

Georgia 2000 Standards

Standard 1: Teacher Candidate Knowledge, Skills and Dispositions

Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

1 a.: Content knowledge for teacher candidates

At the beginning of the gifted endorsement program, candidates will be given a handbook which includes all four matrices detailing the Gifted Content Standards. Activities and assignments will incorporate these content standards so that at the end of each course, candidates will gain the needed skills and knowledge to be successful teachers of the gifted. Through classroom discussions and Socratic questioning techniques, candidates will engage in thoughtful interchange of the concepts for gifted study.

Internet access for review of the literature on gifted students through national organizations such as the National Association for Gifted Children, the National Research Center for the Gifted and Talented, and state organizations like the Georgia Association for Gifted Children and other state organizations, will broaden the perspective of candidates as they become part of the gifted education learning community.

To ensure that candidates successfully meet the standards, they are evaluated with a variety of activities and instruments in each course (***Self-Rating for Professional Growth; Literature Review Rubric; Field Experience Evaluation; Product Evaluation Rubric***). Evaluation results are maintained on each candidate as he/she progresses through the sequence of gifted endorsement courses with appropriate and timely feedback from the course instructor. An exam and/or culminating project is required at the end of each course to assess the candidates' acquisition of the content and skills. Each course syllabus (***Gifted Endorsement Course Syllabi***) lists the course requirements that engage candidates in a variety of opportunities to display their understanding of the content knowledge.

1 b.: Pedagogical content knowledge for teacher candidates

In each course of the Gifted Endorsement Program, candidates will be engaged in selecting, adapting, and evaluating instructional strategies and materials that exemplify best practices in gifted education. They will have opportunities, as stated in the syllabi (***Gifted Endorsement Course Syllabi***), for effective management of teaching and learning for students with gifts and talents. Models, theories, and philosophies that form the basis of gifted education will be an integral part of each course. Curriculum differentiation techniques will provide candidates with appropriate instructional strategies to match learner needs. Extensive integration of technology

will also be utilized in the endorsement courses, as well as requiring its use in the candidates' classrooms.

Throughout the program, teacher candidates are provided activities and assignments to ensure that they have pedagogical content knowledge and skills. The following are some examples from each course. In the first course, *Characteristics of the Gifted*, candidates are required to research a sub-population of diverse gifted learners (*Literature Review Rubric*) and to make a group presentation to the class with visual aids (*Product Evaluation Rubric*). The second course, *Curriculum for the Gifted*, has a strong emphasis on pedagogy. In this course, candidates are required to observe instruction in order to acquire knowledge and understanding of strategies and activities that are most effective with gifted and talented learners (*Field Experience Evaluation*). In the third course, *Methods & Materials for the Gifted*, candidates are required to demonstrate their pedagogical skills through design and implementation of a curricular unit (*Candidate Curriculum Self-Evaluation and Reflection, Product Evaluation Rubric*). In the fourth course, *Identification and Assessment of the Gifted*, candidates are required to critically analyze and to make decisions regarding evaluation of students for placement in gifted programming based on Georgia eligibility rule **160-4-2-.38** (*Case Study Rubric*).

1 c.: Professional and pedagogical knowledge and skills for teacher candidates

Candidates apply their professional and pedagogical knowledge and skills in a variety of ways. Throughout the endorsement program, candidates read and analyze research from the required and recommended readings for courses (*Required and Recommended Readings*).

Differentiating the curriculum to meet the needs of the individual learner is a key component of gifted educational pedagogical knowledge and skills. Candidates will be given extensive instruction related to the variety of ways to qualitatively differentiate curriculum to match the learning needs of the gifted and talented. They will observe gifted classes (*Field Experience Evaluation*) and then design and implement instructional strategies that apply their knowledge of how to meet the diverse needs of learners (*Curriculum Assessment Rubric*). Teacher candidates' successful differentiation of instructional strategies for learners will be a key element in the effectiveness of their instruction and is documented through the observation of the candidate's instruction and his or her own self-evaluation (*Observation of Candidate Rubric*).

1 d: Student learning for teacher candidates

The primary focus of the Gifted Endorsement Program is to prepare teacher candidates to more effectively meet the instructional needs of the gifted and talented. The Gifted Endorsement Program is designed to train teacher candidates to achieve that objective. To that end, candidates review and analyze research on meeting the needs of the gifted and talented learner. Required and recommended readings will inform candidates regarding best practices and effective instructional strategies with these unique and diverse learners (*Required and Recommended Readings*).

As teacher candidates gain knowledge and skills about differentiated curriculum, they will have opportunities to engage in instructional techniques and assessment methods for students with gifts and talents. Teacher candidates in the gifted endorsement program will, in their field experiences, observe gifted students in the classroom, observe and discuss strategies with gifted teachers, and try out a variety of instructional strategies and assessment with their students. Candidates will be able to make responsive adjustments to instruction based on continual observation of students' progress. Through collaboration with other candidates and during classroom discussions, candidates will have opportunities to reflect on instructional improvement. As they develop and implement instructional lessons and units, they will have the opportunity to evaluate learner products and portfolios in order to enhance student learning. In their self-evaluations (*Candidate Curriculum Self-Evaluation and Reflection*), candidates will have the opportunity to reflect on their own learning during course assignments, as well as evaluating and reflecting on the instructional lessons or units they have designed.

1 g.: Professional dispositions for all candidates

North Georgia RESA is committed to promoting positive behaviors that are consistent with the ideals of fairness and equity with the belief that all students in our culturally diverse world will learn at the highest levels of competency. Behaviors associated with such dispositions – that is, professional attitudes, beliefs and values – are embedded in numerous assignments in the Gifted Endorsement Program. They are assessed via observable behaviors in their educational settings while working with other teachers and students. Candidates reflect these dispositions by working with gifted colleagues, other teachers, school and community personnel, and students and their families (*Self Evaluation for Professional Growth*).

Instructional content for the Gifted Endorsement Program has been developed by practitioners familiar with the instructional needs of gifted and talented students and the responsibilities of gifted teachers. Instructors involved both national and state standards in the development of course content. The Gifted Education Standards from Rule **505-3-.71** were imbedded in each course in the endorsement series (*Standard 2 Assessment System Matrix*). Dispositions expected of professionals are clearly detailed in gifted standard #9, professional and ethical practice. These dispositions are incorporated throughout the endorsement program and will be a part of the handbook given to candidates when they are accepted into the Gifted In-Field Endorsement Program.

Issues of cultural diversity and bias are addressed throughout the program, especially through instruction that relates to the selection of instruments and materials. Candidates will realize different aspects of the cultural diversity issue through discussion and class or web-based activities concerning culturally biased tests.

Content is intended to be both informative and practical. The field experiences and application of content are included throughout the course work. Content is based upon information derived from recently published texts, journal articles, electronic media, current assessment instruments,

and other related information. The entire program is based on beliefs that are supported by current research in the field (***Required and Recommended Readings***).