

Higher Education Teacher Preparation Standards

Gifted grades K-6, 5-8, 6-12, and PreK-12



Kansas leads the world in the success of each student.

GIFTED

K-6, 5-8, 6-12, PreK-12, adopted April 19, 2016

“**Learner(s)**” is defined as children including those with disabilities or exceptionalities, who are gifted, and students who represent diversity based on ethnicity, race, socioeconomic status, gender, language, religion, and geographic origin.

Standard 1: Learner Development and Individual Learning Differences

The gifted education teacher applies understanding of cognitive, social and emotional development and individual differences to provide appropriate learning experiences for diverse individuals identified as gifted.

Function 1: Learner Development.

Content Knowledge

- 1.1.1 CK The teacher describes cognitive, social and emotional development across the lifespan of diverse individuals identified as gifted in special education and general education classrooms.
- 1.1.2 CK The teacher understands how cognitive, social and emotional development influences advanced abilities of diverse individuals identified as gifted in school, home and community settings.
- 1.1.3 CK The teacher knows how asynchronous development impacts relationships between diverse individuals identified as gifted and their peers in special education and general education classrooms.

Professional Skills

- 1.1.4 PS The teacher responds to cognitive, social and emotional development of diverse individuals identified as gifted by providing appropriate learning experiences in special education and general education classrooms.
- 1.1.5 PS The teacher applies understanding of cognitive, social and emotional developmental influences by designing experiences that advance abilities of diverse individuals identified as gifted in school, home and community settings.
- 1.1.6 PS The teacher provides support for the asynchronous development of diverse individuals identified as gifted by creating meaningful experiences with peers in special education and general education classrooms.

Function 2: Learner Differences.

Content Knowledge

- 1.2.1 CK The teachers recognizes similarities and differences among and between diverse individuals identified as gifted and the general education

student populations.

1.2.2 CK The teacher understands how influences across and within various cultures can impact experiences of diverse individuals identified as gifted in schools, homes and communities.

1.2.3 CK The teacher knows how academic underachievement affects diverse individuals identified as gifted in special education and general education classrooms.

Professional Skills

1.2.4 PS The teacher differentiates instruction to optimize learning and meet high academic standards for diverse individuals identified as gifted in special education and general education classrooms.

1.2.5 PS The teacher responds to influences across and within various cultures by providing inclusive, challenging learning experiences for diverse individuals identified as gifted in schools, homes and communities.

1.2.6 PS The teacher uses strategies to reverse academic underachievement of diverse individuals identified as gifted in special education and general education classrooms.

Standard 2: Learning Environments

The gifted education teacher creates learning environments that are responsive to the cognitive, social and emotional needs of diverse individuals identified as gifted.

Function 1: Cognitive Environment.

Content Knowledge

- 2.1.1 CK The teacher knows the importance of providing meaningful and interest-based activities to challenge diverse individuals identified as gifted, including the advantages and disadvantages in a variety of learning environments.
- 2.1.2 CK The teacher recognizes stereotypes that impact learning environments of diverse individuals identified as gifted across a continuum of services.

Professional Skills

- 2.1.3 PS The teacher adapts instruction to offer culturally responsive experiences for diverse individuals identified as gifted in small group, whole group and independent learning environments.
- 2.1.4 PS The teacher challenges myths about diverse individuals identified with gifts to create positive learning environments in special education and general education classes.

Function 2: Social and Emotional Environment.

Content Knowledge

- 2.2.1 CK The teacher understands how to create challenging learning environments that promote resiliency and well-being for diverse individuals identified as gifted.
- 2.2.2 CK The teachers knows the role of intrinsic motivation and self-efficacy related to learning environments that address the abilities and needs of diverse individuals identified as gifted.

Professional Skills

- 2.2.3 PS The teacher manages safe and inclusive learning experiences that empower diverse individuals identified as gifted by adapting to expectations in special education and general education classrooms.
- 2.2.4 PS The teacher promotes positive social interactions and leadership skills for diverse individuals identified as gifted in schools, homes and communities.

Standard 3: Curricular Content and Instruction Planning

The gifted education teacher uses knowledge of general and specialized curricula by implementing evidence-based instructional strategies to advance learning of diverse individuals identified as gifted.

Function 1: Curriculum.

Content Knowledge

- 3.1.1 CK The teacher understands structures of the discipline, tools of inquiry and cross-disciplinary skills in curriculum for diverse individuals identified as gifted including differentiated goals, learning progression, conceptually challenging content with depth and complexity and alignment with state and national standards, benchmarks and regulations.
- 3.1.2 CK The teacher knows the major models for development of a curriculum for diverse individuals identified as gifted including content mastery (subject based), process-product (skill based), and concept-based models (theme based).
- 3.1.3 CK The teacher understands the need to differentiate general education curriculum for diverse individuals identified as gifted based on academic needs, abilities, readiness, interests, and learning profiles.
- 3.1.4 CK The teacher knows how to select, adapt and create differentiated materials and strategies that advance the learning of diverse individuals identified as gifted.
- 3.1.5 CK The teacher understands the unique social and emotional and career guidance needs of diverse individuals identified as gifted that must be integrated into instruction.
- 3.1.6 CK The teacher knows the importance of involving diverse individuals identified as gifted in planning, implementing, and evaluating their own learning.
- 3.1.7 CK The teacher understands the types of assessment data that are used to inform instruction: formal and informal; summative and formative; pre- and post-assessment; and performance-based for diverse individuals identified as gifted.

Professional Skills

- 3.1.8 PS The teacher selects and adapts conceptually challenging curricula in specialized domains to promote thinking with depth and complexity and engage learning for diverse individuals identified as gifted.
- 3.1.9 PS The teacher integrates creative, social, emotional, leadership, and career skills with academic curricula for diverse learners identified as gifted.
- 3.1.10 PS The teacher uses research-based methods of differentiation to modify the general education curriculum for diverse individuals identified as gifted.

- 3.1.11 PS The teacher uses technologies to accomplish instructional objectives and integrates their use in the cognitive, social and emotional domains for diverse individuals identified as gifted.
 - 3.1.12 PS The teacher assists learners in developing skills to evaluate their own learning and performance towards meeting cognitive, social, emotional and career goals of diverse individuals identified as gifted.
 - 3.1.13 PS The teacher provides opportunities for diverse individuals identified as gifted to explore, develop, or research their areas of interest and/or talent.
 - 3.1.14 PS The teacher interprets and uses assessment data for instructional planning in the cognitive, social and emotional domain for diverse individuals identified as gifted.
-

Function 2: Instructional Planning and Strategies.

Content Knowledge

- 3.2.1 CK The teacher understands the variables that may affect how diverse individuals identified as gifted learn and perform including cultural and socioeconomic diversity, prior knowledge and experiences, self-confidence and self-esteem, developmental readiness, and other exceptionalities.
- 3.2.2 CK The teacher knows how to develop instructional objectives for complex products and performances of diverse individuals identified as gifted.
- 3.2.3 CK The teacher knows a variety of strategies for instructing diverse individuals identified as gifted including higher-level questioning, problem-based learning, inquiry-based learning, and differentiated learning.
- 3.2.4 CK The teacher knows how to pace instruction with depth and complexity to meet the individual needs of diverse individuals identified as gifted.
- 3.2.5 CK The teacher understands how to develop metacognitive thinking processes in diverse individuals identified as gifted.
- 3.2.6 CK The teacher knows strategies for teaching diverse individuals identified as gifted self-advocacy and self-regulatory skills.

Professional Skills

- 3.2.7 PS The teacher selects, adapts, and uses instructional strategies and materials based upon learner characteristics and needs of diverse individuals identified as gifted.
- 3.2.8 PS The teacher implements and evaluates learning differentiated goals and objectives of diverse individuals identified as gifted for complexity and depth.
- 3.2.9 PS The teacher uses a variety of research-based instructional strategies to develop critical and creative thinking with depth and complexity, and problem-solving skills of diverse individuals identified as gifted.
- 3.2.10 PS The teacher addresses the specific needs of diverse individuals identified as gifted using enrichment, flexible pacing, grouping options, and acceleration within and across grade levels.
- 3.2.11 PS The teacher uses appropriate techniques and strategies for promoting social and emotional development and leadership skills of diverse individuals identified as gifted.
- 3.2.12 PS The teacher uses student responses and performance to evaluate and modify differentiated learning goals and objectives of diverse individuals identified as gifted.

Standard 4: Assessment

The gifted education teacher uses multiple methods of assessment to identify and monitor the progress of diverse individuals identified as gifted.

Function 1: Identification.

Content Knowledge

- 4.1.1 CK The teacher knows the processes and procedures for nominating and identifying gifted individuals using differentiated assessments.
- 4.1.2 CK The teacher knows the basic terminology and types of quantitative and qualitative differentiated assessments used for identifying giftedness.
- 4.1.3 CK The teachers understands the importance of using multiple criteria for identifying giftedness.
- 4.1.4 CK The teacher understands factors that can lead to the over-, under-, or misidentification of diverse individuals identified as gifted.
- 4.1.5 CK The teacher understands the legal and ethical practices related to the identification and placement of diverse individuals identified as gifted.

Professional Skills

- 4.1.6 PS The teacher selects and administers differentiated assessments that minimize bias during the identification process.
- 4.1.7 PS The teacher interprets and reports differentiated assessment data to stakeholders.
- 4.1.8 PS The teacher collaborates with an interdisciplinary team and families to review intervention and differentiated assessment results and determine appropriate services for individuals.
- 4.1.9 PS The teacher uses alternative differentiated assessments for identifying giftedness in special populations of diverse individuals identified as gifted.

Function 2: Progress Monitoring.

Content Knowledge

- 4.2.1 CK The teacher understands the strengths and limitations of a variety of formal and informal assessment techniques to evaluate progress of diverse individuals identified as gifted.
- 4.2.2 CK The teacher understands the various purposes of assessment to monitor progress of diverse individuals identified as gifted.

Professional Skills

- 4.2.3 PS The teacher develops and uses appropriate measures to assess the learning and progress of diverse individuals identified as gifted.
- 4.2.4 PS The teacher uses differentiated grading and feedback procedures to communicate progress to diverse individuals identified as gifted and their families in a timely, regular, and ethical manner.

Standard 5: Professional Learning and Ethical Practice

The gifted education teacher uses foundational knowledge to advance professional learning and inform ethical practice.

Function 1: Professional Learning.

Content Knowledge

- 5.1.1 CK The teacher knows professional organizations, publications, and current issues related to the field of gifted education.
- 5.1.2 CK The teacher recognizes resources, opportunities and activities that enhance strengths and increase skills through professional growth and development in gifted education.
- 5.1.3 CK The teacher understands how foundational knowledge, perspectives, historical trends, and legal issues impact the education of diverse individuals identified as gifted.

Professional Skills

- 5.1.4 PS The teacher actively participates in professional development activities and learning communities that benefit stakeholders in the field of gifted education.
- 5.1.5 PS The teacher evaluates professional growth as a lifelong learner who reflects on and adjusts experiences using evidence-based practices in gifted education.
- 5.1.6 PS The teacher advances the profession through leadership activities such as advocacy for diverse individuals identified as gifted and mentoring colleagues.

Function 2: Ethical Behavior.

Content Knowledge

- 5.2.1 CK The teacher knows the standards, policies, laws, and regulations that guide ethical practice in the field of gifted education.
- 5.2.2 CK The teacher understands how ethical and legal practices safeguard the rights of parents and the confidentiality of diverse individuals identified as gifted.
- 5.2.3 CK The teacher recognizes how implications of giftedness impact learning and the continuum of services for diverse individuals identified as gifted in special education and regular education classrooms.

Professional Skills

- 5.2.4 PS The teacher provides delivery of services inclusive of special populations of diverse individuals identified as gifted such as English Language Learners, Economically Disadvantaged and Twice-Exceptional.
- 5.2.5 PS The teacher practices ethical behaviors sensitive to complex issues of

diversity for diverse individuals identified as gifted and their families.
5.2.6 PS The teacher implements ethical practices and services related to schools, organizations and agencies that support diverse individuals identified as gifted.

Standard 6: Communication and Collaboration

The gifted education teacher communicates and collaborates with stakeholders to address the cognitive, social and emotional needs of diverse individuals identified as gifted in the school, home, and community.

Function 1: Communication.

Content Knowledge

- 6.1.1 CK The teacher understands the role of technology in effective communication to promote awareness of the needs of diverse individuals identified as gifted.
- 6.1.2 CK The teacher understands how diversity impacts communication regarding giftedness within the school, home, and community.

Professional Skills

- 6.1.3 PS The teacher uses effective written and oral techniques to communicate with stakeholders regarding the needs of diverse individuals identified as gifted.
- 6.1.4 PS The teacher adjusts communication for language proficiency, cultural and linguistic differences of diverse individuals identified as gifted.

Function 2: Collaboration.

Content Knowledge

- 6.2.1 CK The teacher is aware of resources and opportunities to support the needs of diverse individuals identified as gifted in the school, home, and community.

Professional Skills

- 6.2.2 PS The teacher applies elements of effective collaboration within special education and general education classrooms to benefit diverse individuals identified as gifted.
- 6.2.3 PS The teacher develops partnerships that benefit the education experience of diverse individuals identified as gifted across the lifespan.
- 6.2.4 PS The gifted teacher serves as a resource and advocate to promote the field of gifted education within the school, home, and community.

For more information, contact:

Teacher Licensure
785-296-2288
HEAccreditation@ksde.gov



Kansas State Department of Education
900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212
www.ksde.gov

The Kansas State Department of Education does not discriminate on the basis of race, color, religion, national origin, sex, disability or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the nondiscrimination policies: KSDE General Counsel, Office of General Counsel, KSDE, Landon State Office Building, 900 S.W. Jackson, Suite 102, Topeka, KS 66612, (785) 296-3201.