



GIFTED EDUCATION

Test Framework

	Content Domain	Range of Competencies	Approximate Percentage of Test Score
I.	Foundations of Gifted Education	0001–0003	30%
II.	Assessment and Program Planning	0004–0006	30%
III.	Curriculum and Instruction	0007–0010	40%

Copyright © 2014 Pearson Education, Inc. or its affiliate(s). All rights reserved.
Evaluation Systems, Pearson, P.O. Box 226, Amherst, MA 01004

NES, the NES logo, Pearson, the Pearson logo, and National Evaluation Series are trademarks, in the U.S. and/or other countries, of Pearson Education, Inc. or its affiliate(s).

Pearson and its logo are trademarks, in the U.S. and/or other countries, of Pearson Education, Inc. or its affiliate(s).

This document may not be reproduced for commercial use but may be copied for educational purposes.

I. FOUNDATIONS OF GIFTED EDUCATION

0001 Understand the historical, legal, and philosophical foundations of the field of gifted education.

- ▶ Demonstrate knowledge of the historical foundations of the field of gifted education, including points of view and contributions of individuals from diverse backgrounds.
- ▶ Demonstrate familiarity with key issues and trends in the field of gifted education.
- ▶ Apply knowledge of key philosophies, theories, models, and research that support gifted education.
- ▶ Apply knowledge of relevant laws and policies and standards of ethical practice related to gifted and talented education.
- ▶ Apply knowledge of issues in the definition and identification of students with gifts and talents, including students from special populations (e.g., students who are racially, culturally, linguistically, or socioeconomically diverse; students who have learning, physical, sensory, or behavioral disabilities; students who are profoundly gifted; students who are underachieving).

0002 Understand the development and characteristics of students who are gifted and talented.

- ▶ Demonstrate knowledge of the cognitive, academic, and affective characteristics, needs, and development of students with gifts and talents in various domains (e.g., intellectual, academic, creative, leadership, artistic), including students from special populations.
- ▶ Apply knowledge of internal and external conflicts that may arise from various manifestations of asynchronous development, and knowledge of the influence of social and emotional development on the interpersonal relationships and learning of students with gifts and talents.
- ▶ Demonstrate knowledge of the idiosyncratic learning patterns of students who are gifted and talented, including students from special populations, and knowledge of similarities and differences between students with gifts and talents and the general population.
- ▶ Apply knowledge of special populations of students with gifts and talents, including students who are racially, culturally, linguistically, or socioeconomically diverse; students who have learning, physical, sensory, or behavioral disabilities; students who are profoundly gifted; and students who are underachieving.
- ▶ Demonstrate knowledge of factors that affect development and learning in students who are gifted and talented, including effects of culture and environment; roles of families, schools, and communities; influence of different beliefs, traditions, and values across and within diverse groups; societal, cultural, and economic factors; differences in values, languages, and customs between school and home; and ways in which groups are stereotyped and experience discrimination.
- ▶ Apply knowledge of early indicators of emotional issues associated with students who are gifted and talented and knowledge of strategies for helping students address these issues.

0003 Understand the professional roles and responsibilities of the gifted education teacher.

- ▶ Apply knowledge of culturally responsive strategies and culturally relevant resources that promote effective communication and partnerships with students who are gifted and talented and their parents/guardians to help students with gifts and talents achieve desired learning outcomes.
- ▶ Apply knowledge of effective strategies that respond to the concerns of students who are gifted and talented and their parents/guardians; knowledge of resources for students who are gifted and talented and their families; and strategies for providing parents/guardians with information in their primary language regarding characteristics and behaviors associated with giftedness and with information that explains gifted programming options.
- ▶ Apply knowledge of effective strategies for communicating and collaborating with general education teachers, special education teachers, school counselors, other school staff members, volunteers, and community members to help students with gifts and talents achieve desired learning outcomes.
- ▶ Apply knowledge of strategies for systematically engaging in self-reflection; self-assessment of practice; and ongoing, research-supported professional development activities to improve one's practice and develop professional expertise in the field of gifted education in order to address the cognitive, academic, and affective characteristics and needs of students who are gifted and talented.
- ▶ Demonstrate knowledge of effective strategies for advocating for students with gifts and talents and the gifted education program; and strategies for communicating and consulting with school personnel about the characteristics and needs of students with gifts and talents, including students from special populations.
- ▶ Demonstrate familiarity with organizations, publications, online resources, and other resources for educators of students who are gifted and talented.

II. ASSESSMENT AND PROGRAM PLANNING

0004 Understand procedures for selecting, designing, and using various types of formal and informal assessments with students who are gifted and talented.

- ▶ Demonstrate knowledge of the characteristics, uses, and limitations of various types of formal and informal assessments in different domains that are used to identify students who are gifted and talented and to document academic growth.
- ▶ Apply knowledge of nonbiased and equitable processes and procedures for identifying and placing students who are gifted and talented.
- ▶ Demonstrate knowledge of the importance of using multiple methods of assessment and data sources for making educational decisions and the importance of aligning assessment with programming.
- ▶ Apply knowledge of processes for selecting and administering technically sound qualitative and quantitative assessments that measure diverse abilities, talents, and strengths; and of how to ensure that the assessments used in the identification and evaluation processes are appropriate for each instrument's purpose, allow for above-grade-level performance, and allow for diverse perspectives.
- ▶ Apply knowledge of how to develop and use a variety of differentiated assessments to measure the progress of students who are gifted and talented.

0005 Understand procedures for using assessment information to develop differentiated instructional plans for students who are gifted and talented.

- ▶ Apply knowledge of how to interpret information from formal and informal assessments in various domains and communicate this information to students with gifts and talents, their parents/guardians, general education teachers, and other staff members involved in developing and implementing differentiated instructional plans for students with gifts and talents.
- ▶ Interpret qualitative and quantitative information to develop a profile of the strengths and weaknesses of a given student with gifts and talents in order to plan appropriate curriculum, instruction, and accommodations.
- ▶ Recognize the importance of using a balanced assessment system (i.e., pre-assessment, formative assessment, summative assessment) to identify students' needs, develop differentiated instructional plans, and adjust instructional plans using progress monitoring over time.
- ▶ Apply knowledge of how to use assessment results to develop differentiated instructional plans for students who are gifted and talented.

0006 Understand the components of a comprehensive gifted education program and how to collaborate with others to develop, implement, and assess such programs.

- ▶ Apply knowledge of strategies for establishing comprehensive, cohesive, and ongoing procedures for identifying and serving students with gifts and talents.
- ▶ Apply knowledge of strategies for collaborating with students who are gifted and talented, their families, general and special education teachers, administrators, other school staff members, and district policy makers to plan, articulate, develop, and implement a comprehensive and coordinated elementary through secondary gifted education program.
- ▶ Apply knowledge of strategies for collaborating with school counselors or other professionals to implement a curriculum scope and sequence that addresses personal and social awareness and adjustment, academic planning, vocational and career awareness, and college and career guidance that is consistent with students' strengths, interests, goals, and values.
- ▶ Apply knowledge of a variety of research-based and evidence-based gifted programming options that enhance performance in cognitive and affective areas, including multiple alternative approaches to accelerate learning, enrichment options to extend and deepen learning opportunities within and outside the school setting, multiple types of grouping options, individualized learning options, and uses of technology to enhance access to high-level programming.
- ▶ Demonstrate knowledge of the importance of creating and following policies and procedures to guide and sustain all components of a gifted education program that is built on a research-based and evidence-based foundation.
- ▶ Demonstrate knowledge of strategies and procedures for evaluating gifted programming, including using multiple indicators that measure mastery of content, higher-level thinking skills, achievement in specific program areas, and affective growth; assessing the quantity, quality, and appropriateness of gifted programming and services by disaggregating assessment data and yearly progress data and making the results public; and making sure the evaluation plan is purposeful and evaluates how student-level outcomes are influenced by one or more components of gifted education.

III. CURRICULUM AND INSTRUCTION

0007 Understand how to plan and manage the learning environment for students who are gifted and talented.

- ▶ Demonstrate knowledge of how to create and maintain safe, productive, respectful learning environments for students with gifts and talents that support trust among diverse learners, encourage students to express diverse characteristics and behaviors associated with giftedness, and communicate high expectations for all students.
- ▶ Demonstrate knowledge of a variety of research-based grouping practices for students who are gifted and talented that allow them to interact with individuals who have various gifts, talents, abilities, and strengths.
- ▶ Apply knowledge of evidence-based strategies for encouraging the active participation of students who are gifted and talented in individual and group activities to enhance independence, interdependence, and positive peer relationships.
- ▶ Apply knowledge of evidence-based strategies for establishing learning environments that foster students' personal and social responsibility, self-efficacy, and leadership skills, including opportunities for leadership in community settings to effect positive change.
- ▶ Apply knowledge of cultural competence and respect when working with students with gifts and talents, including modeling appreciation for and sensitivity to students' diverse backgrounds and languages; modeling appropriate strategies for addressing social issues such as bullying, discrimination, and stereotyping; and facilitating opportunities for students to collaborate with peers from culturally diverse backgrounds to achieve common goals.

0008 Understand strategies for fostering personal, emotional, and social competence and language and communication skills.

- ▶ Apply knowledge of evidence-based strategies for fostering students' personal, emotional, academic, and creative growth, including maintaining high expectations for all students with gifts and talents; providing opportunities for self-exploration, personal development, and pursuit of interests, strengths, and gifts, and for the development of self-awareness supportive of achievement; and providing feedback that focuses on effort, on evidence of potential to meet high standards, and on mistakes as learning opportunities.
- ▶ Apply knowledge of principles and strategies for helping students with gifts and talents develop social competence, including understanding their needs for both solitude and social interaction; providing opportunities for interactions with intellectual and artistic/creative peers as well as chronological-age peers; providing students with examples of positive coping skills and opportunities to apply such skills; and assessing and providing instruction in social skills needed for school, community, and the workplace.
- ▶ Demonstrate knowledge of resources, technologies, and strategies for enhancing students' oral, written, and artistic communication in various formats and learning experiences, including students who have advanced communication skills, students who are English language learners, students from diverse socioeconomic and cultural backgrounds, and students who have disabilities that interfere with communication.
- ▶ Apply knowledge of how to provide students who are gifted and talented with opportunities for the advanced development and maintenance of first and other languages and with opportunities to use advanced communication tools to express higher-level thinking and creativity.

0009 Understand how to select, adapt, and design differentiated curricula for students who are gifted and talented.

- ▶ Demonstrate familiarity with national curriculum standards, including the Common Core State Standards, and how to align differentiated instructional plans for students who are gifted and talented with these standards.
- ▶ Apply knowledge of how to adapt, modify, enhance, or replace the core or standard curriculum to meet the needs of students with gifts and talents and those with special needs, including students who have disabilities, students who are profoundly gifted, and students who are English language learners.
- ▶ Demonstrate knowledge of elements that distinguish differentiated curricula from general curricula for students with gifts and talents and knowledge of curricular emphases for students with gifts and talents in various domains.
- ▶ Apply knowledge of evidence-based strategies for selecting, adapting, and designing a variety of differentiated curricula that incorporate advanced, conceptually challenging, in-depth, distinctive, and complex content; and of strategies for selecting curriculum resources and product options that respond to students' cultural, linguistic, socioeconomic, and intellectual differences.
- ▶ Demonstrate knowledge of resources and materials that are appropriate for students who are gifted and talented and that support differentiation, including school and community resources and content specialists.
- ▶ Apply knowledge of strategies for helping students with gifts and talents develop knowledge and skills for living and being productive in a multicultural, diverse, and global society, including developing and using challenging, culturally responsive curriculum; integrating career exploration experiences into learning opportunities; and using curriculum for deep exploration of cultures, languages, and economic and social issues related to diversity.

0010 Understand how to select, adapt, and use evidence-based instructional strategies for students who are gifted and talented.

- ▶ Apply knowledge of how to use pre-assessments and how to pace instruction according to the learning rates of students with gifts and talents; how to accelerate and compact learning as appropriate; and how to use information and assistive technologies to individualize instruction for students with gifts and talents, including students from special populations.
- ▶ Apply knowledge of how to select, adapt, and use a broad repertoire of evidence-based instructional strategies and materials that differentiate instruction for students with gifts and talents and respond to students' diversity and developmental level.
- ▶ Apply knowledge of how to provide opportunities for students with gifts and talents to explore, develop, and/or research their areas of interest and/or talent.
- ▶ Apply knowledge of evidence-based instructional strategies that support students who are gifted and talented in becoming independent investigators and decision makers and in solving real-world problems.
- ▶ Apply knowledge of how to design interventions for students with gifts and talents that foster their cognitive and affective growth, how to develop specialized intervention services for students with gifts and talents who are underachieving, and how to enable students to identify their preferred approaches to learning and expand upon them.
- ▶ Demonstrate knowledge of the characteristics and features of differentiated instruction in regard to content, process, product/performance, and environment.
- ▶ Apply knowledge of evidence-based methods for fostering students' critical thinking, creative thinking and problem solving, habits of inquiry, application of metacognitive strategies, and application of authentic research methodologies.
- ▶ Apply knowledge of evidence-based methods for fostering students' independent learning, time management, study skills, test-taking skills, and organizational strategies.