

NES Profile: Gifted Education (312)

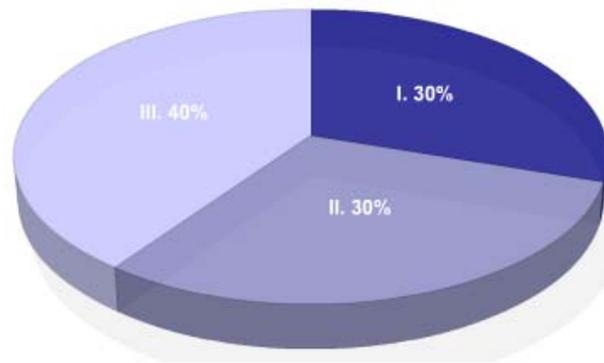
Overview

The resources below provide information about this test, including the approximate percentage of the total test score derived from each content domain. The complete set of the content domains, the test framework, is provided here and contains all of the competencies and descriptive statements that define the content of the test.

Select any of the content domains presented in the chart or its key to view:

- the test competencies associated with the content domain,
- a set of descriptive statements that further explain each competency,
- a sample test question aligned to each competency.

Test Field	Gifted Education (312)
Test Format	Multiple-choice questions
Number of Questions	Approximately 150
Test Duration	Up to 3 hours



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

Content Domain I: Foundations of Gifted Education

Competencies:

0001 [Understand the historical, legal, and philosophical foundations of the field of gifted education.](#)

Descriptive Statements:

- 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).

Sample Item:

According to research conducted by Carol Dweck, which of the following approaches is most effective for encouraging students who are gifted and talented?

- A. reminding the students that because they are smart, they will do well on upcoming projects
- B. delaying gratification to help the students learn to work for longer periods of time
- C. identifying tasks for the students that are just beyond their current abilities
- D. acknowledging the students' hard work and effort in meeting identified learning goals

Correct Response and Explanation

D. The research of Carol Dweck, PhD, supports the idea that encouragement for hard work and effort, mastery orientation, rather than praise for fixed traits and actions, a performance orientation, actually helps students to embrace challenge and strive to do their best, even when faced with difficult tasks. Dweck's research distinguishes between a fixed mindset, for instance, a focus on innate talent, and a growth mindset or a focus on dedication and resilience. Her research reveals a meaningful difference between creating student dependency on expressions of approval from others and fostering inner direction and a sense of ownership and responsibility for their efforts.

0002 [Understand the development and characteristics of students who are gifted and talented.](#)

Descriptive Statements:

- 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.

Sample Item:

An elementary school's new kindergarten teacher says to the gifted education teacher, "I have a delightful class. However, one student never stops asking questions, needs constant intellectual stimulation, and gets rambunctious when the class does anything that involves step-by-step processes. What should I do?" Given this preliminary information about the student, which of the following statements is the gifted education teacher's most appropriate response?

- A. "These characteristics sound like the developmental behaviors of a child who is gifted and talented. The student might benefit from differentiated instruction."
- B. "It sounds like the student could be gifted. The situation might be helped if you redirect this energy by allowing the student to help others in class."
- C. "The student may be gifted but have poor social skills. Try providing the student with guided practice in interacting with classmates."
- D. "The student's behaviors indicate qualities associated with giftedness. Address the issue of curiosity by allowing the student to visit the school library on a regular basis."

Correct Response and Explanation

A. At the elementary level, there are a range of behaviors that are associated with exceptional intellectual ability. A child with a strong sense of curiosity who "never stops asking questions" and "needs constant intellectual stimulation" is displaying two qualities highlighted in the research of Dr. Linda Silverman and others. A child's impatience with step-by-step processes may indicate a visual-spatial learning style, and may also indicate that the child masters material faster than his or her classmates. In this scenario, the most appropriate step for the gifted education teacher to suggest would be to recommend differentiated instructional opportunities as a method of engaging the student and gathering further information regarding the child's learning style, strengths, and needs.

0003 [Understand the professional roles and responsibilities of the gifted education teacher.](#)

Descriptive Statements:

- 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.

Sample Item:

Ms. Edwards, a newly hired third-grade teacher, is enjoying her lively mixed-ability class. Sometimes however, there are conflicts arising between Justin, a verbally gifted student, and other students who often take offense when Justin uses words that they do not understand or that they believe are just insults directed at them. So far Ms. Edwards thinks that she has been able to handle these situations effectively but she would like to read more about these types of issues to better understand what triggers them and how to prevent them. Which of the following online resources would provide the best starting point for her research?

- A. Davidson Institute for Talent Development
- B. Gifted Child Quarterly
- C. Supporting Emotional Needs of the Gifted
- D. National Institute for Mental Health

Correct Response and Explanation

C. Supporting Emotional Needs of the Gifted (SENG) "seeks to inform gifted individuals, their families, and the professionals who work with them, about the unique social and emotional needs of gifted persons." To that end, they offer web seminars, an articles library, parent support and training, as well as an annual conference focusing on the emotional and social issues of the gifted and talented.

Content Domain II: Assessment and Program Planning

Competencies:

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

Descriptive Statements:

- 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.

Sample Item:

Bonita is a kindergarten student who has been reading since she was three years old. Her parents are concerned that she will not be challenged in her kindergarten class during reading instruction. Which of the following types of assessment would be the gifted education teacher's best *first* step?

- A. testing Bonita's reading skills using above-grade-level texts and formative assessments
- B. having the school's reading specialist observe and assess Bonita's reading ability in class
- C. requesting an overall evaluation of Bonita's IQ before taking further action on her reading
- D. performing a miscue analysis while Bonita reads to assess accuracy and comprehension

Correct Response and Explanation

A. Informal assessment of Bonita's reading skills using above-grade-level texts, reading program assessments, or formative assessments is an effective way for the teacher of a gifted and talented student to gauge reading level and comprehension skills. It is important to remember that a highly or profoundly gifted child may be able to read several years above grade-level. Assessment using above-grade-level texts will provide the teacher with the student's level of aptitude for higher level decoding skills together with comprehension of text and vocabulary. Differentiation of instruction for Bonita can then be designed for her specific strengths and weaknesses.

0005 [Understand procedures for using assessment information to develop differentiated instructional plans for students who are gifted and talented.](#)

Descriptive Statements:

- 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.

Sample Item:

Eighth-grade science students will be studying Newton's three laws of motion. Two students in the class who are also in the gifted education program have experience with this topic. The gifted education teacher is collaborating with the classroom teacher to modify existing instructional plans to better promote the learning needs of the students who are gifted and talented while maintaining their involvement in the activity. To develop differentiated instructional plans for these students, the gifted education teacher should first:

- A. collaborate with the students who are gifted and talented in designing a timeframe that will guide their learning.
- B. pre-assess the background knowledge of the students who are gifted and talented relevant to the topic to identify and integrate appropriate extension activities during the unit.
- C. notify the parents/guardians of the students who are gifted and talented about adjustments being made to the instructional plans.
- D. establish a plan that will enable the students who are gifted and talented to complete individualized projects of their own choosing as extension activities.

Correct Response and Explanation

B. All teachers are better able to differentiate instruction by pre-assessing the existing knowledge of the students so that instruction is appropriately challenging and meets academic benchmarks. In this example, since the gifted education teacher is collaborating with the general education teacher to develop a differentiated plan, an informal pre-assessment could be tailored to identify the extent of the students' content knowledge so as to inform instruction as well as plan differentiated extension opportunities.

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

Descriptive Statements:

- 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.

Sample Item:

Eight-year-old Stephen lives in a socioeconomically diverse area. He is profoundly gifted in mathematics and has exhausted the resources of the local elementary, middle, and high schools. He is two years above grade-level in science and English language arts, both of which he takes with the fifth-grade class. He is socially reticent and uncomfortable with athletic activities. Which of the following strategies would be most appropriate for the school district's gifted education specialist to propose to address Stephen's needs at this time?

- A. following his curiosity where it leads by doing an unstructured independent study in mathematics
- B. stretching his mathematical skills by taking a physics class at the local high school
- C. taking a break from formal mathematics instruction in favor of activities developing his social skills
- D. advancing his mathematics skills using online course materials under the supervision of a teacher

Correct Response and Explanation

D. An elementary school child who is profoundly gifted in mathematics and has exhausted all relevant local resources must, first and foremost, have his educational needs met in an appropriate way. Online instruction with active teacher supervision provides opportunity and ongoing academic guidance as well as personal interaction and support. Social reticence and a lack of interest in sports are aspects of Stephen's personality at this stage in his development, not areas of need to be addressed by the gifted education specialist.

Content Domain III: Curriculum and Instruction

Competencies:

0007 [Understand how to plan and manage the learning environment for students who are gifted and talented.](#)

Descriptive Statements:

- 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.

Sample Item:

Tatiana is a sensitive, good-natured, seven-year-old who has been identified as highly gifted. Tatiana is quiet, reflective, does not eagerly participate in class, and prefers quiet and independent activities. She is happy at home, does well in her schoolwork, and enjoys her differentiated activities, particularly if they involve creativity. During a staff meeting, Tatiana's teacher mentions her traits to the school's gifted education specialist and asks, "Should I be doing more to help correct her tendency toward introversion?" Which of the following would be the gifted education specialist's most appropriate response?

- A. "We should not rule out learning disabilities. It is possible that her intelligence has masked the need for a further assessment."
- B. "Many children who are gifted and talented are introverted. Introversion is not a flaw, but rather an aspect of her personality."
- C. "She's still a little girl and she's very gifted. She needs patient guidance and she'll blossom into a more social individual."
- D. "Introversion is an aspect of asynchronous development. She will almost certainly outgrow it by the time she reaches young adulthood."

Correct Response and Explanation

B. According to the Duke University Talent Identification Program's *Digest of Gifted Research*, the majority of gifted children are introverted, and because of their heightened awareness of themselves and others, they are also likely to be "sensitive." Parents and teachers can be supportive of an introverted child by being empathetic about feelings of shyness and respectful of his or her personality rather than trying to change it. A classroom climate that welcomes the diversity of all students' learning styles and academic strengths and needs may boost the student's involvement and social behaviors.

0008 [Understand strategies for fostering personal, emotional, and social competence and language and communication skills.](#)

Descriptive Statements:

- 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.

Sample Item:

Mr. Allen is a new middle school principal who is interested in knowing more about how to incorporate the Schoolwide Enrichment Model (SEM) to develop more opportunities for students who are gifted and talented. He learns both the school and community provide various Type 1 enrichment activities for students who are gifted and talented, including field trips to the local museum. However, he feels the school could do more to provide these students with Type 2 enrichment activities. Which of the following activities is an example of a Type 2 enrichment activity?

- A. collecting money to buy books for preschools in impoverished areas
- B. attending a minicourse on prominent local historical figures
- C. studying primary resources from the era represented in a historical novel
- D. listening to an interview with an expert on Shakespeare before watching a performance

Correct Response and Explanation

C. The Schoolwide Enrichment Model, or SEM, developed by Joseph Renzulli and Sally Reis of the Neag Center for Gifted Education and Talent Development, divides enrichment activities into three types. Type 1 consists of activities that expose students to people and ideas that they might not encounter during the typical school day, such as listening to an interview with an expert on Shakespeare. Type 2 is defined by activities that promote the use of materials that help students to develop problem-solving and creative skills as well as the ability to use and evaluate advanced research materials. Studying primary resources that reflect the content of an historical novel allows the student to develop greater insight into the novel's historical context.

0009 [Understand how to select, adapt, and design differentiated curricula for students who are gifted and talented.](#)

Descriptive Statements:

- 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.

Sample Item:

As the Common Core State Standards are adopted throughout the United States, gifted education teachers will need to adapt and modify curriculum, instruction, and assessment. Which of the following additional goals is most important for gifted education teachers to consider *first*?

- A. evaluating students' need for curriculum acceleration on a regular basis
- B. ensuring differentiation of required curriculum is sufficiently challenging
- C. adhering to the specific guidelines prescribed by the standards
- D. aligning new benchmarks with the current state curriculum framework

Correct Response and Explanation

C. Ensuring that differentiated plans for students include the required Common Core content is step one in an effective differentiation plan for gifted and talented students. In addition to incorporating the Common Core Standards, the teacher will still need to address the learning needs of students who are gifted and talented by means such as pre-assessment, incorporation of metacognitive and higher-level thinking strategies, and curricular material above grade-level.

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

Descriptive Statements:

- 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.

Sample Item:

A science teacher is collaborating with the gifted education specialist to write appropriate science curricula for moderately to highly gifted elementary school students. Which of the following instructional approaches would be most effective for meeting a variety of individual learning needs in science?

- A. a technology-based program that emphasizes high-level content and depth
- B. a module-based curriculum that includes pre-assessments to determine student entry level
- C. a higher-level secondary school curriculum modified to meet elementary school time and staffing constraints
- D. a range of learning objectives and experiences that emphasize inquiry, higher-level conceptual thinking, and problem-based learning

Correct Response and Explanation

D. There is considerable difference between the abilities and learning needs of a moderately gifted child and a highly gifted child. The teacher of both moderately and highly gifted students will encounter a range of individual learning needs, skills, and aptitudes within the gifted population. By selecting learning experiences that emphasize inquiry, higher-level conceptual thinking, and problem-based learning, the content and learning targets can be appropriately differentiated according to student need, interest, and ability.