



PROFESSIONAL STANDARDS

CEC Performance-Based Standards Gifts/Talents

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| Standard 1: Foundations |
| Knowledge: |
| Historical foundations of gifted and talented education. |
| Models, theories, and philosophies that form the basis for gifted education. |
| Laws and policies related to gifted and talented education. |
| Relationship of gifted education to the organization and function of educational agencies. |
| Issues in definition and identification of individuals with gifts and talents, including those from culturally and linguistically diverse backgrounds. |
| Incidence and prevalence of individuals with gifts and talents. |
| Issues, assurances and due process rights related to assessment, eligibility, and placement within a continuum of services. |
| Impact of labeling individuals with gifts and talents. |
| Potential impact of differences in values, languages, and customs that can exist between the home and school. |
| Impact of the dominant culture on shaping schools and the individuals who study and work in them. |
| Rights and responsibilities of students, parents, teachers and other professionals and schools related to exceptional learning needs. |
| Issues and trends in gifted education and related fields. |
| Laws, policies, and ethical principles regarding behavior management planning and implementation. |
| Teacher attitudes and behaviors that influence behavior of individuals with gifts and talents. |
| Historical points of view and contributions of culturally diverse groups. |
| Skills: None |

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| Standard 2: Development and characteristics of learners |
| Knowledge: |
| Typical and atypical human growth and development. |
| Similarities and differences of individuals with and without gifts and talents and the general population of learners. |
| Similarities and differences among individuals with gifts and talents. |
| Educational implications of various gifts and talents. |
| Characteristics and effects of the cultural and environmental milieu of the child and the family. |
| Effects of medications on individuals with gifts and talents. |
| Cognitive characteristics of individuals with gifts and talents in intellectual, academic, creative, leadership, and artistic domains. |
| Affective characteristics of individuals with gifts and talents in intellectual, academic, creative, leadership, and artistic domains. |
| Effects of families on the development of individuals with gifts and talents. |
| Family systems and the role of families in supporting development and educational progress for students with gifts and talents. |
| Skills: None |
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| Standard 3: Individual learning differences |
| Knowledge: |
| Impact of diversity on educational placement options for individuals with gifts and talents. |
| Variations in beliefs, traditions, and values across and within cultures and their effects on relationships among individuals with gifts and talents, family, and schooling. |
| Impact gifts and talents can have on an individual's life. |
| Academic characteristic of individuals with gifts and talents, and disabilities. |
| Affective characteristics of individuals with gifts and talents, and disabilities. |
| Impact of multiple exceptionalities that may result in sensory, motor, or learning needs. |

Differing learning styles of individuals with gifts and talents including those from culturally diverse backgrounds and strategies for addressing these styles.

Impact of learners' academic and social abilities, attitudes, interests, and values on instruction and career development.

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

Skills: None

Standard 4: Instructional strategies

Knowledge:

Sources of differentiated materials for individuals with gifts and talents.

Technology for planning and managing the teaching and learning environment.

Skills:

Select, adapt, and use instructional strategies and materials according to characteristics of individuals with gifts and talents.

Use instructional time effectively.

Teach individuals to use self-assessment, problem solving and other cognitive strategies to meet their needs.

Choose and use technologies to modify the instructional process.

Use strategies to facilitate effective integration into various settings.

Integrate social skills into the curriculum.

Use procedures to increase the individual's self-awareness, self-management, self-control, self-reliance, self-esteem, and self-advocacy.

Standard 5: Learning environments/social interactions

Knowledge:

Ways specific cultures are negatively stereotyped.

Strategies used by diverse populations to cope with a legacy of former and continuing racism.

Effective management of teaching and learning for students with gifts and talents.

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| Acceleration, enrichment, and counseling within a continuum of service options for individuals with gifts and talents. |
| Grouping practices that support differentiated learning environments. |
| Ways to create learning environments that allow individuals to retain and appreciate their own and each others' respective language and cultural heritage. |
| Strategies for crisis prevention and intervention. |
| Strategies for preparing individuals to live harmoniously and productively in a culturally diverse world. |
| Skills: |
| Establish and maintain rapport with individuals with gifts and talents. |
| Structure, direct and supervise the activities of paraeducators, volunteers and tutors. |
| Create a safe, equitable, positive, and supportive learning environment in which diversities are valued. |
| Design learning environments that encourage active participation in individual and group activities. |
| Create an environment that encourages self-advocacy and increased independence. |
| Teach self-advocacy. |
| Prepare and organize materials to implement daily lesson plans. |
| Design and manage daily routines. |
| Direct activities of classroom volunteers. |
| Use universal precautions. |
| Organize, develop, and sustain learning environments that support positive intracultural and intercultural experiences. |
| Use communication strategies and resources to facilitate understanding of the subject matter for students whose primary language is not the dominant language. |
| Prepare individuals to exhibit self-enhancing behavior in response to societal attitudes and actions. |
| Mediate controversial intercultural issues among students within the learning environment in ways that enhance any culture, group or person. |
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| Standard 6: Language |

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| Knowledge: |
| Effects of cultural and linguistic differences on growth and development. |
| 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. |
| Importance of the teacher serving as a model for individuals with gifts and talents. |
| Ways of behaving and communicating among cultures that can lead to misinterpretation and misunderstanding. |
| Skills: None |
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| Standard 7: Instructional planning |
| Knowledge: |
| National, state or provincial, and local curricula standards. |
| Scopes and sequences of general and special curricula. |
| Theories and research that form the basis of curriculum development and instructional practice. |
| Identify and prioritize areas of the general curriculum and accommodations for an individual with exceptional learning needs. |
| General and differentiated curricula for individuals with gifts and talents. |
| Differential curriculum needs of individuals with gifts and talents. |
| Community-based and service learning opportunities for individuals with gifts and talents. |
| Skills: |
| Prepare lesson plans for individuals with gifts and talents. |
| Design cognitively complex learning experiences for individuals with gifts and talents. |
| Plan instruction using cognitive, affective, and ethical taxonomies. |
| Sequence, implement, and evaluate individualized learning objectives. |
| Integrate affective, social, and career skills with academic curricula. |
| Develop and select instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences. |
| Develop and implement comprehensive, longitudinal individualized programs in collaboration with team members. |

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| Make responsive adjustments to instruction based on continual observations of gifted students. |
| Select instructional models to differentiate specific content areas. |
| Involve the individual and family in setting instructional goals and monitoring progress. |
| Identify realistic expectations for personal and social behavior in various settings. |
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| Standard 8: Assessment |
| Knowledge: |
| Basic terminology used in assessment. |
| Legal provisions and ethical principles regarding assessment of individuals. |
| National, state or provincial, and local assessment, accommodations and modifications. |
| Screening, prereferral, referral, and identification procedures for individuals with gifts and talents. |
| Use and limitations of assessment instruments for students with gifts and talents. |
| Skills: |
| Gather relevant background information. |
| Use formal and informal assessments. |
| Interpret information from formal and informal assessments. |
| Develop and administer nonbiased, informal assessment procedures. |
| 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. |
| Identify supports needed for integration into various program placements. |
| Develop or modify individualized assessment strategies. |
| Evaluate instruction and monitor progress for individuals with gifts and talents. |
| Use performance data and information from all stakeholders to make or suggest modifications in learning environments. |
| Evaluate learner products and portfolios. |
| Report assessment results to all stakeholders using effective communication skills. |

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| Create and maintain records. |
| Use technology to conduct assessments. |
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| Standard 9: Professional and ethical practice |
| Knowledge: |
| Personal cultural biases and differences that affect one's teaching. |
| Organizations and publications, relevant to the field of gifted education. |
| Continuum of lifelong professional development. |
| Skills: |
| Articulate personal philosophy of gifted education. |
| Access information on meeting the needs of students with gifts and talents. |
| Conduct self-evaluation of instruction. |
| Evaluate program activities for continued improvement. |
| Maintain confidential communication about individuals with gifts and talents. |
| Use verbal, nonverbal, and written language effectively. |
| Demonstrate commitment to developing the highest educational potential of individuals with gifts and talents. |
| Demonstrate sensitivity for the culture, language, religion, gender, disability, socio-economic status, and sexual orientation of individual students. |
| Uphold high standards of competence and integrity and exercise sound judgment in the practice of the profession. |
| Engage in professional activities that benefit individuals with exceptional learning needs, their families, and colleagues. |
| Conduct professional activities in compliance with applicable laws and policies. |
| Practice within one's skills limit and obtain assistance when needed. |
| Practice within the CEC Code of Ethics and other standards of the profession. |
| Maintain knowledge of research and literature in special and gifted education. |
| Participate in the activities of professional organizations related to gifted and talented education. |
| Reflect on one's practice to improve instruction and guide professional growth. |

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| Act ethically in advocating for appropriate services. |
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| Standard 10: Collaboration |
| Knowledge: |
| Culturally responsive factors that promote effective communication and collaboration with individuals, families, school personnel, and community members. |
| Concerns of families of individuals with gifts and talents and strategies to help address these concerns. |
| Services, networks, and organizations for individuals with gifts and talents. |
| Models and strategies for consultation and collaboration. |
| Skills: |
| Collaborate with families and others in assessment of individuals with gifts and talents. |
| Foster respectful and beneficial relationships between families and professionals. |
| Assist individuals with gifts and talents and their families in becoming active participants in the educational team. |
| Plan and conduct collaborative conferences with individuals with gifts and talents and their families. |
| Use group problem solving skills to develop, implement, and evaluate collaborative activities. |
| Communicate with school personnel about the characteristics and needs of individuals with gifts and talents. |
| Communicate effectively with families of individuals with gifts and talents from diverse backgrounds. |
| Model techniques and coach others in the use of instructional methods and accommodations. |