Research Support for the 2013 Teacher Preparation Standards in Gifted Education

**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 gifts and talents. |
| Research-based References |

**Theory-based References**


**Practice-based References**

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

### Research-based References

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counseling gifted children, adolescents, and young adults (pp. 97-126). Waco, TX: Prufrock.


**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. |

**Research-based References**


**Theory-based References**


Johnsen, S., & Goree, K. (2005). Teaching gifted students through independent study. In F. Karnes & S. Bean (Eds.), Methods and materials for teaching the gifted and talented (pp.379-408). Waco, TX: Prufrock Press.


**Practice-based References**


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

**Research-based References**


**Theory-based References**


**Practice-based References**


Ross, J., & Smyth, E. (1995). Differentiating cooperative learning to meet the needs of gifted learners: A
2.3 Beginning gifted education professionals adjust their communication to an individual’s language proficiency and cultural and linguistic differences.

Research-based References


Theory-based References


Practice-based References


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 and teach students to adapt to these environments.

Research-based References


**Standard 3 Curricular Content Knowledge**

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

**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.

**Research-based References**


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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.

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.
**Theory-based References**


**Practice-based References**

| 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. |
| Research-based References |
| Theory-based References |
| Practice-based References |

| 3.3 | Beginning gifted education professionals use assessments to select, adapt, and create materials to differentiate instructional strategies and general and specialized curricula to challenge individuals with gifts and talents. |
| Research-based References |
| Swiatek, M. A. (1993). A decade of longitudinal research on academic acceleration through the study of


### Theory-based References


### Practice-based References


### 3.4

Beginning gifted educators understand that individuals with gifts and talents demonstrate a wide range of advanced knowledge and performance levels and modify the general or specialized curriculum appropriately.

### Research-based References


### Theory-based References


Standard 4 Assessment
Beginning gifted education professionals use multiple methods of assessment and data sources in making educational decisions about identification of individuals with gifts and talents and student learning.

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 in identifying students for gifted education programs and services.

Research-based References

Theory-based References
Practice-based References


Research-based References


Theory-based References


Practice-based References


4.3 | Beginning gifted education professionals collaborate with colleagues and families in using multiple types of assessment information to make identification and learning progress decisions and to minimize bias in assessment and decision-making

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4.4 | Beginning gifted education professionals use assessment results to develop long- and short-range goals and objectives that take into consideration an individual’s abilities and needs, the learning environment, and other factors related to diversity.

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| Stormont, M., Stebbins, M. S., & Holliday, G. (2001). Characteristics and educational support needs of...
underrepresented gifted adolescents. *Psychology in the Schools, 38*, 413-423.


Theory-based References


Practice-based References

Castellano, J., & Frazier, A. D. *Special populations in gifted education*. Waco, TX: Prufrock Press.


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.

Research-based References


Theory-based References


Practice-based References


**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. |

**Research-based References**


**Theory-based References**


Sternberg, R. J. (2000). Giftedness as developing expertise. In K. A. Heller, F. J. Mönks, R. J. Sternberg, \(^3\) Instructional strategies, as used throughout this document include intervention used in academic and specialized curricula.
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<td>5.2</td>
<td>Beginning gifted education professionals apply appropriate technologies to support instructional assessment, planning, and delivery for individuals with gifts and talents</td>
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### Research-based References


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### Practice-based References


| 5.3     | Beginning gifted education professionals collaborate with families, professional colleagues, and other educators to select, adapt, and use evidence-based strategies that promote challenging learning opportunities in general and specialized curricula |

### Research-based References


### Theory-based References


### Practice-based References


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.

Research-based References


Theory-based References


Practice-based References


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

Research-based References


Theory-based References


Practice-based References


### Standard 6 Professional Learning & Ethical Practice

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

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<th>6.1</th>
<th>Beginning gifted education professionals use professional ethical principles and specialized program standards to guide their practice</th>
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<th>6.2</th>
<th>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</th>
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**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**


**Theory-based References**


**Practice-based References**


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**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**


**Theory-based References**


**Practice-based References**


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

Research-based References


Theory-based References


Practice-based References


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


Theory-based References


Practice-based References


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

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<td>Beginning gifted education professionals use collaboration to promote the well-being of individuals with gifts and talents across a wide range of settings, experiences, and collaborators.</td>
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