

## Evidence for Meeting Standards

Candidates in the Gifted Endorsement Program will demonstrate competence on the content standards adopted by the Georgia Professional Standards Commission. These standards are shared with N GA RESA, as a franchisee partner. Candidates' knowledge and understanding of the content standards begins with the application process (*Candidate's Self-Evaluation Form* below) and proceeds through active engagement and participation in each of the courses in the Gifted Endorsement Program.

### *Candidate's Self-Evaluation Form*

**As part of the registration for the Gifted In-Field Endorsement Program, rate yourself with regard to the descriptions below from 1 to 3 (1= Needs improvement, 2= Meets Educational Expectations, 3= Exceeds Educational Expectations).**

Gifted Standards 505-3-.71	Descriptions The program shall prepare candidates who...	1-3
<b>1.0000</b>	<b>Foundations</b>	
1.xiii	Are familiar with laws, policies, and ethical principles regarding behavior management planning and implementation.	
1.xv.	Are familiar with historical points of view and contributions of culturally diverse groups.	
<b>2.0000</b>	<b>Development and Characteristics of Learners</b>	
2.i.	Understand typical and atypical human growth and development.	
2.v.	Understand characteristics and effects of the cultural and environmental milieu of the child and the family.	
<b>3.0000</b>	<b>Individual Learning Preferences</b>	
3.vi.	Understand the impact of multiple exceptionalities that may result in sensory, motor, or learning needs.	
3.ix.	Understand the cultural perspectives influencing the relationship among families, schools, and communities as related to effective instruction.	
<b>4.0000</b>	<b>Instructional Strategies</b>	
4.ii	Use of technology for planning and managing the teaching and learning environment	
4.iv	Use Instructional time effectively.	
4.vi	Choose and use technologies to modify the instructional process.	
4.vii.	Use strategies to facilitate effective integration into various settings.	
<b>5.0000</b>	<b>Learning Environments and Social Interactions</b>	
5.i.	Know ways specific cultures are negatively stereotyped.	
5.vi	Ways to create learning environments that allow individuals to retain and appreciate their own and each others' respective language and cultural heritage.	
5.vii.	Know strategies for crisis prevention and intervention.	
5.viii	Strategies for preparing individuals to live harmoniously and productively in a culturally diverse world..	
5.x	Structure, direct, and supervise the activities of paraprofessionals, volunteers, and tutors.	
5.xi	Create a safe, equitable, positive, and supportive learning environment in which diversities are valued.	
5.xv	Prepare and organize materials to implement daily lesson plans	
5.xvi	Design and manage daily routines.	
5.xvii.	Direct activities of classroom volunteers.	
5.xviii	Use universal precautions.	
5.xx	Use communication strategies and resources to facilitate understanding of the subject matter for students whose primary language is not the dominant	

	language.	
5.xxii	Mediate controversial intercultural issues among students within the learning environment in ways that enhance any culture, group, or person.	
<b>6.0000</b>	<b>Language</b>	
6.i.	Understand effects of cultural and linguistic differences on growth and development.	
<b>7.0000</b>	<b>Instructional Planning:</b>	
7.xiii	Develop and select instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences.	
7.xvii.	Involve the individual and family in setting instructional goals and monitoring progress.	
7.xviii.	Identify realistic expectations for personal and social behavior in various settings.	
<b>8.0000</b>	<b>Assessment</b>	
8.i.	Understand basic terminology used in assessment.	
8.ii.	Understand legal provisions and ethical principles regarding assessment of individuals.	
8.vii.	Use formal and informal assessments.	
8.xvi.	Report assessment results to all stakeholders using effective communication skills.	
8.xvii.	Create and maintain records.	
8.xviii	Use technology to conduct assessments.	
<b>9.0000</b>	<b>Professional and Ethical Practice</b>	
9.iii	Understand the continuum of lifelong professional development	
9.ix	Use verbal, nonverbal, and written language effectively.	
9.x	Demonstrate commitment to developing the highest educational potential of individuals with gifts and talents.	
9.xi.	Demonstrate sensitivity for the culture, language, religion, gender, disability, socio-economic status, and sexual orientation of individual students.	
9.xii	Uphold high standards of competence and integrity and exercise sound judgment in the practice of the profession.	
9.xiii	Engage in professional activities that benefit individuals with exceptional learning needs, their families, and colleagues.	
9.xiv	Conduct professional activities in compliance with applicable laws and policies.	
9.xv	Practice within one's skills limit and obtain assistance when needed.	
9.xvi	Practice within the CEC Code of Ethics and other standards of the profession.	
9.xx	Act ethically in advocating for appropriate services.	
<b>10.0000</b>	<b>Collaboration</b>	
10.i.	Understand culturally responsive factors that promote effective communication and collaboration with individuals, families, school personnel, and community members.	
10.vi.	Foster respectful and beneficial relationships between families and professionals.	
Total self-rating		

\_\_\_\_\_  
Candidate's Name (please print)

\_\_\_\_\_  
Candidate's Signature

\_\_\_\_\_  
Date

***Self-Rating for Professional Growth*** is an assessment instrument used to aid each candidate in determining his or her degree of acquisition of required gifted standards. After completion of a self-evaluation, each candidate develops professional growth goals needed to meet standards not yet attained. The instructor will review candidate's growth goals for approval. At specified transition points, candidates and the instructor will review progress toward meeting these professional growth goals and determine the need for revision, improvement, or design of new goals.

The ***Self-Rating for Professional Growth*** is designed to ensure that candidates' growth goals align with the standards by addressing specific elements within nine of the ten standard subheadings. Each candidate must self-rate his/her level of proficiency and establish goals for attaining the standards if acquisition is below expectations. Many standards are specifically addressed as listed:

**1.0 Foundations:** The program shall prepare candidates who...

4. understand the relationship of gifted education to the organization and function of educational agencies
5. are familiar with issues in definition and identification of individuals with gifts and talents, including those from culturally and linguistically diverse backgrounds
9. understand the potential impact of differences in values, languages, and customs that can exist between the home and school
10. understand the impact of the dominant culture on shaping schools and individuals who study and work in them.

**3.0 Individual Learning Preferences:** The program shall prepare candidates who...

2. understand variations in beliefs, traditions, and values across and within cultures and their effects on relationships among individuals with gifts and talents, family, and schooling.
8. understand the impact of learners' academic and social abilities, attitudes, interests, and values on instruction and career development.

**4.0 Instructional Strategies:** The program shall prepare candidates who...

5. teach individuals to use self-assessment, problem solving and other cognitive strategies to meet their needs.
8. integrate social skills into curriculum.
9. use procedures to increase the individual's self-awareness, self-management, self-control, self-reliance, self-esteem, and self-advocacy.

**5.0 Learning Environments and Social Interactions:** The program shall prepare candidates who...

2. know strategies used by diverse populations to cope with legacy of former and continuing racism.
5. know grouping practices that support differentiated learning environments.
12. design learning environments that encourage active participation in individual and group activities.
14. teach self-advocacy.
19. organize, develop, and sustain learning environments that support positive intercultural and intercultural experiences.

21. prepare individuals to exhibit self-enhancing behavior in response to societal attitudes and actions.

**6.0 Language:** The program shall prepare candidates who...

2. understand characteristics of one's own culture and use of language and the ways in which these can differ from other cultures and uses of language.

4. understand ways of behaving and communication among cultures that can lead to misinterpretation and misunderstanding.

**7.0 Instructional Planning:** The program shall prepare candidates who...

1. understand national, state, and provincial, and local curricula standards.

2. understands scopes and sequences of general and special curricula.

3. understand theories and research that form the basis of curriculum development and instructional practice.

11. sequence, implement, and evaluate learning objectives.

14. develop and implement comprehensive, longitudinal individualized programs in collaboration with team members.

**8.0 Assessment:** The program shall prepare candidates who...

3. understand national, state, or provincial, and local assessment, accommodations and modifications.

8. interpret information from formal and informal assessments.

12. develop or modify individualized assessment strategies.

**9.0 Professional and Ethical Practice:** The program shall prepare candidates who...

1. understand personal cultural biases and differences that affect one's teaching

7. evaluate program activities for continued improvement.

18. participate in the activities of professional organizations related to gifted and talented education.

19. reflect on one's practice to improve instruction and guide professional growth.

**10.0 Collaboration:** The program shall prepare candidates who...

2. understand concerns of families of individuals with gifts and talents and strategies to help address these concerns.

7. assist individuals with gifts and talents and their families in becoming active participants in the educational team.

12. model techniques and coach others in the use of instructional methods and accommodations.

The *Field Experience Evaluation* is an assessment instrument used to ensure that candidates engage in meaningful field experiences that align with gifted standards. As instructors review candidates' written reports of observations and interviews, they look for evidence that the candidate has gained important knowledge, dispositions, and/or skills that will prepare them for diverse classrooms with all levels of learning ability. Candidates receive a copy of the *Field Experience Evaluation* prior to each field

experience, which they attach to the front of their field experience report. Each of the ten statements detailed in the *Field Experience Evaluation* is keyed to two or more standards, which are listed in the evaluation and are detailed below:

**1.0 Foundations:** The program shall prepare candidates who...

1. are familiar with the historical foundations of gifted and talented education
2. are familiar with models, theories, and philosophies that form the basis for gifted education
3. know laws and policies related to gifted and talented education
6. are familiar with the incidence and prevalence of individuals with gifts and talents.
8. understand the impact of labeling individuals with gifts and talents.
12. understand issues and trends in gifted education and related fields.
14. understand teacher attitudes and behaviors that influence behavior of individuals with gifts and talents.

**2.0 Development and Characteristics of Learners:** The program shall prepare candidates who...

2. understand similarities and differences of individuals with and without gifts and talents and the general population of learners.
3. understand similarities and differences among individuals with gifts and talents.
4. understand the educational implications of various gifts and talents.
5. understand characteristics and effects of the cultural and environmental milieu of the child and the family.
7. understand cognitive characteristics of individuals with gifts and talents in intellectual, academic, creative, leadership, and artistic domains.
8. understand affective characteristics of individuals with gifts and talents in intellectual, academic, creative, leadership, and artistic domains.

**3.0 Individual Learning Preferences:** The program shall prepare candidates who...

1. understand impact of diversity on educational placement options for individuals with gifts and talents.
4. understand the academic characteristics of individuals with gifts and talents, and disabilities.
5. understand the affective characteristics of individuals with gifts and talents, with disabilities.
7. understand differing learning styles of individuals with gifts and talents including those from culturally diverse backgrounds and strategies for addressing these styles.

**4.0 Instructional Strategies:** The program shall prepare candidates who...

1. are familiar with sources of differentiated materials for individuals with gifts and talents.
3. select, adapt, and use instructional strategies and materials according to characteristics of individuals with gifts and talents.

**5.0 Learning Environments and Social Interactions:** The program shall prepare candidates who...

1. know ways specific cultures are negatively stereotyped.
2. know strategies used by diverse populations to cope with legacy of former and continuing racism.
3. understand effective management of teaching and learning for students with gifts and talents.
4. understand acceleration, enrichment, and counseling within a continuum of service options for individuals with gifts and talents.
9. establish and maintain rapport with individuals with gifts and talents.

**6.0 Language:** The program shall prepare candidates who...

3. understand the importance of the teacher serving as a model for individuals with gifts and talents.

**7.0 Instructional Planning:** The program shall prepare candidates who...

4. identify and prioritize areas of the general curriculum and accommodations for an individual with exceptional learning needs.
5. understand general and differentiated curricula for individuals with gifts and talents.
6. understand differential curriculum needs of individuals with gifts and talents.
8. prepare lesson plans for individuals with gifts and talents.
15. make responsive adjustments to instruction based on continual observations of gifted students.

**9.0 Professional and Ethical Practice:** The program shall prepare candidates who...

1. understand personal cultural biases and differences that affect one's teaching.
4. articulate personal philosophy of gifted education.
10. demonstrate commitment to developing the highest potential of individuals with gifts and talents.

**10. Collaboration:** The program shall prepare candidates who...

10. communicate with school personnel about the characteristics and needs of individuals with gifts and talents.

The *Literature Review Rubric* is an assessment instrument used to guide instructors as they review candidates' literature reviews and research on many topics related to course objectives, such as giftedness, gifted education, issues and trends, instructional strategies, and population diversity. Throughout the four course series, candidates will have ample opportunities to research topics that address a wide variety of standards as they read text chapters and current journals. Candidates will have a list of the gifted standards that will be addressed through their literature review. Instructors will assign specific chapters as well as journals to ensure that topics cover important concepts and information in the standards. Other journal topics will be selected from a journal list by the candidates as they consider the diversity within their own classrooms. Standards that would be addressed through literature reviews and chapter texts are below:

**1.0 Foundations:** The program shall prepare candidates who...

7. understand issues, assurances and due process rights related to assessment, eligibility, and placement within continuum of services.

11. are familiar with the rights and responsibilities of students, parents, teachers and other professionals and schools related to exceptional learning needs.

**2.0 Development and Characteristics of Learners:** The program shall prepare candidates who...

6. understand the effect of medications on individuals with gifts and talents.

9. understand effects of families on the development of individuals with gifts and talents.

10. understand family systems and the role of families in supporting development and educational progress for students with gifts and talents.

**3.0 Individual Learning Preferences:** The program shall prepare candidates who...

3. understand the impact gifts and talents can have on an individual's life.

6. understand the impact of multiple exceptionalities that may result in sensory, motor, or learning needs.

9. understand the cultural perspectives influencing the relationship among families, schools, and communities as related to effective instruction.

**5.0 Learning Environments and Social Interactions:** The program shall prepare candidates who...

8. know strategies for preparing individuals to live harmoniously and productively in a culturally diverse world.

**7.0 Instructional Planning:** The program shall prepare candidates who...

7. understand community-based and service learning opportunities for individuals with gifts and talents.

18. identify realistic expectations for personal and social behavior in various settings.

**8.0 Assessment:** The program shall prepare candidates who...

4. understand screening, pre-referral, referral, and identification procedures for individuals with gifts and talents.

5. understand the use and limitations of assessment instruments for students with gifts and talents.

11. identify supports needed for integration into various program placements.

**9.0 Professional and Ethical Practice:** The program shall prepare candidates who...

2. are familiar with organizations and publications, relevant to the field of gifted education.

8. maintain confidential communication about individuals with gifts and talents.

17. maintain knowledge of research and literature in special and gifted education.

**10.0 Collaboration:** The program shall prepare candidates who...

3. are familiar with services, networks, organizations for individuals with gifts and talents.

The ***Product Evaluation Rubric*** is an assessment instrument used to aid instructors as they review and evaluate candidates' products created during each course in the endorsement program. Candidates will receive this rubric as a guide as they create their products in each course, along with a list of the gifted standards addressed. Some of the products created by candidates include such items as brochures, Power Points, informational pamphlets, instructional activities, website evaluations and Webquest designs, differentiated lessons and thematic units. Throughout the four course series, candidates will design and/or create products that incorporate a wide variety of standards, as listed below:

**2.0 Development and Characteristics of Learners:** The program shall prepare candidate who...

2. understand similarities and differences of individuals with and without gifts and talents and the general population of learners.

**3.0 Individual Learning Preferences:** The program shall prepare candidates who...

4. understand the academic characteristics of individuals with gifts and talents, and disabilities.

**4.0 Instructional Strategies:** The program shall prepare candidates who...

6. choose and use technologies to modify the instructional process.

7. use strategies to facilitate effective integration into various settings.

**5.0 Learning Environments and Social Interactions:** The program shall prepare candidates who...

5. know grouping practices that support differentiated learning environments.

12. create an environment that encourages self-advocacy and increased independence.

20. use communication strategies and resources to facilitate understanding of the subject matter for students whose primary language is not the dominant language.

**7.0 Instructional Planning:** The program shall prepare candidates who...

9. design cognitively complex learning experiences for individuals with gifts and talents.

10. plan instruction using cognitive, affective, and ethical taxonomies.

12. integrate affective, social, and career skills with academic curricula.

16. select instructional models to differentiate specific content goals and monitor progress.

**8.0 Assessment:** The program shall prepare candidates who...

6. who gather relevant background information.

9. develop and administer nonbiased, informal assessment procedures.

10. use assessment information in making eligibility, program, and placement decisions for individuals with gifts and talents, including those from culturally and/or linguistically diverse backgrounds.

13. evaluate instruction and monitor progress for individuals with gifts and talents.

14. use performance data and information from all stakeholders to make or suggest modification in learning environments.

15. evaluate learner products and portfolios.

**9.0 Professional Ethical Practice:** The program shall prepare candidates who...

5. access information on meeting the needs of students with gifts and talents.

**10.0 Collaboration:** The program shall prepare candidates who...

4. understand models and strategies for consultation and collaboration.

5. collaborate with families and others in assessment of individuals with gifts and talents.

8. plan and conduct collaborative conferences with individuals with gifts and talents and their families.

9. use group problem solving skills to develop, implement, and evaluate collaborative activities.

11. communicate effectively with families of individuals with gifts and talents from diverse backgrounds.