

Gifted/Talented Education

STANDARD ONE

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, can create learning experiences that make these aspects of subject matter meaningful for students and can link the discipline(s) to other subjects.

KNOWLEDGE

The teacher knows how to apply major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) he/she teaches.

The teacher has a multicultural perspective of his/her discipline(s).

The teacher knows how to relate higher disciplinary knowledge to other subject areas.

The teacher understands how students' conceptual frameworks and their misconceptions of an area of knowledge can influence their learning.

Evidences

The teacher understands the concept of optimal match (the educational experiences should exceed the student's current level of performance).

The teacher has knowledge of historical foundations of gifted and talented education.

The teacher understands cognitive and affective characteristics of "twice exceptional" special populations of gifted and talented students with learning, physical, or behavioral disabilities.

The teacher understands legal provisions, ethical principles, the use and limitations regarding unbiased assessment measures for students with gifts and talents.

The teacher understands the Arkansas Program Approval Standards for Gifted and Talented Students.

The teacher has knowledge of policies and laws at the local, state and national levels related to gifted and talented education.

The teacher understands the relationship among creativity, intelligence, motivation and other factors significant to giftedness.

The teacher has knowledge of the models, theories and philosophies that form the basis for gifted education.

The teacher understands the motivational needs of students with gifts and talents.

The teacher understands test ceiling and out-of-grade level assessments for students with gifts and talents.

The teacher understands issues in definition and identification (nomination, screening, and placement) of students with gifts and talents, including those from culturally and linguistically diverse backgrounds.

The teacher understands issues and trends in gifted education and related fields.

The teacher understands the impact which gifts and talents can have on an individual's life.

The teacher knows the effects of cultural stereotypes and racism on the development on gifts and talents.

The teacher knows that variations in beliefs, traditions, and values exist across and within cultures and their effects on relationships among students with gifts and talents, family and schooling.

The teacher knows the characteristics and biases of their own culture and how those affect one's teaching, behavior, and communication.

DISPOSITIONS

The teacher has enthusiasm for the discipline(s) he/she teaches and helps connect it to everyday life.

The teacher realizes that subject matter knowledge is not a fixed body of facts, but is a complex and ever-evolving construct of ideas.

The teacher accepts multiple perspectives.

The teacher values interdisciplinary teaching and learning.

Evidences

The teacher appreciates the value of cognitive and affective characteristics of "twice exceptional" special population of gifted learners.

The teacher has enthusiasm for the discipline of gifted education.

The teacher values and respects multiple perspectives on identification, assessment and programming for students with gifts and talents.

The teacher is committed to the concept of interdisciplinary teaching and learning for students with gifts and talents.

The teacher appreciates the impact of cultural diversity and socioeconomic factors on the development of gifts and talents.

PERFORMANCE

The teacher keeps abreast of new ideas and understandings in higher discipline.

The teacher approaches the discipline critically and evaluates new claims and interpretations in the field.

The teacher effectively uses multiple representations and explanations of disciplinary concepts that capture key ideas and links them to students' prior understanding.

The teacher represents and uses a variety of viewpoints, theories, "way of knowing," methods of inquiry, and standards of evidence characteristic of the discipline.

The teacher engages students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence characteristic of the discipline.

The teacher includes multicultural perspectives in his/her lessons and conveys to learners how knowledge is developed from the vantage point of the culture.

The teacher creates interdisciplinary learning experiences that allow students to integrate knowledge, skills and methods of inquiry from several subject areas.

The teacher ensures that what is taught and what is learned is accurate.

The teacher communicates effectively through reading, writing, speaking and listening, and assists students in doing the same.

Evidences

The teacher applies the concept of optimal match (the educational experiences should exceed the student's current level of performance).

The teacher demonstrates an understanding of cognitive and affective characteristics of special populations of gifted learners such as culturally or linguistically diverse or economically disadvantaged students.

The teacher applies knowledge to cognitive and affective characteristics of "twice exceptional" special populations of gifted and talented students with learning, physical, or behavioral disabilities.

The teacher defines giftedness and describes procedures for identifying students with gifts and talents based on best practices.

The teacher implements legal provisions, regulations, and guidelines regarding unbiased assessment and the use of instructional assessment measures with students with gifts and talents.

The teacher implements the Arkansas Program Approval Standards for Gifted and Talented Education appropriate to his/her role.

The teacher uses interdisciplinary learning experiences that allow gifted and talented students to integrate knowledge, skills, and methods of inquiry from several areas.

The teacher applies multicultural curriculum for students with gifts and talents.

The teacher articulates a personal philosophy of gifted education based on best practices.

The teacher accesses information on meeting the needs of students with gifts and talents.

The teacher gathers relevant background information, uses formal and informal assessments, and interprets them to make nonbiased program placement decisions.

The teacher maintains confidential information and communication about students with gifts and talents.

STANDARD TWO

The teacher plans curriculum appropriate to the students, to the content, and to the course objectives.

KNOWLEDGE

The teacher understands principles of curriculum design and knows how to plan lessons, units, and courses of study.

The teacher knows how to apply interdisciplinary approaches to curriculum design.

The teacher recognizes the continuum of learning within the K-12 curriculum of the disciplines(s) he/she teaches.

The teacher knows how to teach students to communicate effectively through reading, writing, listening, and speaking.

The teacher knows how to ask questions to stimulate discussion as well as creative and critical thinking.

The teacher knows how to use various instructional technologies to address individual and group needs.

The teacher knows how to construct and appropriately use a variety of measures, such as observations, tests, and performance-based assessments, to assess student growth and development.

Evidences

The teacher knows how to use instructional models that include cognitive, affective and ethical taxonomies.

The teacher knows general and differentiated curricula for students with gifts and talents.

The teacher knows how to assess and interpret students' individual interests, abilities, and learning styles.

The teacher knows curriculum models, program models, and acceleration practices effective for students with gifts and talents.

Revised January 23, 2001

The teacher knows how to design cognitively complex learning experiences for students with gifts and talents.

The teacher knows how to select instructional models and materials appropriate for teaching topics in content areas.

The teacher knows how to select and use appropriate materials with students with gifts and talents.

DISPOSITIONS

The teacher is willing to respond with different approaches until students succeed.

The teacher is disposed to be a learner about organization, presentation, and assessment of content.

The teacher is inclined to use a variety of resources.

The teacher is open to and appreciates multiple perspectives of the disciplines and of the students.

The teacher is willing to explore and use technology as an instructional tool in the classroom.

The teacher is committed to improving practice based on a variety of assessments, both formal and informal.

The teacher is committed to lifelong learning.

Evidences

The teacher shows concern for pacing instruction appropriately.

The teacher is committed to exploring and using technology as an instructional tool in the classroom.

The teacher believes in the ethical use of technology in the classroom.

The teacher is willing to respond to different student needs with multiple approaches.

The teacher values knowledge of current research and literature in the field of gifted education.

PERFORMANCE

The teacher plans lessons, units, and courses of study that are appropriate to the students, to the content, and to single discipline or interdisciplinary course objectives.

The teacher adapts the curricula to accommodate individual student abilities and needs.

The teacher evaluates and uses teaching resources and curriculum materials for comprehensiveness, accuracy, and usefulness.

The teacher develops and uses curricula that encourage students to see, question, and interpret ideas from diverse perspectives.

The teacher effectively integrates the communication skills of reading, writing, listening and speaking into all curricula.

The teacher asks questions to stimulate discussion as well as creative and critical thinking.

The teacher uses technology, as appropriate, to improve learning and instruction.

The teacher constructs and uses a variety of assessment techniques to assess student growth and development.

The teacher uses feedback and assessment to improve practice.

The teacher provides opportunities for students to acquire the skills necessary to become lifelong learners.

Evidences

The teacher uses curriculum models, program models, and acceleration practices effective for students with gifts and talents.

The teacher selects and uses media and technology appropriate to instructional goals and objectives for students with gifts and talents.

The teacher selects or develops, administers and interprets appropriate assessment instruments, both formal and informal, for assessing students with gifts and talents.

The teacher applies knowledge of current research and literature in the field of gifted and talented education.

The teacher designs and uses cognitively complex learning experiences for students with gifts and talents.

The teacher selects and implements instructional models and materials appropriate to teaching topics in content areas.

The teacher uses a variety of curricular adaptations to accommodate the learning needs and interests of students with gifts and talents.

The teacher uses instructional models that include cognitive, affective and ethical taxonomies.

The teacher develops lesson plans and adapts curricula, materials, and methods for students with gifts and talents.

The teacher selects media and technology appropriate to instructional goals and objectives.

The teacher evaluates products and also involves students in self-evaluation of their products.

The teacher modifies the core educational experience based on student assessment.

The teacher integrates instruction in a variety of fields to provide interdisciplinary thinking.

The teacher coordinates with general education to ensure differentiated instruction in appropriate content areas.

The teacher evaluates instruction and monitors progress for gifted and talented students.

The teacher integrates social skills into the curriculum for students with gifts and talents.

The teacher creates and maintains records.

The teacher evaluates program activities for continued improvement.

STANDARD THREE

The teacher plans instruction based upon human growth and development, learning theory, and the needs of students.

KNOWLEDGE

The teacher knows concepts of human growth and development.

The teacher can evaluate and know how to apply appropriate techniques and strategies based on different learning theories.

The teacher knows how to evaluate and use a variety of materials to support different instructional strategies.

The teacher understands how students' physical, social, emotional and cognitive development influence learning, and applies these factors when making instructional decisions.

The teacher is aware of expected developmental progressions and ranges of individual variation within each domain (physical, social, emotional and cognitive); the teacher can differentiate levels of readiness for learning and understand how development in any domain may affect performance in another domain.

The teacher understands the importance of peers to intellectual development.

The teacher knows how to find information and services to support students.

Evidences

The teacher knows techniques for differentiation based on student's readiness, interests and learning style including students from culturally and linguistically diverse backgrounds.

The teacher knows characteristics, behaviors, and cognitive, affective and motivational needs of gifted students.

The teacher knows the relationship among the instructional components of content, process, product, and learning environment.

The teacher knows how to facilitate independent inquiry for gifted and talented children and adolescents in P-8 and/or 7-12.

The teacher knows how to compact the curriculum for gifted and talented students.

The teacher knows sources of differentiated materials for students with gifts and talents.

The teacher knows how to plan instruction based upon the enrichment and acceleration needs of gifted learners in P-8 and/or 7-12.

The teacher knows long range program options coordinated to guide the development of gifted and talented students from identification through graduation from high school.

The teacher knows research-supported instructional strategies and practices (e.g., problem solving, accelerated presentation pace, minimal drill and practice) for students with gifts and talents.

The teacher knows research-supported ability and achievement grouping practices that have been effective for students with gifts and talents.

The teacher knows the impact of cultural, linguistic, gender and economic diversity on instructional decisions.

The teacher understands and knows indicators of exceptionalities, curricular approaches, learning styles, and special counseling needs of students with gifts and talents.

The teacher knows cultural perspectives influencing the relationship among families, schools, and communities.

The teacher knows acceleration, enrichment, and counseling models in a continuum of service options for students with gifts and talents.

DISPOSITIONS

The teacher is willing to provide and maintain a positive classroom environment.

The teacher believes that all children can learn at high levels and persists in helping all children achieve success.

The teacher accepts the responsibility to create an environment that motivates students to learn by building on their strengths and interests.

The teacher appreciates individual variations among students, shows respect for their diverse talents and abilities, and is committed to helping them develop their self confidence and competence.

The teacher is willing to find and use different teaching materials, teaching techniques, and strategies to meet the learning needs of students.

The teacher recognizes that all students are capable of sharing knowledge.

Evidences

The teacher is committed to creating an environment that motivates gifted and talented students to learn by building on their strengths and interests.

The teacher shows respect for the diverse talents and abilities of gifted and talented students and is committed to their affective development.

The teacher accepts that gifted and talented students learn at differing rates.

The teacher accepts the importance of multiple peer groups for gifted and talented students' cognitive and affective development.

The teacher is committed to recognizing and nurturing creative abilities in students with gifts and talents.

PERFORMANCE

The teacher applies concepts of human growth and development to classroom instruction.

The teacher varies instruction using different learning techniques and strategies as appropriate for his/her students and the content.

The teacher selects, procures, and maintains appropriate materials to support different instructional strategies.

The teacher stimulates student reflection on prior knowledge, links new ideas to familiar ones, and makes connections to students' experiences.

The teacher provides students with opportunities for active engagement, for testing of ideas and materials, and for assuming responsibility for shaping their learning tasks.

The teacher provides opportunities for both individual and group learning.

The teacher finds and uses information and services to support students.

The teacher flexibly applies appropriate learning theories for individual students.

The teacher creates an environment that motivates students to learn by building on their strengths and interests.

Evidences

The teacher assists students in developing independent study strategies.

The teacher selects, adapts, and uses instructional strategies and materials according to characteristics of students with gifts and talents.

The teacher applies research-supported strategies and practices (e.g., problem solving, accelerated presentation pace, minimal drill and practice) for gifted and talented students.

The teacher uses strategies to motivate students to become independent, self-directed, and lifelong learners.

The teacher uses a variety of assessment techniques to determine needs and interests of students with gifts and talents.

The teacher generates and implements multiple options for meeting unique learner needs, interests and learning styles.

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The teacher applies research supported ability and achievement grouping practices that have been effective for students with gifts and talents.

The teacher develops and selects instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences.

The teacher recognizes and nourishes creative abilities in students with gifts and talents.

STANDARD FOUR

The teacher exhibits human relations skills which support the development of human potential.

KNOWLEDGE

The teacher is familiar with students, the communities from which they come, and other factors that shape their outlook, values, and orientation toward schooling.

The teacher understands how students' learning is influenced by individual experiences, talents, and prior learning as well as language, culture, family, and community values.

The teacher understands the importance of treating others with respect and dignity.

The teacher knows how to communicate effectively with multiple audiences.

Evidences

The teacher understands the impact of a gifted child in a family.

The teacher understands the importance of communication among diverse audiences (parents, administrators, teachers, school board, students, legislators, media, etc.)

The teacher knows how to facilitate the integration of students with gifts and talents into the regular classroom.

The teacher knows how teacher attitudes and behaviors can influence behavior of students with gifts and talents.

DISPOSITIONS

The teacher respects, accepts, and supports ALL students.

The teacher appreciates the importance of effective communication.

The teacher is committed to the expression of democratic values in the classroom and in school.

Evidences

The teacher demonstrates commitment to developing the highest educational potential of students with gifts and talents.

The teacher values the importance of effective communication skills for students with gifts and talents.

PERFORMANCE

The teacher promotes positive interpersonal relationships among student/parents/guardians, and the community.

The teacher expresses empathy and warmth in interpersonal relationships.

The teacher treats all others with the same respect and dignity with which he/she expects to be treated.

The teacher communicates effectively with diverse populations among students, parents/guardians, peers, and community.

The teacher creates an environment that nurtures self-confidence, self-respect and competence.

The teacher considers the development of character, aspiration and civic virtues in making instructional decisions.

Evidences

The teacher assists students with gifts and talents and their families to be their own advocates.

The teacher identifies and describes resources and organizations that serve gifted students and their families and professionals in the field of gifted education.

The teacher demonstrates effective communication skills in consulting and collaborating with educational professionals, parents and the community concerning students with gifts and talents.

The teacher creates environments in which individuals with gifts and talents feel safe expressing their abilities.

The teacher serves as a model for students with gifts and talents.

The teacher creates environments in which students with gifts and talents feel safe expressing their abilities.

The teacher demonstrates sensitivity for the culture, language, religion, gender, disability, socio-economic status, and sexual orientation of students with gifts and talents.

STANDARD FIVE

The teacher works collaboratively with school colleagues, parents/guardians, and the community to support students' learning and well being.

KNOWLEDGE

The teacher understands the importance of reflecting on practice to improve instruction.

The teacher knows how to translate, evaluate, and apply current education research.

The teacher understands legal obligations as represented by statute, regulation, school board directive, court decision, or other policy.

The teacher understands the process of change.

The teacher understands schools as organization within the larger community context.

The teacher understands the importance of family/guardian involvement.

The teacher understands how student groups function and influence people and how people influence students.

Evidences

The teacher knows how to design opportunities for gifted learners to participate in community-based and service learning.

The teacher knows sources of unique services, network, and organizations for students with gifts and talents.

The teacher knows principles of communication, consultation and collaboration, and the role of a teacher within the various team models (e.g., multi-disciplinary, inter-disciplinary, and transdisciplinary).

The teacher knows how to plan for involving parents, community members, and other stakeholders in the educational process of gifted and talented students.

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The teacher knows issues, assurances, and due process rights related to assessment, eligibility, and placement of students within a continuum of services, including those who are culturally and/or linguistically diverse.

The teacher knows the effects of families on the development of students with gifts and talents.

The teacher understands the concerns of families of students with gifts and talents and knows strategies to address these concerns.

DISPOSITIONS

The teacher is committed to research, reflection, assessment, and learning as an ongoing process.

The teacher appreciates the need for change in a dynamic organization.

The teacher believes that he/she can make an important contribution to enhancing the education of students and to school improvement.

The teacher is willing to collaborate in school-improvement activities.

Evidences

The teacher shows a willingness to collaborate with others as appropriate to support gifted and talented education.

The teacher shows a commitment to research, reflection, assessment and learning as part of the lifelong learning process.

PERFORMANCE

The teacher reflects on his/her teaching to improve instruction.

The teacher uses research to improve instruction.

The teacher assumes responsibility for his/her own professional development.

The teacher fulfills his/her legal obligations as represented by statute, regulation, school board directive, court decision, or other policy.

The teacher works collaboratively for student and school improvement.

The teacher seeks and uses human, material, community, and financial resources to improve student learning and to improve the school.

The teacher is an advocate for student learning and school improvement.

The teacher develops and maintains a professional presence and maintains a professional growth plan.

Evidences

The teacher collaborates with families and others in assessment of students with gifts and talents.

The teacher uses state, local, regional, and national resources to aid in the delivery of services for students.

The teacher matches home, school, and community resources with students' needs.

The teacher facilitates the identification of staff development needs and strategies for professional growth.

The teacher conducts self-evaluation of instruction appropriate for students with gifts and talents.

The teacher directs the activities of gifted and talented classroom volunteers.

The teacher communicates program options, needs, processes, and outcomes to appropriate audiences.

The teacher advocates for gifted and talented students and their families.

The teacher designs opportunities for gifted learners to participate in community-based and service learning.

The teacher uses sources of unique services, networks, and organizations for students with gifts and talents.

The teacher communicates, collaborates, and consults with others.

The teacher involves parents, community members, and others in the educational process of gifted and talented students.

The teacher seeks and uses human, material, community, and financial resources to support services for gifted and talented students.

The teacher reads and critically applies research and recommended practices for effective teaching and learning of students with gifts and talents.

The teacher participates in professional organizations.

The teacher uses performance data from stakeholders to guide modifications in the learning environment.

The teacher communicates assessment results to the appropriate stakeholders.

The teacher plans and conducts collaborative conferences with students with gifts and talents and their families.