



**Professional Teaching Standards for Educators Working with Individuals with gifts and talents: A Guide for Professional Goal Setting  
Knowledge Standards**

<b>Standard</b> <b>Educator</b>	<b>Novice Level</b>	<b>Experienced Level</b>	<b>Expert Level</b>
<p><b>Standard #1 – Teaching Students from Diverse Backgrounds</b>  <i>Educators of the gifted understand the diverse characteristics and abilities of each individual with gifts and talents. Educators of the gifted use these experiences to create instructional opportunities that maximize student learning. Two major categories of diversity and their subgroups include:</i>  <i>a) Exceptional Ability Groups (Twice Exceptional, Profoundly Gifted, and Visual/Spatial Learners), and</i>  <i>b) Diverse Home/Life Experiences (Racially/ Culturally/Linguistically Diverse, Economically Diverse, Urban/ Rural Migrant Populations, Preschool Learners. Sexual Orientation Preference: GLBTQA, and Third Culture Children from Government/ Corporate/ Missionary Groups.)</i></p>	<p>1.A. is developing an understanding of the learning needs of individuals with gifts and talents from diverse backgrounds</p>	<p>1.A. has developed an understanding of the learning needs of individuals with gifts and talents from diverse backgrounds</p>	<p>1.A. knows resources and strategies that address the learning needs of individuals with gifts and talents from diverse backgrounds</p>
<p><b>Standard #2– Content Area and Pedagogical Knowledge</b>  <i>Educators of the gifted understand the depth and complexity of content beyond the common core curriculum, and provide rigorous curriculum and instruction for individuals with gifts and talents.</i></p>	<p>2.A. is developing an understanding of complex and advanced content knowledge beyond the common core curriculum</p> <p>2.B. is developing an understanding of the use of broad-based issues and themes in content areas</p> <p>2.C. knows how to access specialized materials that provide rigorous content</p>	<p>2.A. has developed an understanding of complex and advanced content knowledge beyond the common core curriculum</p> <p>2.B. has developed an understanding of broad-based issues and themes to organize rigorous curriculum and instruction</p> <p>2.C. knows a variety of specialized materials that provide rigor for multiple content areas or age levels</p>	<p>2.A. has depth of understanding in complex and advanced content knowledge beyond the common core curriculum</p> <p>2.B. has expertise in the development and use of broad-based issues and themes to organize and develop rigorous curriculum and instruction in content areas</p> <p>2.C. knows a wide range of specialized materials that provide rigor for multiple content areas and age levels</p>



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<b>Standard #3 – Planning for Differentiated Instruction</b> <i>Educators of the gifted understand curriculum models, instructional resources, and assessments appropriate to gifted education, and use them to plan for ongoing growth and achievement of individuals with gifts and talents.</i>	3.A. knows school and district resources and programs available to plan instruction for individuals with gifts and talents	3.A. knows resources and programs available beyond the school and district to plan instruction for individuals with gifts and talents	3.A. has comprehensive knowledge of resources and programs available to plan instruction for individuals with gifts and talents
	3.B. is aware that there are curriculum, instruction, and assessment models appropriate for individuals with gifts and talents	3.B. has developed knowledge and understanding of curriculum, instruction, and assessment models appropriate for individuals with gifts and talents	3.B. has comprehensive knowledge and experience that enables creative and flexible planning of curriculum, instruction and assessment appropriate for individuals with gifts and talents
<b>Standard #4 – Learning Environment</b> <i>Educators of the gifted understand the factors that motivate individuals with gifts and talents and create a learning environment that encourages positive social interaction, active engagement in learning, academic risk-taking, self-efficacy, and personal goal setting.</i>	4.A. is developing an understanding of how to create a classroom environment that allows individuals with gifts and talents to develop initiative, accept challenge, and take risks in order to maximize their potential	4.A. has developed an understanding of how to create a classroom environment that allows individuals with gifts and talents to develop initiative, accept challenge, and take risks in order to maximize their potential	4.A. has developed a comprehensive understanding of a variety of techniques to create a classroom environment that allows individuals with gifts and talents to develop initiative, accept challenge, and take risks in order to maximize their potential
	4.B. is developing an understanding of how to use instructional groups to enhance performance of individuals with gifts and talents (e.g., research on grouping and the importance of interactions with other gifted/talented peers)	4.B. has developed an understanding of how to use instructional groups to enhance performance of individuals with gifts and talents (e.g., research on grouping and the importance of interactions with other gifted/talented peers)	4.B. has developed a comprehensive understanding of a variety of techniques for using instructional groups to enhance performance of individuals with gifts and talents (e.g., research on grouping and the importance of interactions with other gifted/talented peers)
	4.C. is developing an understanding of how to utilize supplementary resources to enhance performance of individuals with gifts and talents (e.g., community, mentorships, university programs, museum programs)	4.C. has developed an understanding of how to utilize supplementary resources to enhance performance of individuals with gifts and talents (e.g., community, mentorships, university programs, museum programs)	4.C. has developed a deep understanding of a variety of techniques for utilizing supplementary resources to enhance performance of individuals with gifts and talents (e.g., community, mentorships, university programs, museum programs)



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<b>Standard #5 – Instructional Delivery</b> <i>Educators of the gifted understand and use a variety of research-based instructional strategies to accommodate the learning needs of individuals with gifts and talents and stimulate them to think critically, think creatively, and solve real-life problems.</i>	5.A. is developing an understanding of research-based instructional strategies to accommodate the learning needs of individuals with gifts and talents (e.g., acceleration, differentiation, compacting, problem-based learning, independent study)	5.A. has knowledge and understanding of a variety of research-based strategies to accommodate the learning needs of individuals with gifts and talents (e.g., acceleration, differentiation, compacting, problem-based learning, independent study)	5.A. has depth of knowledge and experience that enables creative and flexible use of research-supported instructional strategies to accommodate the learning needs of individuals with gifts and talents (e.g., acceleration, differentiation, compacting, problem-based learning, independent study)
<b>Standard #6 - Human Development and Learning</b> <i>Educators of the gifted understand the potential for asynchronous development in individuals with gifts and talents and provide educational experiences to promote their intellectual, social, and emotional well-being.</i>	6.A. is aware of the developmental indicators of the cognitive, learning, and social and emotional traits of individuals with gifts and talents (e.g., learning style, learning rate, ability, communication)	6.A. has developed an understanding of the developmental indicators of the cognitive, learning, and social and emotional traits of individuals with gifts and talents (e.g., learning style, learning rate, ability, communication)	6. A. has developed a comprehensive understanding of the developmental indicators of the cognitive, learning, and social and emotional traits of individuals with gifts and talents (e.g., learning style, learning rate, ability, communication)
	6.B. is aware of the family and school factors that promote underachievement and at-risk behaviors in individuals with gifts and talents	6.B. has developed an understanding of the family and school factors that promote underachievement and at-risk behaviors in individuals with gifts and talents	6.B. has developed a comprehensive understanding of the family and school factors that promote underachievement and at-risk behaviors in individuals with gifts and talents
<b>Standard #7 – Assessment</b> <b>7-1 Identification</b> <i>Educators of the gifted understand different non-biased assessments and strategies that can be used for identifying individuals with gifts and talents and use assessment results to make ethical decisions regarding student placement in the continuum of services.</i>	7-1.A. is aware of non-biased instruments and procedures used to identify individuals with gifts and talents within the school/district	7-1.A. knows a variety of non-biased instruments, procedures and measurement issues related to the identification of learners with diverse gifts and talents	7-1.A. knows how to design non-biased procedures to identify learners with diverse gifts and talents (including underserved populations)
	7-1.B. has a basic awareness of the legal and ethical parameters of using assessments to make decisions about individuals with gifts and talents	7-1.B. is knowledgeable about the legal and ethical parameters of using assessments to make decisions about individuals with gifts and talents	7-1.B. has knowledge that enables the development of legally and- ethically defensible assessment and identification procedures used to provide an appropriate continuum of services for individuals with gifts and talents



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<b>7-2 Assessment of Student Academic Growth</b> <i>Educators of the gifted understand and use non-biased formative and summative assessments for determining the learning needs and monitoring the academic growth of individuals with gifts and talents.</i>	7-2.A. understands how to use non-biased formative and summative assessments to determine learning needs and monitor academic growth of individuals with gifts and talents	7-2.A. understands how to analyze and interpret results of a variety of non-biased formative and summative assessments to determine learning needs and monitor academic growth of individuals with gifts and talents	7-2 A possesses comprehensive knowledge of non-biased traditional and alternative assessments (including technologies) to evaluate the academic growth of individuals as well as groups of individuals with gifts and talents
<b>7-3 Program Evaluation</b> <i>Educators of the gifted understand procedures and tools used to evaluate programs for individuals with gifts and talents.</i>	7-3.A knows program goals and has a basic awareness of the program evaluation process	7-3.A understands program goals and data used to measure program effectiveness	7-3.A. possesses comprehensive knowledge of program goals and data used to measure program effectiveness
	7-3 B. is aware of procedures and techniques to evaluate implementation and effectiveness of programs for individuals with gifts and talents	7-3 B. understands procedures and techniques to evaluate implementation and effectiveness of programs for individuals with gifts and talents	7-3 B possesses comprehensive knowledge to develop, implement, and interpret procedures for evaluating programs for individuals with gifts and talents
<b>Standard #8– Collaborative Relationships</b> <i>Educators of the gifted link services for individuals with gifts and talents to the general educational program. They maintain collaborative relationships with colleagues, parents/guardians, and the community to support the cognitive and social and emotional development of these learners.</i>	8.A. knows stakeholders with whom collaboration is needed in order to support individuals with gifts and talents	8.A. knows a variety of strategies to support collaboration among stakeholders	8.A. knows how to educate others about the needs of parents of individuals with gifts and talents and has a repertoire of strategies for addressing those needs
	8.B. knows local resources, including services, networks, and organizations that can be used by parents, families and schools to support the academic, social and emotional needs of individuals with gifts and talents	8.B. knows local and state resources, including services, networks, and organizations that can be used by parents, families and schools to support the academic, social and emotional needs of individuals with gifts and talents	8.B knows local, state, and national resources, including services, networks, and organizations that can be used by parents, families and schools to support the academic, social and emotional needs of individuals with gifts and talents
	8.C. knows that there are culturally responsive behaviors that promote effective communication and collaboration with individuals with gifts and talents, their families, school personnel, and community members	8.C. knows a variety of culturally responsive behaviors that promote effective communication and collaboration with individuals with gifts and talents, their families, school personnel, and community members	8.C. knows the implications of culturally responsive behaviors that promote effective communication and collaboration with individuals with gifts and talents, their families, school personnel, and community members
<b>Standard #9 – Professionalism</b> <b>9-1 Professional Growth</b> <i>Educators of the gifted stay current regarding best practices and issues in the field of gifted education.</i>	9-1.A. is aware of district policies and issues that impact individuals with gifts and talents	9-1.A. is aware of best practices in gifted education as well as district policies and issues beyond the local level that impact individuals with gifts and talents	9-1.A. has comprehensive knowledge of best practices in gifted education as well as local, state and national policies and issues that impact individuals with gifts and talents

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	9-1.B is aware of professional organizations, publications, and other professional development opportunities relevant to the field of gifted/talented education	9-1.B is knowledgeable about a variety of professional organizations, publications, and professional development opportunities relevant to the field of gifted/talented education.	9-1.B maintains comprehensive knowledge of professional organizations, publications, and other professional development opportunities relevant to the field of gifted/talented education.
<b>9-2 Leadership</b> <i>Educators of the gifted understand the importance of the development, implementation, and/or revision of policies, practices, and procedures related to the education of individuals with gifts and talents.</i>	9-2 understands the importance of the development, implementation, and/or revision of policies, practices, and procedures related to the education of individuals with gifts and talents at the school level	9.2 understands the importance of the development, implementation, and/or revision of policies, practices, and procedures related to the education of individuals with gifts and talents at the school and district level	9-2 understands the importance of the development, implementation, and/or revision of policies, practices, and procedures related to the education of individuals with gifts and talents at the school, district, state, and national levels
<b>9-3 Advocacy</b> <i>Educators of the gifted understand the importance of advocating for appropriate educational services for individuals with gifts and talents.</i>	9-3 understands the issues impacting individuals with gifts and talents and the methods for advocacy at the school level	9-3 understands the issues impacting individuals with gifts and talents and the methods for advocacy at the school and district level	9-3 understands the issues impacting individuals with gifts and talents and the methods for advocacy at the school, district, state, and national levels
<b>Standard #10 – Communication</b> <i>Educators of the gifted understand and use effective strategies for communicating with individuals with gifts and talents in and outside of the classroom. Educators of the gifted can also apply effective strategies when communicating with a variety of audiences on behalf of individuals with gifts and talents.</i>	10.A. is developing effective strategies for communicating with and about individuals with gifts and talents	10.A. knows effective strategies for communicating with and about individuals with gifts and talents	10.A. possesses effective strategies for communicating with a variety of audiences (e.g., students, educators, parents, administrators, legislators) about individuals with gifts and talents