Educators Know**

*Teachers of Students in Grades EC–12*

The beginning teacher of gifted and talented students knows and understands:

- 4.1k the importance of grounding curriculum in disciplinary content, related processes, and conceptual understandings;
- 4.2k the importance of emphasizing concepts over coverage;
- 4.3k strategies for adapting curricula to student characteristics and interests (e.g., incorporating individualized research, exploratory activities, instruction based on student interests);
- 4.4k program, curriculum design, and service delivery, including research-based accelerated practices for gifted and talented students;
- 4.5k principles of vertical alignment of curricula;
- 4.6k the relationship between the curriculum and state content-area standards and the use of benchmarks based on expert performance; and
- 4.7k program and grouping options as required by the Texas State Plan for the Education of Gifted and Talented Students (e.g., students work with other gifted students, with other students, and independently).

**Application: What Educators Can Do**

*Teachers of Students in Grades EC–12*

The beginning teacher of gifted and talented students is able to:

- 4.1s apply principles of a differentiated curriculum that reflects the attributes and needs of gifted and talented students;
- 4.2s adjust the curriculum and adapt the depth, complexity, and pace of lessons to meet the needs of gifted and talented students;
- 4.3s develop organizational or management plans that promote students' pursuit of independent projects leading to professional-level products;
- 4.4s use the products and/or performances of experts in the field to plan instruction and promote student aspiration and excellence; and
- 4.5s monitor and evaluate program activities for the purposes of continued program development, alignment, and refinement.

**Standard V. The teacher of gifted and talented students creates a learning environment that reflects research-supported instructional practices.**

**Educator Knowledge: What Educators Know**

*Teachers of Students in Grades EC-12*

The beginning teacher of gifted and talented students knows and understands:

5.1k how to adapt the learning environment to address the characteristics and

**Standard VI. The teacher of gifted and talented students collaborates and communicates with students and parents/guardians; colleagues and administrators; professionals in business, industry, and universities; and the public to support the education of gifted and talented students.**

<b>Educator Knowledge: What Educators Know</b>	<b>Application: What Educators Can Do</b>
<p><i>Teachers of Students in Grades EC–12</i></p>	<p><i>Teachers of Students in Grades EC–12</i></p>
<p>The beginning teacher of gifted and talented students knows and understands:</p>	<p>The beginning teacher of gifted and talented students is able to:</p>
<p>6.1k how to foster partnerships with the parents/guardians of gifted students to facilitate a total learning environment;</p>	<p>6.1s communicate and collaborate effectively with parents/guardians to promote student achievement and address student needs;</p>
<p>6.2k strategies for consultation and collaboration with professionals in the school, including administrators, counselors, and general education teachers;</p>	<p>6.2s work effectively with professionals in the school to ensure that students receive the services they need;</p>
<p>6.3k the importance of providing professional development in gifted education for colleagues working with gifted students, including general education teachers;</p>	<p>6.3s identify and respond effectively to the professional development needs of colleagues with regard to gifted and talented students;</p>
<p>6.4k principles of communication and collaboration with students and parents/guardians; colleagues and administrators; professionals in business, industry, and universities; and the public to advocate for gifted students; and</p>	<p>6.4s establish and maintain positive relationships with students and parents/guardians; colleagues and administrators; professionals in business, industry, and universities; and the public to build support for gifted education programs; and</p>
<p>6.5k social, cultural, political, and economic factors that may influence the services available to gifted students.</p>	<p>6.5s identify and address social, cultural, political, and economic factors that influence the services available to gifted and talented students.</p>



