

9.05 Gifted and Talented Specialist. To be endorsed as an elementary, middle, secondary school, or p-12 gifted education specialist, a candidate shall hold a bachelor's or higher degree from a four-year accepted institution of higher education; hold or be eligible for a provisional or professional teacher license endorsed in an approved content area; have completed an approved graduate-level program for the preparation of the gifted-education specialist, and have demonstrated the competencies listed below:

9.05 (1) The gifted-education specialist shall be knowledgeable 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; and is able to:

9.05 (1) (a) Articulate the history and theories of the education of the gifted and talented, and how concepts related to giftedness and talent have been and can be incorporated into teaching practice(s).

9.05 (1) (b) Articulate public policy, as related to the education of the gifted and talented.

9.05 (1) (c) Articulate the various historic characterizations of giftedness and talent, and formulate a workable definition of giftedness and talent, based on applicable theory and research.

9.05 (1) (d) Identify, critique, and utilize research and applicable theory, as related to gifted students' education, as a basis for decision-making and practice.

9.05 (2) The gifted-education specialist shall be knowledgeable about characteristics of the gifted learner, including, but not limited to traits and needs, and is able to:

9.05 (2) (a) Apply knowledge of the traits and needs of gifted and talented students in support of planning for the academic achievement and learning-related affective development of gifted and talented students, including, but not limited to:

9.05 (2) (a) (i) past and proven documented current theories related to intelligence;

9.05 (2) (a) (ii) past and proven documented current theories related to creativity and the expression of talent;

9.05 (2) (a) (iii) proven documented theories of human development, ages birth - 21, as specifically related to developmentally-appropriate strategies for gifted and talented learners;

9.05 (2) (a) (iv) the identified characteristics of gifted, talented, and creative students, preschool through grade 12, and their development; and

9.05 (2) (a) (v) proven documented brain research, underlying exceptional cognition.

9.05 (2) (b) Apply knowledge of special populations of gifted and talented students in the development of appropriate program and instructional-delivery decisions, as based on the unique and varied characteristics and needs of such students, including, but not limited to, those who are:

9.05 (2) (b) (i) early childhood students;

9.05 (2) (b) (ii) twice-exceptional learners, i.e., gifted and talented students with disabilities;

9.05 (2) (b) (iii) highly-gifted students;

9.05 (2) (b) (iv) underachieving high-potential students;

9.05 (2) (b) (v) culturally and ethnically-diverse gifted students;

9.05 (2) (b) (vi) high-potential linguistically-different students;

- 9.05 (2) (b) (vii) students with unique affective needs; and
- 9.05 (2) (b) (viii) high-potential economically-disadvantaged students.
- 9.05 (2) (c) Evaluate the need for, and draw upon, specialized support services to assist with meeting the unique learning-related affective, social, and cognitive needs of gifted and talented students, as related, but not limited, to:
 - 9.05 (2) (c) (i) various types of giftedness and talent, including creativity;
 - 9.05 (2) (c) (ii) asynchronous development, i.e. the inconsistencies that may occur between a student's intellectual maturity, and his/her social, emotional, and physical development;
 - 9.05 (2) (c) (iii) psychological issues;
 - 9.05 (2) (c) (iv) cognitive development;
 - 9.05 (2) (c) (v) social and behavioral responses; and the
 - 9.05 (2) (c) (vi) educational implications of the variables of giftedness.
- 9.05 (3)** The gifted-education specialist shall be knowledgeable about the identification and assessment of student need(s); have the ability to incorporate into planning, appropriate methods and processes for identifying gifted and talented students and their educational needs; and is able to:
 - 9.05 (3) (a) Select and utilize valid, reliable, effective, appropriate, and applicable instruments, and methods for identifying gifted and talented students.
 - 9.05 (3) (b) Use relevant data to diagnose educational needs, prescribe appropriate educational strategies, and to communicate pertinent information to a variety of stakeholders.
 - 9.05 (3) (c) Provide information to, and support for parents, as active participants in the assessment of their children.
 - 9.05 (3) (d) Evaluate the match between the identified educational needs of the student and appropriate and relevant strategies, programs, and services.
- 9.05 (4)** The gifted-education specialist shall be knowledgeable about program strategies and delivery of instruction and services to gifted and/or talented students; the development and implementation of programs and strategies for gifted and talented students that are consistent with adopted policies of the school district; complement district and school instructional objectives; and is able to:
 - 9.05 (4) (a) Evaluate and prescribe appropriate curriculum and program options for gifted and talented students, consistent with state content standards and with additional district and other related curricular offerings.
 - 9.05 (4) (b) Work in partnership with the student, parent(s)/guardian(s)/family, classroom teacher(s), other appropriate related personnel, and stakeholders, in the delivery of program(s) and service(s).
 - 9.05 (4) (c) Monitor, assess, and evaluate ongoing programs; their impact on students' achievement and progress; and provide on-going modification to a student's learning plan, as indicated.
 - 9.05 (4) (d) Apply systems, models, and/or administrative practices, as relevant, to gifted and talented students, in the delivery of applicable program components that address:
 - 9.05 (4) (d) (i) acceleration of instruction;
 - 9.05 (4) (d) (ii) enrichment;
 - 9.05 (4) (d) (iii) appropriate flexible grouping practices;

- 9.05 (4) (d) (iv) differentiated instruction, and complexity and depth of content;
- 9.05 (4) (d) (v) affective and career development;
- 9.05 (4) (d) (vi) appropriate learning environments; and
- 9.05 (4) (d) (vii) additional and relevant instructional and enrichment materials and resources.
- 9.05 (4) (e) Select and utilize a wide range of appropriate instructional materials, resources, and technology for gifted and talented students, including, but not limited to:
 - 9.05 (4) (e) (i) print and non-print materials;
 - 9.05 (4) (e) (ii) computer-aided enhancement of instruction;
 - 9.05 (4) (e) (iii) human and community resources; and
 - 9.05 (4) (e) (iv) environmental resources.
- 9.05 (4) (f) Plan and provide professional development activities for increasing the knowledge and skills of regular classroom teachers teaching gifted students, and for the general improvement of the education of gifted and talented students, and other students, as appropriate.
- 9.05 (5)** The gifted-education specialist shall be knowledgeable about curriculum and instructional practice; have the ability to apply proven 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; and is able to:
 - 9.05 (5) (a) Align curriculum, instruction, and assessment to state and local content standards, for gifted and talented students.
 - 9.05 (5) (b) Design, modify, and differentiate approaches that address the instructional, multi-cultural, and affective needs of gifted and talented students.
 - 9.05 (5) (c) Apply documented proven research-based instructional practices that address:
 - 9.05 (5) (c) (i) a wide variety of learning and teaching styles;
 - 9.05 (5) (c) (ii) culturally-congruent teaching and learning methods and styles;
 - 9.05 (5) (c) (iii) integrated learning and cross-disciplinary applications; and
 - 9.05 (5) (c) (iv) cognitive, creative, and intellectual development.
 - 9.05 (5) (d) Select and apply, or recommend, appropriate adaptive instruction, and differentiated strategies and resources, as based on student need, and on proven documented research related to:
 - 9.05 (5) (d) (i) the accelerated pace of instruction matched to the student's rate of learning;
 - 9.05 (5) (d) (ii) modification of content to increase complexity and abstractness, as based on individual student need;
 - 9.05 (5) (d) (iii) appropriate and adequate challenge;
 - 9.05 (5) (d) (iv) developmentally appropriate practice for gifted and talented learners;
 - 9.05 (5) (d) (v) facilitation of students' independent research and investigation; and
 - 9.05 (5) (d) (vi) advanced development in students' area(s) of exceptional ability.
 - 9.05 (5) (e) Demonstrate effective teaching of gifted and talented students.

- 9.05 (5) (f) Assess the academic progress and achievement of gifted and talented students, as based on:
 - 9.05 (5) (f) (i) pre-assessment strategies;
 - 9.05 (5) (f) (ii) a wide variety of methods and practices designed for the ongoing assessment of student learning progress; and
 - 9.05 (5) (f) (iii) ongoing evaluation of the effect of classroom program(s) and instructional strategies on the learning and achievement of gifted and talented students.
- 9.05 (5) (g) Interpret student assessment results to guide instructional and program delivery decisions, as related to:
 - 9.05 (5) (g) (i) identification and reduction of discrepancies between actual academic achievement and exceptional ability; and
 - 9.05 (5) (g) (ii) identification and implementation of appropriate levels of instruction.
- 9.05 (6)** The gifted-education specialist shall be knowledgeable about communication and leadership; have effective communication, collaboration, consultation, and leadership skills; apply these skills to the effective implementation of education for gifted and talented; and is able to:
 - 9.05 (6) (a) Communicate effectively with a wide variety of constituents and stakeholders, for multiple purposes, as related to the education of gifted and talented students.
 - 9.05 (6) (b) Collaborate and consult with relevant building, district, and community colleagues concerning the needs of gifted and talented students and the provision of quality education and educationally related programs to them.
 - 9.05 (6) (c) Collaborate and consult with parents, families, and interested stakeholders, to gain their support for providing effective programs to gifted and talented students, as related, but not limited to, issues of:
 - 9.05 (6) (c) (i) cultural and community awareness of giftedness, and the needs of gifted and talented students; guidance and counseling; and advocacy for gifted and talented students.
 - 9.05 (6) (c) (ii) identification and academic screening procedures.
 - 9.05 (6) (c) (iii) career education and goal setting.
 - 9.05 (6) (d) Utilize effective leadership skills for designing and implementing programs for, and delivering instruction to, gifted students, including, but not limited to, the ability to:
 - 9.05 (6) (d) (i) integrate gifted education into the school's and district's educational program design; delivery of instruction; other educational processes; and into the organization of the school day.
 - 9.05 (6) (d) (ii) advocate for the education of gifted and talented students, so that students are enabled to meet and/or exceed the highest possible standards; and
 - 9.05 (6) (d) (iii) effectively 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.
 - 9.05 (6) (e) 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.