

### **5.07 Gifted Education Specialist (Ages 4-21)**

To be endorsed as a gifted education specialist, a candidate shall hold an earned master's or higher degree in gifted education from an accepted institution of higher education; have completed an approved program for the preparation of gifted education specialists, including prescribed field experience and student teaching requirements; hold a Colorado initial or professional teacher license with a gifted education core endorsement or demonstrate through multiple performance measures the competencies required for a gifted education core endorsement:

5.07(1) Leadership and policy: The gifted education specialist provides leadership to formulate goals, set and meet high professional expectations, advocate for effective policies and evidence-based practices and is guided by professional ethics and practice standards. In this advanced role, the gifted educator has leadership responsibilities for promoting the success of individuals with exceptional learning needs, their families and colleagues. The gifted education specialist creates supportive environments that safeguard the legal rights of students, families and school personnel through policies and procedures that promote ethical and professional practice. The gifted education specialist applies knowledge of:

5.07(1)(a) accountability in order to:

5.07(1)(a)(i) articulate public policy as it relates to the development and implementation of programs and strategies for gifted and talented students that are consistent with and aligned to adopted policies and objectives of the school district;

5.07(1)(a)(ii) integrate gifted education into the school's and district's educational program design, the delivery of instruction and other educational processes, and the organization of the school day;

5.07(1)(a)(iii) understand legal issues impacting the field of gifted education;

5.07(1)(a)(iv) prepare budgets, grants and reports;

5.07(1)(a)(v) apply knowledge of theories, evidence-based practices, relevant laws and policies to advocate for programs, supports and a continuum of services for individuals with exceptionalities; and

5.07(1)(a)(vi) ensure privacy issues in regard to individual students and record-keeping.

5.07(1)(b) collaboration in order to:

5.07(1)(b)(i) demonstrate effective leadership skills for designing and implementing programs for and delivering instruction to gifted students;

5.07(1)(b)(ii) utilize effective leadership skills for designing and implementing programs for and delivering instruction to gifted students;

5.07(1)(b)(iii) provide leadership to create procedures that respect all individuals and permit professionals to practice ethically;

5.07(1)(b)(iv) create positive and productive work environments by sharing information regarding positive impacts with colleagues;

5.07(1)(b)(v) implement strategies to promote collegial understanding of the academic and affective needs of gifted students among regular classroom teachers, administrators and boards of education; and

5.07(1)(b)(vi) work with professional, governmental and/or community agencies to advocate for curricular, school and instructional improvements.

5.07(1)(c) advocacy in order to:

5.07(1)(c)(i) communicate with policy makers and the general public about issues inherent in the education of gifted and talented students and about how to resolve concerns appropriately, effectively and practically;

5.07(1)(c)(ii) discuss potential improvements to policies and procedures with administrators to better address student, family and school needs;

5.07(1)(c)(iii) contribute to school and/or district committees to improve and align gifted services for students and their families;

5.07(1)(c)(iv) promote appropriate programming regarding the education of gifted and talented students to external agencies and groups;

5.07(1)(c)(v) promote policies and practices that improve programs, services and outcomes for individuals with exceptionalities;

5.07(1)(c)(vi) seek allocation of appropriate resources for the preparation and professional development of all personnel who serve individuals with exceptionalities; and

5.07(1)(c)(vii) provide opportunities and support for acceleration for gifted students in content, process and/or product.

5.07(1)(d) professional development in order to:

5.07(1)(d)(i) promote high professional self-expectations and help others understand the needs of individuals with exceptional learning needs within the context of an organization's mission;

5.07(1)(d)(ii) plan, facilitate and/or provide professional development activities for increasing the knowledge and skills of regular classroom teachers in the areas of gifted identification methods and procedures, specific research-based instructional strategies and curriculum for gifted learners, and assessment methods and data-analysis to enhance the general improvement of the education of gifted and talented students;

5.07(1)(d)(iii) structure, direct and supervise the activities of para-educators, volunteers and tutors; and

5.07(1)(d)(iv) participate in self-evaluation and in organizations and activities that provide professional development opportunities and information that can increase professional competence and contribute to the advancement of the education of the gifted and talented student.

5.07(2) Collaboration, communication and coordination: The gifted education specialist has a deep understanding of the centrality and importance of consultation and collaboration to the roles within gifted education and uses this deep understanding to improve programs, services and outcomes for individuals with exceptional learning needs. The gifted education specialist understands the significance of the role of collaboration and promotes understanding, resolves

conflicts and builds consensus among both internal and external stakeholders to provide services to individuals with exceptional learning needs and their families. The gifted education specialist possesses current knowledge of research on stages and models in both collaboration and consultation, and ethical and legal issues related to consultation and collaboration, and applies knowledge of:

5.07(2)(a) diversity in order to recognize cultural factors that promote effective communication and collaboration and to respond respectfully to individuals, families, school personnel and specific communities/community members in order to enhance or improve opportunities for gifted students.

5.07(2)(b) collaboration in order to:

5.07(2)(b)(i) maximize opportunities to promote understanding, resolve conflicts and build consensus for improving programs, services and outcomes for individuals with exceptionalities;

5.07(2)(b)(ii) identify effective communication, collaboration, consultation and leadership skills and apply these skills to the effective implementation of education for gifted learners;

5.07(2)(b)(iii) apply effective models and strategies for consultation, conferencing and collaboration with families and individuals with gifts and talents;

5.07(2)(b)(iv) coordinate transitions between grade levels and buildings;

5.07(2)(b)(v) implement goals and expectations through the advanced learning plan (ALP) process; and

5.07(2)(b)(vi) identify stakeholders and develop an ongoing plan for including and communicating with all stakeholders including classroom teachers, special services providers, parents, community members and students.

5.07(2)(c) effective problem-solving in order to:

5.07(2)(c)(i) use group problem-solving skills to develop, implement and evaluate collaborative activities;

5.07(2)(c)(ii) identify potential problems or issues, brainstorm possible solutions, evaluate and select best alternatives, develop a plan for implementation, implement and reflect on the process and results; and

5.07(2)(c)(iii) implement strategic planning in collaboration with teachers and district or administrative unit personnel in order to improve gifted student services.

5.07(3) Research and inquiry: The gifted education specialist has a comprehensive knowledge of gifted education as an evolving and changing discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, diverse and historical points of view and issues that have influenced and continue to influence gifted education and the education of and services for individuals with exceptionalities both in school and in society. The gifted education specialist applies knowledge of:

5.07(3)(a) gifted education history and current theories in order to:

- 5.07(3)(a)(i) demonstrate comprehensive understanding of the foundations of education of the gifted and the talented student including but not limited to the history of the education of the gifted and talented, as well as proven and documented theories of giftedness;
  - 5.07(3)(a)(ii) distinguish between theory and empirically proven research;
  - 5.07(3)(a)(iii) apply understanding of current literature related to gifted education;
  - 5.07(3)(a)(iv) recommend a variety of research-based curricular strategies that provide for the effective teaching of gifted and talented students; and
  - 5.07(3)(a)(v) identify, critique and utilize research and applicable theory of curricular strategies as a basis for decision-making and practice for gifted students.
- 5.07(3)(b) data-analysis and measurement in order to:
- 5.07(3)(b)(i) interpret data as a basis for decision-making;
  - 5.07(3)(b)(ii) conduct action research in order to investigate an area of interest/s to effect change at a local level; and
  - 5.07(3)(b)(iii) evaluate identification procedures, curriculum and gifted programming policies and procedures to revise and improve gifted student education and opportunities.
- 5.07(4) Curriculum content: Curriculum and instructional planning is at the center of gifted and talented education. The gifted education specialist develops long-range plans anchored in both general and special curricula and systematically translates shorter-range goals and objectives that take into consideration an individual's abilities and needs, the learning environment and cultural and linguistic factors. Understanding of these factors, as well as the implications of being gifted and talented, guides the selection, adaptation and creation of materials and use of differentiated instructional strategies. Learning plans are modified based on ongoing assessment of the individual's progress. The gifted education specialist applies knowledge of:
- 5.07(4)(a) research in order to:
- 5.07(4)(a)(i) use information from theories and research to revise and/or differentiate units, lesson plans and strategies for curriculum development and instructional practice for individuals with gifts and talents;
  - 5.07(4)(a)(ii) apply appropriate theoretical models, structures and systems to the development of gifted programs and services; and
  - 5.07(4)(a)(iii) evaluate and recommend program/services prototypes, grouping practices and educational principles that offer appropriate foundations for the development of a defensible program/service for gifted education.
- 5.07(4)(b) general and specialized curricula in order to:
- 5.07(4)(b)(i) develop long-range plans anchored in both general and special curricula, and systematically translate shorter-range goals and objectives that take into consideration an individual's abilities and needs, the learning environment and cultural and linguistic factors;

- 5.07(4)(b)(ii) improve programs, supports and services at classroom, school, community and educational system levels;
  - 5.07(4)(b)(iii) apply pedagogical content knowledge to instructing learners with gifts and talents;
  - 5.07(4)(b)(iv) emphasize the development, practice and transfer of advanced knowledge and skills across environments throughout the lifespan leading to creative, productive careers in society for individuals with gifts and talents;
  - 5.07(4)(b)(v) develop scope and sequence plans for individuals with gifts and talents; and
  - 5.07(4)(b)(vi) provide opportunities for acceleration in content areas.
- 5.07(4)(c) diversity in order to:
- 5.07(4)(c)(i) apply understanding of diversity and individual learning differences to inform the selection, development and implementation of comprehensive curricula for individuals with exceptionalities; and
  - 5.07(4)(c)(ii) select curriculum resources, strategies and product options that respond to cultural, linguistic and intellectual differences among individuals with gifts and talents.
- 5.07(4)(d) differentiation in order to:
- 5.07(4)(d)(i) recognize features that distinguish differentiated curriculum from general curricula for individuals with exceptional learning needs;
  - 5.07(4)(d)(ii) align differentiated instructional plans with local, state and national curricular standards;
  - 5.07(4)(d)(iii) select and adapt a variety of differentiated curricula that incorporate advanced, conceptually challenging, in-depth, distinctive and complex content; and
  - 5.07(4)(d)(iv) apply models for delivery of appropriately differentiated content, processes, products, affects and learning environments (i.e., unique, complex and abstract) designed to meet the unique cognitive and affective needs of gifted learners.
- 5.07(4)(e) standards in order to:
- 5.07(4)(e)(i) use deep understanding of educational standards to help all individuals with exceptional learning needs access challenging curriculum; and
  - 5.07(4)(e)(ii) apply knowledge of common core standards and understand the levels of rigor embedded in the standards.
- 5.07(4)(f) individual differences in order to:
- 5.07(4)(f)(i) emphasize curriculum for individuals with gifts and talents within cognitive, affective, aesthetic, social and linguistic domains;
  - 5.07(4)(f)(ii) integrate academic and career guidance experiences into the learning plan for individuals with gifts and talents; and

5.07(4)(f)(iii) provide and/or facilitate social-emotional support to meet specific gifted student affective needs.

5.07(5) **Assessment:** Assessment is critical to the advanced role of the gifted education specialist. Underlying assessment is the knowledge of systems, theories and standards-related educational assessment, along with skills in examining the technical adequacy of instruments and the implementation of evidence-based practices in assessment. It is critical that assessments that minimize bias are used in the selection of instruments, methods and procedures for both programs and individuals. With respect to assessment of individuals with gifts and talents, the gifted education specialist applies knowledge and skill to all stages and purposes of assessment, including the identification of abilities, strengths and interests, and when monitoring and reporting learning progress in the general education curriculum as well as in the specialized curriculum in their gifted education placement. The gifted education specialist applies knowledge of:

5.07(5)(a) technical aspects in order to understand measurement theory and practices for addressing issues of validity, reliability, norms, bias and limitations as well as interpretation of assessment results.

5.07(5)(b) assessment for identification in order to:

5.07(5)(b)(i) recommend and implement valid and reliable assessment practices and approaches to minimize bias for identifying students with gifts and talents;

5.07(5)(b)(ii) review, select and use multiple psychometrically sound, nonbiased, equitable qualitative and quantitative instruments from a variety of sources to identify individuals with gifts and talents in order to assess their diverse abilities, strengths, talents and interests;

5.07(5)(b)(iii) provide assessment tools in the child's native language or in nonverbal formats.

5.07(5)(b)(iv) interpret multiple assessments in different domains and understand the uses and limitations of the assessments in identifying the needs of students with gifts and talents; and

5.07(5)(b)(v) inform all parents/guardians about the identification process, obtain parental/ guardian permission for assessments, use culturally sensitive checklists and elicit evidence regarding the child's interests and potential outside of the classroom setting.

5.07(5)(c) assessment of instruction in order to:

5.07(5)(c)(i) monitor the progress of individuals with gifts and talents in the general education and specialized curricula;

5.07(5)(c)(ii) pre-assess the learning needs of individuals with gifts and talents in various domains and adjust instruction based on ongoing, continual assessment;

5.07(5)(c)(iii) analyze student results in order to determine most effective practices and supports;

5.07(5)(c)(iv) provide appropriate assessments that require higher-level thinking and application of skills to a final product or performance; and

5.07(5)(c)(v) monitor and adjust expectations for student goals as stated on the advanced learning plan.

5.07(6) Professional and ethical practice: The gifted education specialist uses foundational knowledge of the field, professional ethical principles and program standards to inform gifted education practice, engage in lifelong learning, advance the profession and perform leadership responsibilities to promote the success of professional colleagues and individuals with exceptionalities. The gifted education specialist applies knowledge of:

5.07(6)(a) professional development in order to:

5.07(6)(a)(i) lead professional development efforts and facilitate learning communities to increase professional knowledge and expertise focused on addressing gifted student needs;

5.07(6)(a)(ii) align professional development initiatives with school and district initiatives that address gifted education instructional strategies based on current research;

5.07(6)(a)(iii) advocate for professional development that is evidence-based and targeted toward improving gifted student outcomes;

5.07(6)(a)(iv) plan, present and evaluate professional development focusing on effective and ethical practice at all organizational levels; and

5.07(6)(a)(v) collaborate with district personnel and teachers to develop and implement a long-term professional development plan focused on increasing educator knowledge in the area of gifted education.

5.07(6)(b) diversity in order to:

5.07(6)(b)(i) demonstrate high professional expectations and ethical practice and create supportive environments that increase diversity at all levels of gifted and talented education;

5.07(6)(b)(ii) model and promote respect for all individuals and facilitate ethical professional practice; and

5.07(6)(b)(iii) understand and implement district and state policies designed to foster equity in gifted programming and services.

5.07(6)(c) professional responsibility in order to:

5.07(6)(c)(i) actively facilitate and participate in the preparation and induction of prospective gifted educators;

5.07(6)(c)(ii) promote the advancement of the gifted profession;

5.07(6)(c)(iii) implement performance feedback from supervisor and/or colleagues to improve practice;

5.07(6)(c)(iv) advocate for laws based on solid evidence-based knowledge to support high-quality education for individuals with exceptional learning needs;

5.07(6)(c)(v) conduct applied work to contribute to field; and

5.07(6)(c)(vi) ensure confidentiality of student information and records.

5.07(7) Programming services and program evaluation: The gifted education specialist facilitates the continuous improvement of general and gifted education programs, supports and services at the classroom, school and system levels for individuals with exceptionalities. The gifted education specialist applies knowledge of:

5.07(7)(a) programming services in order to:

5.07(7)(a)(i) apply knowledge of cognitive science, learning theory and instructional technologies to improve instructional programs at the school- and system-wide level;

5.07(7)(a)(ii) design and develop systematic program and curriculum models for enhancing talent development in multiple settings; and

5.07(7)(a)(iii) implement knowledge of program strategies, such as acceleration and enrichment, and research regarding effective instructional strategies to services for gifted and/or talented students.

5.07(7)(b) diversity in order to:

5.07(7)(b)(i) apply knowledge of special populations of gifted and talented students in the development of appropriate program and instructional-delivery decisions based on the unique and varied characteristics and needs of such students including, but not limited to, early childhood students; twice-exceptional learners (i.e., gifted and talented students with disabilities); highly gifted students; underachieving, high-potential students; culturally and ethnically diverse students; students with unique affective needs and high-potential, economically disadvantaged students; and

5.07(7)(b)(ii) apply understanding of the effects of cultural, social and economic diversity and variations of individual learners' differences to inform development of programs, supports and services for individuals with exceptional learning needs.

5.07(7)(c) program evaluation in order to:

5.07(7)(c)(i) implement strategies to conduct program/service evaluation for continued improvement;

5.07(7)(c)(ii) design and implement research activities to evaluate the effectiveness of instructional practices and to assess progress toward the organizational vision, mission and goals of their programs;

5.07(7)(c)(iii) develop procedures for continuous improvement management systems;

5.07(7)(c)(iv) design and implement evaluation activities to improve programs, supports and services for individuals with exceptionalities;

5.07(7)(c)(v) evaluate progress toward achieving the vision, mission and goals of programs, services and supports for individuals with exceptionalities;

5.07(7)(c)(vi) prepare for, participate in and evaluate results from the Colorado Gifted Education Review (CGER) process and develop goals and next steps as

reflected in the CGER Timeline and the Unified Improvement Plan, Gifted Addendum (UIP-Gifted); and

- 5.07(7)(c)(vii) ensure that the district's gifted definition, identification process, programming options based on individual ALPs and assessments are aligned and effective in meeting gifted learner needs.