

- 9.04(7)(a) Advanced early childhood special education specialists are knowledgeable of:
- 9.04(7)(a)(i) methods for communicating goals and plans to stakeholders; and
  - 9.04(7)(a)(ii) roles of educators in integrated settings.
- 9.04(7)(b) Advanced early childhood special education specialists possess specialized knowledge of:
- 9.04(7)(b)(i) roles and responsibilities of personnel in the development and implementation of team-based early childhood special education and early intervention services; and
  - 9.04(7)(b)(ii) theories, models and research that support collaborative relationships.
- 9.04(7)(c) Advanced early childhood special education specialists demonstrate the skills to:
- 9.04(7)(c)(i) collaborate to enhance opportunities for learners with exceptionalities; and
  - 9.04(7)(c)(ii) apply strategies to resolve conflict and build consensus.
- 9.04(7)(d) Advanced early childhood special education specialists demonstrate the specialized skills to:
- 9.04(7)(d)(i) implement and evaluate leadership and models of collaborative relationships; and
  - 9.04(7)(d)(ii) collaborate with stakeholders in developing and implementing positive behavior support plans to prevent and address challenging behavior.

#### **9.05 Gifted Education Core (Ages 4-21)**

To hold the gifted education core endorsement, an applicant shall hold an earned bachelor's or higher degree from an accepted institution of higher education; shall hold a Colorado initial or professional teacher or special services license; have completed an approved program for the preparation of gifted education educators, including prescribed field experience and student teaching requirements; have passed any required general education content and/or gifted education assessments; and have demonstrated competency in the seven areas specified below:

9.05(1) Learner development and individual learning differences: An educator with a gifted education core endorsement understands variations in learning and development in cognitive and affective areas between and among individuals with gifts and talents and applies this understanding to provide appropriately meaningful and challenging learning experiences for individuals with exceptionalities. This educator understands that learner differences and development are manifest and monitored via data, bodies of evidence, advanced learning plans (ALPs), academic and affective goals, and multi-tiered system of supports systemic intervention strategies and tools for differentiation, acceleration and enrichment that address advanced learning differences and to support optimal continual development of individual growth and potential. The gifted educator applies knowledge of:

- 9.05(1)(a) gifted learner development in order to:

- 9.05(1)(a)(i) apply documented current theories related to intelligence, creativity, brain research, underlying exceptional cognition, asynchronicity and the expression of talent as it applies to all gifted students, including 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 gifted students, high-potential linguistically diverse students, students with unique affective needs, high-potential economically disadvantaged students and others;
- 9.05(1)(a)(ii) understand documented theories of human development, ages 4-21, as specifically related to developmentally appropriate strategies for gifted and talented learners;
- 9.05(1)(a)(iii) recognize the unique characteristics of gifted, talented and creative students, preschool through grade 12, and seek opportunities for enhancing their achievement as well as social-emotional development;
- 9.05(1)(a)(iv) apply understanding of development and individual academic and affective differences to respond to the needs of individuals with gifts;
- 9.05(1)(a)(v) identify how families and communities contribute to the development of individuals with gifts and talents and support their roles in the development of individuals with gifts; and
- 9.05(1)(a)(vi) recognize the influence of social and emotional development on interpersonal relationships and learning of individuals with gifts and talents.
- 9.05(1)(b) learning traits, needs and differences in order to:
- 9.05(1)(b)(i) evaluate the need for and draw upon multiple, appropriate gifted learner data, advanced learning plans (ALPs), evidence-based practices for differentiation including acceleration strategies, systemic support systems, strategies and specialized support services to assist with meeting the unique learning-related affective, social and cognitive needs of gifted and talented students related but not limited to:
- 9.05(1)(b)(i)(A) various types of giftedness and talent, including creativity;
- 9.05(1)(b)(i)(B) asynchronous development (i.e., the incongruences that may occur between a student's intellectual maturity and his/her social, emotional and physical development);
- 9.05(1)(b)(i)(C) psychological support;
- 9.05(1)(b)(i)(D) cognitive development and affective characteristics; and
- 9.05(1)(b)(i)(E) social and behavioral characteristics and needs, impact of multiple exceptionalities and multi-potentialities on gifted students.
- 9.05(1)(b)(ii) interpret gifted learner data to develop and monitor advanced learning plans (ALPs) and provide appropriate evidence-based practices for differentiation to support ongoing academic achievement and learning-related affective development of gifted and talented students; and

- 9.05(1)(b)(iii) apply concepts and interrelationships of giftedness, intelligence, creativity and leadership.
- 9.05(1)(c) diversity in order to:
  - 9.05(1)(c)(i) recognize how language, culture, economic status, family background and/or area of disability can influence the learning of individuals with gifts and talents;
  - 9.05(1)(c)(ii) appreciate influences of diversity factors, different beliefs, traditions and values across and within diverse groups as cognitive, social, emotional, cultural, linguistic and environmental effects that enhance or inhibit the development of giftedness; and
  - 9.05(1)(c)(iii) seek to understand how language, culture and family background interact with an individual's predispositions to impact academic and social behavior, attitudes, values and interests.
- 9.05(2) Learning environment and structures: An educator with a gifted education core endorsement creates safe, inclusive and culturally responsive learning environments so that individuals with gifts and talents become effective learners and develop social and emotional well-being. The gifted educator applies knowledge of:
  - 9.05(2)(a) social-emotional aspects in order to:
    - 9.05(2)(a)(i) apply strategies for addressing specific social and emotional aspects that are unique to the gifted learner;
    - 9.05(2)(a)(ii) create a safe, nurturing classroom environment that encourages mutual respect and emotional well-being;
    - 9.05(2)(a)(iii) establish an environment in which creativity and giftedness can emerge and where students can feel safe to acknowledge, explore and express their uniqueness;
    - 9.05(2)(a)(iv) acknowledge the value of each gifted student's contributions to the quality of learning; and
    - 9.05(2)(a)(v) demonstrate understanding of the multiple environments that are part of a continuum of services for individuals with gifts and talents, including the advantages and disadvantages of various settings, by intentionally modifying classroom environments for different purposes.
  - 9.05(2)(b) diversity in order to create a classroom environment that values diversity and individuality and fosters understanding and features intercultural experiences.
  - 9.05(2)(c) skill development in order to:
    - 9.05(2)(c)(i) plan for the development of coping skills in individuals with gifts and talents to address personal and social issues including discrimination and stereotyping;
    - 9.05(2)(c)(ii) modify learning environments to enhance the independence, self-awareness and self-efficacy of gifted students;

- 9.05(2)(c)(iii) support students as they adapt to changes in their learning environments; and
- 9.05(2)(c)(iv) apply strategies for the development in gifted students of habits of mind, attitudes and skills needed for future success, such as the production of knowledge; independent, lifelong learning; self-evaluation; interdependence and goal-setting (realistic, challenging goals for self, academics and school-to-career).
- 9.05(2)(d) relationships in order to:
  - 9.05(2)(d)(i) establish a nurturing, respectful and caring relationship with each student and encourage relationships among students, as well;
  - 9.05(2)(d)(ii) plan for the development of social interaction that encourages positive relationships among students and that builds collaboration skills; and
  - 9.05(2)(d)(iii) facilitate appropriate flexible grouping practices for educational reasons.
- 9.05(3) Instructional planning and strategies: An educator with a gifted education core endorsement selects, adapts and uses a repertoire of evidence-based instructional strategies to advance the learning of individuals with gifts and talents. The gifted educator applies knowledge of:
  - 9.05(3)(a) curriculum in order to:
    - 9.05(3)(a)(i) develop long-range plans anchored in both general and special curricula;
    - 9.05(3)(a)(ii) apply theories and research models that form the basis of curriculum development and instructional practice for individuals with gifts and talents;
    - 9.05(3)(a)(iii) design and prescribe appropriate differentiated gifted program and curriculum options that are based on research-supported instructional strategies which include conceptual depth, advanced technological skills, accelerated presentation and pace, and creativity;
    - 9.05(3)(a)(iv) apply documented best practices for teaching gifted and talented students, including those practices for the design and delivery of curriculum and the assessment of student learning including varied options and methods for acceleration, modification of content, content extensions (for depth and complexity) and expanded learning opportunities for students in order to meet specialized needs that may include resources beyond the classroom (mentorships, internships, dual enrollment, etc.);
    - 9.05(3)(a)(v) foster the development of leadership skills through structured group processes;
    - 9.05(3)(a)(vi) create environments and communicates high expectations for gifted students through rigorous learning activities; and
    - 9.05(3)(a)(v) promote active engagement in meaningful and challenging activities that extend learning.
  - 9.05(3)(b) diversity in order to:

- 9.05(3)(b)(i) demonstrate understanding of cultural and linguistic factors, as well as the implications of being gifted and talented;
  - 9.05(3)(b)(ii) design differentiated learning plans for individuals with gifts and talents including twice-exceptional students and individuals from diverse backgrounds;
  - 9.05(3)(b)(iii) integrate perspectives of diverse groups into planning instruction for individuals with gifts and talents; and
  - 9.05(3)(b)(iv) select curriculum resources, strategies and product options that respond to cultural, linguistic and intellectual differences.
- 9.05(3)(c) social-emotional aspects in order to plan and implement strategies for addressing the unmet social and emotional strengths and needs facing gifted students that differ from those of the general population.
- 9.05(3)(d) data-driven decisions in order to:
- 9.05(3)(d)(i) systematically translate shorter-range ALP academic and affective goals and objectives that take into consideration an individual's abilities and needs, the learning environment and cultural and linguistic factors; and
  - 9.05(3)(d)(ii) evaluate the match between the identified educational needs of the student and appropriate and relevant strategies, programs and services.
- 9.05(4) Curricular content knowledge: An educator with a gifted education core endorsement demonstrates mastery of and pedagogical expertise in the content taught and uses knowledge of general and specialized curricula to advance learning for individuals with gifts and talents. The gifted educator applies knowledge of:
- 9.05(4)(a) differentiation in order to:
- 9.05(4)(a)(i) provide needs-based intensive literacy and numeracy skill development and integrates such skills into lessons and assignments as well as across subject areas;
  - 9.05(4)(a)(ii) implement cognitively engaging instruction intended to enhance student thinking, involve them in their own academic progress and create climates that encourage risk-taking, thinking outside the box and real-life scenarios;
  - 9.05(4)(a)(iii) interpret data in order to supplement or modify assessments to address learning needs of individuals with gifts and talents;
  - 9.05(4)(a)(iv) apply research-based effective differentiation strategies and instructional best practices to address all needs, including affective needs, of gifted learners; and
  - 9.05(4)(a)(v) select, adapt and create appropriate, challenging materials in order to differentiate instructional strategies through general and specialized curricula.
- 9.05(4)(b) diversity in order to:
- 9.04(4)(b)(i) apply understanding of diversity and individual learning differences to inform the selection, development and implementation of comprehensive curricula for individuals with exceptionalities; and

- 9.04(4)(b)(ii) integrate perspectives of diverse groups into planning instruction for individuals with gifts and talents.
- 9.05(4)(c) cross-disciplinary curriculum in order to:
  - 9.05(4)(c)(i) develop lessons that reflect the interconnectedness of content areas/disciplines;
  - 9.05(4)(c)(ii) understand the role of central key concepts and structures of the discipline in order to implement instructional strategies that ensure that instruction articulates content and interdisciplinary connections;
  - 9.05(4)(c)(iii) use understanding of gifted learner needs to organize knowledge, integrate cross-disciplinary skills and apply meaningful learning progressions within and across grade levels; and
  - 9.05(4)(c)(iv) accelerate learning by elaborating on current lesson with connections to prior lessons within the content area and/or with other disciplines.
- 9.05(4)(d) thinking skills in order to:
  - 9.05(4)(d)(i) implement tools of inquiry in content areas including higher-level thinking, critical thinking and reasoning;
  - 9.05(4)(d)(ii) apply strategies of creativity, acceleration, depth and complexity in academic subject matter and specialized domains; and
  - 9.05(4)(d)(iii) facilitate in-depth studies, individual investigations and learner-directed experiences.
- 9.05(5) Assessment and evaluation: An educator with a gifted education core endorsement is knowledgeable about the identification and assessment of student needs and uses formative and summative information from data to incorporate appropriate planning, methods and processes to meet the needs of gifted and talented students in all domains. Advanced learning plans (ALPs) serve as a “road map” and are collaboratively developed specific to individual gifted learner needs and goals and are used to determine acceleration needs, differentiation of instruction and provisions for affective support. The gifted educator applies knowledge of:
  - 9.05(5)(a) diversity in order to:
    - 9.05(a)(i) understand factors inhibiting the recognition of the potential of students who are gifted from underserved populations (including, but not limited to, students who are female, disabled, racially or ethnically diverse, economically disadvantaged, underachieving, rural and/or highly gifted or twice-exceptional) and use multiple sources, portfolios and other data for a body of evidence when considering students for identification;
    - 9.05(a)(ii) apply defensible methods for screening, identifying and assessing students who are gifted, including under-served populations;
    - 9.05(a)(iii) demonstrate understanding of the unique and sophisticated means by which individuals with gifts and talents including those from culturally diverse backgrounds may demonstrate their learning; and

- 9.05(a)(iv) use assessment results to develop long- and short-range goals and objectives that take into consideration an individual's abilities and needs, the learning environment and other factors related to diversity.
- 9.05(5)(b) identification in order to:
- 9.05(5)(b)(i) understand the process of and procedures for identification, legal policies and ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction and placement for individuals with gifts and talents;
  - 9.05(5)(b)(ii) implement technically sound, valid and reliable qualitative and quantitative instruments that minimize bias in identifying students for gifted education programs and services;
  - 9.05(5)(b)(iii) use multiple methods of assessment and data sources in making educational decisions about identification of individuals with gifts and talents; and
  - 9.05(5)(b)(iv) assess social emotional needs of the gifted student in order to develop ALP goals specific to affective needs of the individual.
- 9.05(5)(c) instruction in order to:
- 9.05(5)(c)(i) use and interpret qualitative and quantitative assessments and information, aligned with Department of Education identification guidelines and procedures, to develop a profile of the strengths and weaknesses of each student with gifts and talents;
  - 9.05(5)(c)(ii) interpret results of relevant data to diagnose educational needs and align instruction with academic standards and student assessment results;
  - 9.05(5)(c)(iii) monitor and adjust instruction to enhance ongoing learning progress and modify learning plans based on ongoing assessment of individuals progress;
  - 9.05(5)(c)(iv) apply a variety of pre-, formative and summative assessment methods and evaluate student performance based on multiple measures, employing alternative assessments and technologies such as performance-based assessment, portfolios and computer simulations, differentiated product-based assessments and off-level standardized assessments;
  - 9.05(5)(c)(v) use assessment results to select, adapt and create materials to differentiate instructional strategies and general and specialized curricula to challenge individuals with gifts and talents at appropriate instructional levels. Use knowledge of measurement principles and practices to differentiate assessments and interpret results to guide educational decisions for individuals with gifts and talents;
  - 9.05(5)(c)(vi) understand the affective aspects of giftedness that may affect a learner's achievement (perfectionism, self-concept, etc.); and
  - 9.05(5)(c)(vii) use results from technically sound informal assessments (surveys, checklists, screening tools, observations, et.al.) to determine appropriate affective supports.

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- 9.05(5)(d) communication in order to:
- 9.05(5)(d)(i) provide and implement actionable, timely, specific and individualized feedback for growth, learning and challenge;
  - 9.05(5)(d)(ii) involve students in self-assessment and use formal and informal assessment feedback to monitor their learning;
  - 9.05(5)(d)(iii) engage individuals with gifts and talents in evaluating the quality of their own learning and performance and in setting future goals and objectives; and
  - 9.05(5)(d)(iv) communicate and interpret assessment information to students with gifts and talents and their parents/guardians.
- 9.05(5)(e) assessment of programming in order to:
- 9.05(5)(e)(i) provide information and input for evaluation of gifted programming; and
  - 9.05(5)(e)(ii) evaluate implementation and effectiveness of strategies used to ensure delivery of program/service goals and objectives for all gifted learners, including those from diverse cultural and/or linguistic backgrounds.
- 9.05(6) Professional learning and ethical practice: An educator with a gifted education core endorsement applies foundational knowledge of the field and professional ethical principles and programming standards to inform gifted education practice, to engage in lifelong learning and to advance the profession. The gifted educator applies knowledge of:
- 9.05(6)(a) foundations in order to demonstrate knowledge about the foundations of the education of the gifted and the talented student including but not limited to the history of the education of the gifted and talented; proven and documented theories of giftedness; the wide variety of curricular strategies that provide for the effective teaching of gifted and talented students to include the current and evolving and changing discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, diverse and historical points of view; and human issues.
  - 9.05(6)(b) diversity in order to:
    - 9.05(6)(b)(i) demonstrate understanding of key issues and trends including diversity and inclusion that connect general, special and gifted and talented education;
    - 9.05(6)(b)(ii) respond appropriately to the impact of culture and language as it interacts with an individual's gifts and talents;
    - 9.05(6)(b)(iii) recognize and plan for the many aspects of diversity of individuals with gifts and talents and their families;
    - 9.05(6)(b)(iv) understand that personal and cultural frames of reference affect one's teaching of individuals with gifts and talents, including biases about individuals from diverse backgrounds and twice-exceptional learners; and
    - 9.05(6)(b)(v) assess and evaluate personal skills and limitations in regard to the impact of the dominant culture's role in shaping schools and recognize how differences in values, languages and customs between school and home may provide opportunities for adjustments.



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- 9.05(6)(c) ethical practice in order to:
- 9.05(6)(c)(i) maintain confidentiality of student, family and fellow teacher interactions, as well as student data, while using professional ethical principles, ethical practices and specialized program standards with all individuals with exceptionalities by supports and uses linguistically and culturally responsive practices;
  - 9.05(6)(c)(ii) act in compliance with laws, policies and standards of ethical practice by engaging in professional activities that promote growth in individuals with gifts and talents and update him/herself on evidence-based best practices; and
  - 9.05(6)(c)(iii) support positive and productive work environments by creating and maintaining collegial and productive work environments that respect and safeguard the rights of individuals with exceptionalities and their families.
- 9.05(6)(d) professional growth in order to:
- 9.05(6)(d)(i) view him/herself as a lifelong learner and regularly reflect on and adjust teaching practices, including self-evaluation of instruction by practice through continuous research-supported professional development;
  - 9.05(6)(d)(ii) reflect on personal practice to improve teaching and guide professional growth by involvement in professional development organizations, conferences, workshops and publications that are relevant to the field of gifted education; and
  - 9.05(6)(d)(iii) continuously broaden and deepen professional knowledge and expand expertise in regard to instructional technologies, curriculum standards, effective teaching strategies and assistive technologies that support access to and learning of challenging content by including current state standards, skills and local and state input.
- 9.05(7) Collaboration and communication: An educator with a gifted education core endorsement possesses skills in communicating, teaming and collaborating with diverse individuals and across diverse groups; demonstrates competence in interpersonal and technical communication skills as well as advanced oral and written skills; and applies knowledge of regulations and laws regarding confidentiality. The gifted educator applies knowledge of:
- 9.05(7)(a) ethics in order to maintain confidential communication about individuals with gifts and talents.
  - 9.05(7)(b) cultural responsiveness in order to:
    - 9.05(7)(b)(i) provide guardians/parents with information in their native language regarding diverse behaviors and characteristics that are associated with giftedness and information that explains the nature and purpose of gifted programming options;
    - 9.05(7)(b)(ii) understand how the characteristics of one's own culture and use of standard English can differ from other cultures and uses of language;
    - 9.05(7)(b)(iii) adjust and match communication methods to an individual's language proficiency and cultural and linguistic differences; and

- 9.05(7)(b)(iv) implement ways of behaving and communicating that lead to more accurate interpretation and greater understanding among all cultural and linguistic groups.
- 9.05(7)(c) effective communication in order to:
  - 9.05(7)(c)(i) recognize the importance of using verbal, nonverbal and written language effectively;
  - 9.05(7)(c)(ii) use communication strategies and resources to facilitate understanding of subject matter for individuals with gifts and talents who are English language learners;
  - 9.05(7)(c)(iii) collaborate with families, professional colleagues and other educators to use data to make identification decisions and select, adapt and use evidence-based strategies that promote challenging learning opportunities in general and specialized curricula;
  - 9.05(7)(c)(iv) implement strategies for advocating for students who are gifted and for enhancing community perceptions, interactions and involvement regarding gifted education;
  - 9.05(7)(c)(v) facilitate school to career/life actions in a collaborative context that includes individuals with gifts and talents, families, professional colleagues and personnel from other agencies, as appropriate; and
  - 9.05(7)(c)(vi) effect change by establishing a leadership role with parents, colleagues and other stakeholders through planned involvement and collaborative efforts that promote gifted student education.
- 9.05(8) An educator with a gifted education core endorsement is knowledgeable about professionalism and ethical practice and is able to:
  - 9.05(8)(a) acquire the additional knowledge and skills necessary to effectively educate students with gifts and talents and to work successfully with their families, other professionals and interested stakeholders.
  - 9.05(8)(b) participate in relevant professional and other organizations and remain current regarding publications and journals relevant to the field of educating students with gifts and talents.
  - 9.05(8)(c) self-assess, design and implement an on-going professional development plan relevant to being an effective educator of students with gifts and talents.

#### **9.06 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:

9.06(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:

9.06(1)(a) accountability in order to:

9.06(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;

9.06(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 into the organization of the school day;

9.06(1)(a)(iii) understand legal issues impacting the field of gifted education;

9.06(1)(a)(iv) prepare budgets, grants and reports;

9.06(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

9.06(1)(a)(vi) ensure privacy issues in regard to individual students and record-keeping.

9.06(1)(b) collaboration in order to:

9.06(1)(b)(i) demonstrate effective leadership skills for designing and implementing programs for and delivering instruction to gifted students;

9.06(1)(b)(ii) utilize effective leadership skills for designing and implementing programs for and delivering instruction to gifted students;

9.06(1)(b)(iii) provide leadership to create procedures that respect all individuals and permit professionals to practice ethically;

9.06(1)(b)(iv) create positive and productive work environments by sharing information regarding positive impacts with colleagues;

9.06(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

9.06(1)(b)(vi) work with professional, governmental and/or community agencies to advocate for curricular, school and instructional improvements.

9.06(1)(c) advocacy in order to:

- 9.06(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;
  - 9.06(1)(c)(ii) discuss potential improvements to policies and procedures with administrators to better address student, family and school needs;
  - 9.06(1)(c)(iii) contribute to school and/or district committees to improve and align gifted services for students and their families;
  - 9.06(1)(c)(iv) promote appropriate programming regarding the education of gifted and talented students to external agencies and groups;
  - 9.06(1)(c)(v) promote policies and practices that improve programs, services and outcomes for individuals with exceptionalities;
  - 9.06(1)(c)(vi) seek allocation of appropriate resources for the preparation and professional development of all personnel who serve individuals with exceptionalities; and
  - 9.06(1)(c)(vii) provide opportunities and support for acceleration for gifted students in content, process and/or product.
- 9.06(1)(d) professional development in order to:
- 9.06(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;
  - 9.06(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;
  - 9.06(1)(d)(iii) structure, direct and supervise the activities of para-educators, volunteers and tutors; and
  - 9.06(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.
- 9.06(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:

- 9.06(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.
- 9.06(2)(b) collaboration in order to:
- 9.06(2)(b)(i) maximize opportunities to promote understanding, resolve conflicts and build consensus for improving program, services and outcomes for individuals with exceptionalities;
  - 9.06(2)(b)(ii) identify effective communication, collaboration, consultation and leadership skills and apply these skills to the effective implementation of education for gifted learners;
  - 9.06(2)(b)(iii) apply effective models and strategies for consultation, conferencing and collaboration with families and individuals with gifts and talents;
  - 9.06(2)(b)(iv) coordinate transitions between grade levels and buildings;
  - 9.06(2)(b)(v) implement goals and expectations through the advanced learning plan process; and
  - 9.06(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.
- 9.06(2)(c) effective problem-solving in order to:
- 9.06(2)(c)(i) use group problem-solving skills to develop, implement and evaluate collaborative activities;
  - 9.06(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
  - 9.06(2)(c)(iii) implement strategic planning in collaboration with teachers and district or administrative unit personnel in order to improvement gifted student services.
- 9.06(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:
- 9.06(3)(a) gifted education history and current theories in order to:
- 9.06(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;
  - 9.06(3)(a)(ii) distinguish between theory and empirically proven research;

- 9.06(3)(a)(iii) apply understanding of current literature related to gifted education;
  - 9.06(3)(a)(iv) recommend a variety of research-based curricular strategies that provide for the effective teaching of gifted and talented students; and
  - 9.06(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.
- 9.06(3)(b) data-analysis and measurement in order to:
- 9.06(3)(b)(i) interpret data as a basis for decision-making;
  - 9.06(3)(b)(ii) conduct action research in order to investigate an area of interest/s to effect change at a local level; and
  - 9.06(3)(b)(iii) evaluate identification procedures, curriculum and gifted programming policies and procedures to revise and improve gifted student education and opportunities.
- 9.06(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:
- 9.06(4)(a) research in order to:
- 9.06(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;
  - 9.06(4)(a)(ii) apply appropriate theoretical models, structures and systems to the development of gifted programs and services; and
  - 9.06(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.
- 9.06(4)(b) general and specialized curricula in order to:
- 9.06(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;
  - 9.06(4)(b)(ii) improve programs, supports and services at classroom, school, community and educational system levels;
  - 9.06(4)(b)(iii) apply pedagogical content knowledge to instructing learners with gifts and talents;

- 9.06(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;
- 9.06(4)(b)(v) develop scope and sequence plans for individuals with gifts and talents;  
and
- 9.06(4)(b)(vi) provide opportunities for acceleration in content areas.
- 9.06(4)(c) diversity in order to:
  - 9.06(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
  - 9.06(4)(c)(ii) select curriculum resources, strategies and product options that respond to cultural, linguistic and intellectual differences among individuals with gifts and talents.
- 9.06(4)(d) differentiation in order to:
  - 9.06(4)(d)(i) recognize features that distinguish differentiated curriculum from general curricula for individuals with exceptional learning needs;
  - 9.06(4)(d)(ii) align differentiated instructional plans with local, state and national curricular standards;
  - 9.06(4)(d)(iii) select and adapt a variety of differentiated curricula that incorporate advanced, conceptually challenging, in-depth, distinctive and complex content;  
and
  - 9.06(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.
- 9.06(4)(e) standards in order to:
  - 9.06(4)(e)(i) use deep understanding of educational standards to help all individuals with exceptional learning needs access challenging curriculum; and
  - 9.06(4)(e)(ii) apply knowledge of common core standards and understand the levels of rigor embedded in the standards.
- 9.06(4)(f) individual differences in order to:
  - 9.06(4)(f)(i) emphasize curriculum for individuals with gifts and talents within cognitive, affective, aesthetic, social and linguistic domains;
  - 9.06(4)(f)(ii) integrate academic and career guidance experiences into the learning plan for individuals with gifts and talents; and
  - 9.06(4)(f)(iii) provide and/or facilitate social-emotional support to meet specific gifted student affective needs.

9.06(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:

9.06(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.

9.06(5)(b) assessment for identification in order to:

9.06(5)(b)(i) recommend and implement valid and reliable assessment practices and approaches to minimize bias for identifying students with gifts and talents;

9.06(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;

9.06(5)(b)(iii) provide assessment tools in the child's native language or in nonverbal formats.

9.06(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

9.06(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.

9.06(5)(c) assessment of instruction in order to:

9.06(5)(c)(i) monitor the progress of individuals with gifts and talents in the general education and specialized curricula;

9.06(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;

9.06(5)(c)(iii) analyze student results in order to determine most effective practices and supports;

9.06(5)(c)(iv) provide appropriate assessments that require higher-level thinking and application of skills to a final product or performance; and

9.06(5)(c)(v) monitor and adjust expectations for student goals as stated on the advanced learning plan.



9.06(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:

9.06(6)(a) professional development in order to:

9.06(6)(a)(i) lead professional development efforts and facilitate learning communities to increase professional knowledge and expertise focused on addressing gifted student needs;

9.06(6)(a)(ii) align professional development initiatives with school and district initiatives that address gifted education instructional strategies based on current research;

9.06(6)(a)(iii) advocate for professional development that is evidence-based and targeted toward improving gifted student outcomes;

9.06(6)(a)(iv) plan, present and evaluate professional development focusing on effective and ethical practice at all organizational levels; and

9.06(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.

9.06(6)(b) diversity in order to:

9.06(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;

9.06(6)(b)(ii) model and promote respect for all individuals and facilitate ethical professional practice; and

9.06(6)(b)(iii) understand and implement district and state policies designed to foster equity in gifted programming and services.

9.06(6)(c) professional responsibility in order to:

9.06(6)(c)(i) actively facilitate and participate in the preparation and induction of prospective gifted educators;

9.06(6)(c)(ii) promote the advancement of the gifted profession;

9.06(6)(c)(iii) implement performance feedback from supervisor and/or colleagues to improve practice;

9.06(6)(c)(iv) advocate for laws based on solid evidence-based knowledge to support high-quality education for individuals with exceptional learning needs;

9.06(6)(c)(v) conduct applied work to contribute to field; and

9.06(6)(c)(vi) ensure confidentiality of student information and records.

9.06(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:

9.06(7)(a) programming services in order to:

9.06(7)(a)(i) apply knowledge of cognitive science, learning theory and instructional technologies to improve instructional programs at the school- and system-wide level;

9.06(7)(a)(ii) design and develop systematic program and curriculum models for enhancing talent development in multiple settings; and

9.06(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.

9.06(7)(b) diversity in order to:

9.06(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

9.06(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.

9.06(7)(c) program evaluation in order to:

9.06(7)(c)(i) implement strategies to conduct program/service evaluation for continued improvement;

9.06(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;

9.06(7)(c)(iii) develop procedures for continuous improvement management systems;

9.06(7)(c)(iv) design and implement evaluation activities to improve programs, supports and services for individuals with exceptionalities;

9.06(7)(c)(v) evaluate progress toward achieving the vision, mission and goals of programs, services and supports for individuals with exceptionalities;

9.06(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

- 9.06(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.

### 9.07 Special Education Generalist (Ages 5-21)

To hold an endorsement as a special education generalist, an applicant shall hold an earned bachelor's or higher degree from an accepted institution of higher education; have completed an approved program for the preparation of special education generalists, including prescribed field experience and student teaching requirements; have passed the approved elementary education content and special education assessments; and have demonstrated the competencies specified below:

9.07(1) The special education generalist is knowledgeable about student literacy and the development of reading, writing, communicating and listening skills in order to provide specially designed instruction and facilitate access to the general education curriculum in a variety of settings and is able to:

9.07(1)(a) plan and organize reading and writing instruction and interventions informed by a variety of ongoing student assessment.

9.07(1)(b) use knowledge of typical and atypical language and cognitive development to guide the choice of instructional strategies and interventions in meeting the learning needs of individual students.

9.07(1)(c) develop in students the phonological and linguistic skills related to reading, including, but not limited to, phonemic awareness, concepts of print, systematic explicit phonics and other word identification strategies, and to enhance vocabulary development and spelling instruction.

9.07(1)(d) develop reading comprehension skills in students, including, but not limited to, comprehension strategies within a variety of genres, literary response and analysis and content area literacy and the promotion of independent reading.

9.07(1)(e) increase oral and written English language arts skills and proficiency of students, including, but not limited to, the appropriate and correct use of vocabulary and standard English; punctuation; grammar; sentence structure and spelling; as well as an understanding of the relationship(s) between reading, writing and communicating and is further able to:

9.07(1)(e)(i) design instruction and interventions based on the unique strengths and needs of students with disabilities to assist them in their acquisition of reading, writing and communicating skills;

9.07(1)(e)(ii) apply a variety of effective evidence- and /or research-based instructional strategies and curricular approaches to the teaching of reading and writing skills; and

9.07(1)(e)(iii) match appropriate instructional strategies to student needs related to the acquisition of knowledge and skills in required content areas, such as reading, writing and communicating.

9.07(1)(f) incorporate Colorado Academic Standards into instructional strategies and interventions for teaching reading, writing and communicating.