| **Required Course Numbers** | | | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Test Content Categories** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| I. **Development and Characteristics of Gifted Students (21%)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **A. Development** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows the advanced developmental milestones of gifted students in all domains, from early childhood through adolescence |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Physical |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Social/emotional |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Cognitive |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. Communicative |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| e. Adaptive |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Knows how asynchronous development relates to giftedness |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Knows the early indicators of giftedness |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Advanced verbal ability |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Curiosity and imagination |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Early achievement of milestones |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. Ability to focus attention intensely |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| e. Accelerated rate of learning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Knows the indicators of giftedness in all stages of development |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Knows the role of stakeholders in supporting the development of giftedness |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **B. Characteristics** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands the similarities and differences between gifted students and the general student population |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Knows the similarities and differences among gifted students |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Knows the characteristics associated with different types of giftedness |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Intellectual |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Academic |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Creative |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. Leadership |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| e. Visual and Performing Arts |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Knows the cognitive characteristics of gifted students |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Memory, focus, capacity for learning, metacognition |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Originality, creativity and innovation, insight |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Rate of learning, breadth and depth of knowledge |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. Analogical thinking and reasoning, communication skills |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| e. Abstract and conceptual learning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Knows the range of social and emotional characteristics of gifted students |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Perfectionism, persistence |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Emotional intensity, idealism, empathy |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Intrinsic motivation, self-awareness |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. Sense of humor |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| e. Preference for intellectual peers |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6. Knows a variety of factors that may affect the development of gifted students |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Socioeconomic status, culture, English-language proficiency |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Race, gender, ethnicity, peer relationships |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Availability of services and quality of instruction |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. Age of identification, home support and environment |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| e. Co-existing conditions and exceptionalities |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7. Knows common stereotypes associated with gifted students |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Socially shy and inept |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Excels in all academic areas |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Lack of interest in non-academic pursuits |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. Capable of learning on their own |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| e. Easily identified |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 8. Knows a variety of causes for underachievement in gifted students |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Cultural influences |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Pressure to conform |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Fear of failure, low self-esteem, boredom |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. Lack of supportive academic environment |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| e. Unsupportive family environment |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| f. Transience (frequent moves) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 9. Knows the coexisting conditions and exceptionalities that may affect gifted students |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Giftedness and ADHD |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Giftedness and literacy disabilities |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Giftedness and learning disabilities |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **II. Learning Environment for Gifted Students (19%)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **A. Physical and Social Environment** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands the impact of a safe, equitable, positive, and supportive environment on learning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Knows the continuum of placement and delivery of services options for gifted students |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. General education classes with differentiation |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Cluster grouping |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Pull-out and self-contained classes |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. Special, alternative, and virtual schools |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| e. Dual enrollment |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Knows the influence of social and emotional development on the learning of gifted students and that gifted students may have idiosyncratic learning patterns |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Knows strategies for developing the non-academic skills of gifted students |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Social competence |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Leadership |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Resilience |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. Self-efficacy |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| e. Risk-taking |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Is familiar with how identification and delivery models are related |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **B. Teaching and Learning Environment** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows how to create a learning environment that addresses the characteristics and needs of gifted students |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Adapting the curriculum, content, process and product |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Aligning instruction with standards and benchmarks |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Selecting resources to meet the interests of gifted students |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. Adapting resources to meet the needs of individual students |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| e. Addressing the strengths and limitations of individual students |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| f. Offering a broad array of resources for learning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Uses instructional activities specific to the development of complex cognitive processes |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Comparing and contrasting |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Analyzing, inferring, predicting |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Evaluating, categorizing, synthesizing |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. Decision making, creating |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| e. Generalizing |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Knows methods for promoting higher levels of thinking |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Reflecting, supporting positions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Challenging assumptions, drawing conclusions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Finding relationships, designing alternate solutions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. Determining relevancy and validity of information |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| e. Transferring knowledge |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Knows strategies for addressing underachievement in gifted students |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Offering choice-based learning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Supporting incremental goal setting |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Establishing supportive partnerships |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. Recognizing success |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Knows how to establish and maintain rapport with gifted students |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Communicating expectations for student performance |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Communicating expectations for student behavior in a variety of settings |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6. Knows the tools for adapting a learning environment based on input from students and other stakeholders |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Pre-assessment |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Learning inventories |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Interpretation of test results and performance evaluations |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. Consultation and collaboration with other stakeholders |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **III. Instruction of Gifted Students (28%)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **A. Planning** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands the basic concepts of curriculum development for gifted students |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Differentiating goals |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Developing scope and sequence |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Aligning with standards and benchmarks |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. Increasing depth and rigor |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| e. Modifying existing curriculums |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Knows the major models for developing curriculum for gifted students |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Content mastery model (subject based) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Process-product model (skill based) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Concept based model (theme based) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Knows how to differentiate the general education curriculum to meet the needs of gifted students |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Increasing complexity and depth of content |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Modifying the pace of learning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Creating opportunities for creativity and innovation |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. Allowing opportunities for independent study |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Knows how to select instructional content, resources, and strategies appropriate for gifted students |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Knows how to adapt content, strategies, and resources appropriate to the needs of individual students |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6. Knows how to design instruction that provides opportunities for students to investigate and extend areas of interest or talent |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7. Knows how to plan instruction for enhancing the communication skills of gifted students, including advanced oral and written communication tools |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 8. Knows how to plan opportunities for gifted students to access and use technology in innovative ways |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 9. Knows the academic and career guidance that must be integrated into instruction |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Academic and vocational assessment |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Shadowing and internships |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Mentors and role models |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 10. Knows the importance of involving students in planning, implementing, and evaluating their learning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 11. Knows the types of assessment data that are used to inform instruction |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Formal and informal |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Summative and formative |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Pre- and post-assessment |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. Performance-based |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **B. Instruction** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows that a number of variables may affect how individual students learn and perform |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Culture, socioeconomic status, gender |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Prior knowledge and experience |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Self-confidence, self-esteem |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. Developmental readiness, asynchrony |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| e. Coexisting conditions and exceptionalities |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Knows how to develop observable and measurable instructional objectives |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Knows how to develop and implement lesson plans |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Knows a variety of strategies for instructing gifted students |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. higher-level questioning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. problem-based learning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. inquiry-based learning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. differentiated learning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5.Knows how to pace instruction to meet the needs of individual students and that different strategies may be required for teaching gifted students with diverse cultural and linguistic needs |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6. Knows strategies for developing metacognitive thinking in gifted students |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. modeling thought processes in content areas |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. developing self-regulation |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. encouraging and supporting reflection |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. asking complex questions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Knows how to pace instruction to meet the needs of individual students and that different strategies may be required for teaching gifted students with diverse cultural and linguistic needs |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6. Knows strategies for developing metacognitive thinking in gifted students |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. modeling thought processes in content areas |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. developing self-regulation |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. encouraging and supporting reflection |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. asking complex questions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7. Knows methods of facilitating the transfer of knowledge and skills in specific areas of student development |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. generalizations |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. synthesis within and across disciplines |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. integration of conceptual understanding |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 8. Knows strategies for teaching students self-advocacy and self-regulatory skills |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 9. Knows how to use student responses and performance for guiding instruction and providing feedback |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 10. Is familiar with strategies for addressing the needs of the profoundly gifted |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. adjusting age restrictions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. increasing access to appropriate learning opportunities |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. adapting peer settings to meet academic and social needs |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. employing radical acceleration |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| e. locating content experts |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **IV. Identification and Assessment of Gifted Students (18%)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **A. Assessment** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows the basic terminology used in assessment |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. validity, reliability, mean, median, mode |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. raw score, scaled score, stanine, percentile |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. normal distribution, standard deviation, standard error of measurement |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. grade-equivalent scores, age-equivalent scores |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| e. norm-referenced and criterion-referenced tests |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| f. ceiling effect, out-of-level testing |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Is familiar with assessment instruments and their uses, strengths, and limitations |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. observations |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. checklists |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. parent or teacher recommendations |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. portfolios, work samples |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Knows the various purposes of assessment |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. planning and instruction |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. documenting growth |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. identification |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. placement |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Knows the legal and ethical practices related to the identification, assessment, and placement of gifted students |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. confidentiality of educational records |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. nondiscriminatory assessment |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. state and district regulations |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Knows how to develop assessments to measure student learning and progress |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6. Knows how to report assessment data to stakeholders |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7. Knows how to interpret assessment data for making placement and program decisions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **B. Identification** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows the processes and procedures for nominating and identifying gifted students |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Knows commonly used qualitative assessments associated with identifying giftedness |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. observations |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. checklists |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. parent or teacher recommendations |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. portfolios, work samples |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Knows commonly used quantitative assessments associated with identifying giftedness |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. creativity tests |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. achievement tests |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. aptitude tests |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. IQ tests |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Is familiar with the use of alternative assessments for identifying giftedness in special populations |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Knows the importance of using multiple criteria for identifying giftedness |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6. Knows factors that can lead to the over-, under, or misidentification of gifted students |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. gender, race, ethnicity, stigma |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. cultural factors, social status, economic status |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. parental pressure |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. behavioral issues, coexisting exceptionalities |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| e. English language proficiency, testing bias |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| f. teacher expectations and misconceptions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **V. Professionalism (14%)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **A. Foundations** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows the major foundations, theories, and philosophies of gifted education |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. historical foundations |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. major contributors |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. varying conceptions of giftedness |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Is familiar with the major legislation regarding the education of gifted students |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Javits Act |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Individuals with Disabilities Education Act (IDEA) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. state laws |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Knows the legal and ethical implications of laws, regulations, and court cases related to the rights of students and teachers |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. equal access |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. privacy and confidentiality |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. intellectual freedom |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. licensing/certification |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Knows the rationales, principles, and goals of gifted education |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. existence of individual differences |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. benefit to society of the development of giftedness |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. diverse perspectives on the conceptions of giftedness |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. entitlement of gifted students to an education that supports the attainment of their full potential |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **B. Collaboration, Leadership, and Professional Development** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows the publications and professional organizations relevant to the field of gifted education |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Journal for the Education of the Gifted |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Parenting for High Potential |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Gifted Child Quarterly, Gifted Child Today |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. National Association for Gifted Children |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| e. Council for Exceptional Children |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| f. The Association for the Gifted |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Knows how to locate and evaluate information on issues, trends, and research in the field of gifted education |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Knows how to apply theory and research in gifted education to instructional practice |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Knows how to collaborate with colleagues and school personnel to address the academic, emotional, and social needs of gifted students |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Knows how to use reflective practice to improve instructional practice |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6. Knows how to collaborate with stakeholders to advocate for services for gifted students |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7. Knows how to serve as a resource for supplementary opportunities for gifted students outside of school |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. summer and weekend programs |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. conventions and competitions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. special interest organizations |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 8. Is familiar with the impact of giftedness on individuals, families, and society across the life span |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. knows the common emotional reactions to gifted individuals |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. knows the stressors and challenges associated with gifted individuals and family members |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. knows ways that gifted individuals can affect the school and greater communities, and society as a whole |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 9. Knows strategies to help families understand the implications of a student’s giftedness and provides strategies for supporting the student’s development and learning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. initiating and maintaining relationships with family members |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. providing information about resources that support families |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 10. Knows a variety of strategies for communicating with parents and caregivers about students’ progress and needs |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 11. Knows the role of an advocate for gifted education and is a resource for parents and caregivers, school personnel, and members of the community for information relating to gifted students and their educational experience |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |