

505-3-.71 GIFTED IN-FIELD EDUCATION ENDORSEMENT PROGRAM

(1) Purpose. This rule states field-specific content standards for approving endorsement programs that prepare individuals to teach gifted and talented students in the field and at the grade level of their base certification and supplements requirements in Rule 505-3-.01, Requirements and Standards for Approving Professional Education Units and Educator Preparation Programs.

(2) Requirements.

(a) A state-approved professional education unit shall offer this field as an endorsement to a level 4 or higher professional teaching certificate, the service field of School Counselor, or the leadership field of Educational Leadership, provided that a teaching field prerequisite has been established.

(b) The preparation program described in program planning forms, catalogs, and syllabi shall address the following standards for the preparation of teachers of students with gifts and talents published by the Council for Exceptional Children:

1. Foundations

(i) The program shall prepare candidates who are familiar with the historical foundations of gifted and talented education.

(ii) The program shall prepare candidates who are familiar with models, theories, and philosophies that form the basis for gifted education.

(iii) The program shall prepare candidates who know laws and policies related to gifted and talented education.

(iv) The program shall prepare candidates who understand the relationship of gifted education to the organization and function of educational agencies.

(v) The program shall prepare candidates who are familiar with issues in definition and identification of individuals with gifts and talents, including those from culturally and linguistically diverse backgrounds.

(vi) The program shall prepare candidates who are familiar with the incidence and prevalence of individuals with gifts and talents.

(vii) The program shall prepare candidates who understand issues, assurances and due process rights related to assessment, eligibility, and placement within continuum of services.

(viii) The program shall prepare candidates who understand the impact of labeling individuals with gifts and talents.

(ix) The program shall prepare candidates who understand the potential impact of differences in values, languages, and customs that can exist between the home and school.

(x) The program shall prepare candidates who understand the impact of the dominant culture on shaping schools and individuals who study and work in them.

(xi) The program shall prepare candidates who are familiar with the rights and responsibilities of students, parents, teachers and other professionals and schools related to exceptional learning needs.

(xii) The program shall prepare candidates who understand issues and trends in gifted education and related fields.

(xiii) The program shall prepare candidates who are familiar with laws, policies, and ethical principles regarding behavior management planning and implementation.

(xiv) The program shall prepare candidates who understand teacher attitudes and behaviors that influence behavior of individuals with gifts and talents.

(xv) The program shall prepare candidates who are familiar with historical points of view and contributions of culturally diverse groups.

2. Development and Characteristics of Learners

(i) The program shall prepare candidates who understand typical and atypical human growth and development.

(ii) The program shall prepare candidates who understand similarities and differences of individuals with and without gifts and talents and the general population of learners.

(iii) The program shall prepare candidates who understand similarities and differences among individuals with gifts and talents.

(iv) The program shall prepare candidates who understand the educational implications of various gifts and talents.

(v) The program shall prepare candidates who understand characteristics and effects of the cultural and environmental milieu of the child and the family.

(vi) The program shall prepare candidates who understand effects of medications on individuals with gifts and talents.

(vii) The program shall prepare candidates who understand cognitive characteristics of individuals with gifts and talents in intellectual, academic, creative, leadership, and artistic domains.

(viii) The program shall prepare candidates who understand affective characteristics of individuals with gifts and talents in intellectual, academic, creative, leadership, and artistic domains.

(ix) The program shall prepare candidates who understand effects of families on the development of individuals with gifts and talents.

(x) The program shall prepare candidates who understand family systems and the role of families in supporting development and educational progress for students with gifts and talents.

3. Individual Learning Preferences

(i) The program shall prepare candidates who understand impact of diversity on educational placement options for individuals with gifts and talents.

(ii) The program shall prepare candidates who understand variations in beliefs, traditions, and values across and within cultures and their effects on relationships among individuals with gifts and talents, family, and schooling.

(iii) The program shall prepare candidates who understand the impact gifts and talents can have on an individual's life.

(iv) The program shall prepare candidates who understand the academic characteristics of individuals with gifts and talents, and disabilities.

(v) The program shall prepare candidates who understand the affective characteristics of individuals with gifts and talents, and disabilities.

(vi) The program shall prepare candidates who understand the impact of multiple exceptionalities that may result in sensory, motor, or learning needs.

(vii) The program shall prepare candidates who understand differing learning styles of individuals with gifts and talents including those from culturally diverse backgrounds and strategies for addressing these styles.

(viii) The program shall prepare candidates who understand the impact of learners' academic and social abilities, attitudes, interests, and values on instruction and career development.

(ix) The program shall prepare candidates who understand the cultural perspectives influencing the relationship among families, schools, and communities as related to effective instruction.

4. Instructional Strategies

(i) The program shall prepare candidates who are familiar with sources of differentiated materials for individuals with gifts and talents.

(ii) The program shall prepare candidates who are familiar with technology for planning and managing the teaching and learning environment.

(iii) The program shall prepare candidates who select, adapt, and use instructional strategies and materials according to characteristics of individuals with gifts and talents.

(iv) The program shall prepare candidates who use instructional time effectively.

(v) The program shall prepare candidates who teach individuals to use self-assessment, problem solving and other cognitive strategies to meet their needs.

(vi) The program shall prepare candidates who choose and use technologies to modify the instructional process.

(vii) The program shall prepare candidates who use strategies to facilitate effective integration into various settings.

(viii) The program shall prepare candidates who integrate social skills into curriculum.

(ix) The program shall prepare candidates who use procedures to increase the individual's self-awareness, self-management, self-control, self-reliance, self-esteem, and self-advocacy.

5. Learning Environments and Social Interactions

(i) The program shall prepare candidates who know ways specific cultures are negatively stereotyped.

(ii) The program shall prepare candidates who know strategies used by diverse populations to cope with legacy of former and continuing racism.

(iii) The program shall prepare candidates who understand effective management of teaching and learning for students with gifts and talents.

(iv) The program shall prepare candidates who understand acceleration, enrichment, and counseling within a continuum of service options for individuals with gifts and talents.

(v) The program shall prepare candidates who know grouping practices that support differentiated learning environments.

(vi) The program shall prepare candidates who know ways to create learning environments that allow individuals to retain and appreciate their own and each other's respective language and cultural heritage.

(vii) The program shall prepare candidates who know strategies for crisis prevention and intervention.

(viii) The program shall prepare candidates who know strategies for preparing individuals to live harmoniously and productively in a culturally diverse world.

(ix) The program shall prepare candidates who establish and maintain rapport with individuals with gifts and talents.

(x) The program shall prepare candidates who structure, direct and supervise the activities of para-educators, volunteers, and tutors.

(xi) The program shall prepare candidates who create a safe, equitable, positive, and supportive learning environment in which diversities are valued.

(xii) The program shall prepare candidates who design learning environments that encourage active participation in individual and group activities.

(xiii) The program shall prepare candidates who create an environment that encourages self-advocacy and increased independence.

(xiv) The program shall prepare candidates who teach self-advocacy.

(xv) The program shall prepare candidates who prepare and organize materials to implement daily lesson plans.

(xvi) The program shall prepare candidates who design and manage daily routines.

(xvii) The program shall prepare candidates who direct activities of classroom volunteers.

(xviii) The program shall prepare candidates who use universal precautions.

(xix) The program shall prepare candidates who organize, develop, and sustain learning environments that support positive intracultural and intercultural experiences.

(xx) The program shall prepare candidates who use communication strategies and resources to facilitate understanding of the subject matter for students whose primary language is not the dominant language.

(xxi) The program shall prepare candidates who prepare individuals to exhibit self-enhancing behavior in response to societal attitudes and actions.

(xxii) The program shall prepare candidates who mediate controversial intercultural issues among students within the learning environment in ways that enhance any culture, group, or person.

6. Language

(i) The program shall prepare candidates who understand effects of cultural and linguistic differences on growth and development.

(ii) The program shall prepare candidates who understand the characteristics of one's own culture and use of language and the ways in which these can differ from other cultures and uses of language.

(iii) The program shall prepare candidates who understand the importance of the teacher serving as a model for individuals with gifts and talents.

(iv) The program shall prepare candidates who understand ways of behaving and communication among cultures that can lead to misinterpretation and misunderstanding.

7. Instructional Planning

(i) The program shall prepare candidates who understand national, state, and provincial, and local curricula standards.

(ii) The program shall prepare candidates who understand scopes and sequences of general and special curricula.

(iii) The program shall prepare candidates who understand theories and research that form the basis of curriculum development and instructional practice.

(iv) The program shall prepare candidates who identify and prioritize areas of the general curriculum and accommodations for an individual with exceptional learning needs.

(v) The program shall prepare candidates who understand general and differentiated curricula for individuals with gifts and talents.

(vi) The program shall prepare candidates who understand differential curriculum needs of individuals with gifts and talents.

(vii) The program shall prepare candidates who understand community-based and service learning opportunities for individuals with gifts and talents.

(viii) The program shall prepare candidates who prepare lesson plans for individuals with gifts and talents.

(ix) The program shall prepare candidates who design cognitively complex learning experiences for individuals with gifts and talents.

(x) The program shall prepare candidates who plan instruction using cognitive, affective, and ethical taxonomies.

(xi) The program shall prepare candidates who sequence, implement, and evaluate learning objectives.

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(xiii) The program shall prepare candidates who develop and select instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences.

(xiv) The program shall prepare candidates who develop and implement comprehensive, longitudinal individualized programs in collaboration with team members.

(xv) The program shall prepare candidates who make responsive adjustments to instruction based on continual observations of gifted students.

(xvi) The program shall prepare candidates who select instructional models to differentiate specific content goals and monitoring progress.

(xvii) The program shall prepare candidates who involve the individual and family in setting instructional goals and monitoring progress.

(xviii) The program shall prepare candidates who identify realistic expectations for personal and social behavior in various settings.

8. Assessment

(i) The program shall prepare candidates who understand basic terminology used in assessment.

(ii) The program shall prepare candidates who understand legal provisions and ethical principles regarding assessment of individuals.

(iii) The program shall prepare candidates who understand national, state, or provincial, and local assessment, accommodations and modifications.

(iv) The program shall prepare candidates who understand screening, pre-referral, referral, and identification procedures for individuals with gifts and talents.

(v) The program shall prepare candidates who understand the use and limitations of assessment instruments for students with gifts and talents.

(vi) The program shall prepare candidates who gather relevant background information.

(vii) The program shall prepare candidates who use formal and informal assessments.

(viii) The program shall prepare candidates who interpret information from formal and informal assessments.

(ix) The program shall prepare candidates who develop and administer nonbiased, informal assessment procedures.

(x) The program shall prepare candidates who use assessment information in making eligibility, program, and placement decisions for individuals with gifts and talents, including those from culturally and/or linguistically diverse backgrounds.

(xi) The program shall prepare candidates who identify supports needed for integration into various program placements.

(xii) The program shall prepare candidates who develop or modify individualized assessment strategies.

(xiii) The program shall prepare candidates who evaluate instruction and monitor progress for individuals with gifts and talents.

(xiv) The program shall prepare candidates who use performance data and information from all stakeholders to make or suggest modification in learning environments.

(xv) The program shall prepare candidates who evaluate learner products and portfolios.

(xvi) The program shall prepare candidates who report assessment results to all stakeholders using effective communication skills.

(xvii) The program shall prepare candidates who create and maintain records.

(xviii) The program shall prepare candidates who use technology to conduct assessments.

9. Professional and Ethical Practice

(i) The program shall prepare candidates who understand personal cultural biases and differences that affect one's teaching.

(ii) The program shall prepare candidates who are familiar with organizations and publications, relevant to the field of gifted education.

(iii) The program shall prepare candidates who understand the continuum of lifelong professional development.

- (iv) The program shall prepare candidates who articulate personal philosophy of gifted education.
- (v) The program shall prepare candidates who access information on meeting the needs of students with gifts and talents.
- (vi) The program shall prepare candidates who conduct self-evaluation of instruction.
- (vii) The program shall prepare candidates who evaluate program activities for continued improvement.
- (viii) The program shall prepare candidates who maintain confidential communication about individuals with gifts and talents.
- (ix) The program shall prepare candidates who use verbal, nonverbal, and written language effectively.
- (x) The program shall prepare candidates who demonstrate commitment to developing the highest potential of individuals with gifts and talents.
- (xi) The program shall prepare candidates who demonstrate sensitivity for the culture, language, religion, gender, disability, socio-economic status, and sexual orientation of individual students.
- (xii) The program shall prepare candidates who uphold high standards of competence and integrity and exercise sound judgment in the practice of the profession.
- (xiii) The program shall prepare candidates who engage in professional activities that benefit individuals with exceptional learning needs, their families, and colleagues.
- (xiv) The program shall prepare candidates who conduct professional activities in compliance with applicable laws and policies.
- (xv) The program shall prepare candidates who practice within one's skills limit and obtain assistance when needed.
- (xvi) The program shall prepare candidates who practice within the CEC Code of Ethics and other standards of the profession.
- (xvii) The program shall prepare candidates who maintain knowledge of research and literature in special and gifted education.
- (xviii) The program shall prepare candidates who participate in the activities of professional organizations related to gifted and talented education.
- (xix) The program shall prepare candidates who reflect on one's practice to improve instruction and guide professional growth.
- (xx) The program shall prepare candidates who act ethically in advocating for appropriate services.

10. Collaboration

(i) The program shall prepare candidates who understand culturally responsive factors that promote effective communication and collaboration with individuals, families, school personnel, and community members.

(ii) The program shall prepare candidates who understand concerns of families of individuals with gifts and talents and strategies to help address these concerns.

(iii) The program shall prepare candidates who are familiar with services, networks, organizations for individuals with gifts and talents.

(iv) The program shall prepare candidates who understand models and strategies for consultation and collaboration.

(v) The program shall prepare candidates who collaborate with families and others in assessment of individuals with gifts and talents.

(vi) The program shall prepare candidates who foster respectful and beneficial relationships between families and professionals.

(vii) The program shall prepare candidates who assist individuals with gifts and talents and their families in becoming active participants in the educational team.

(viii) The program shall prepare candidates who plan and conduct collaborative conferences with individuals with gifts and talents and their families.

(ix) The program shall prepare candidates who use group problem solving skills to develop, implement, and evaluate collaborative activities.

(x) The program shall prepare candidates who communicate with school personnel about the characteristics and needs of individuals with gifts and talents.

(xi) The program shall prepare candidates who communicate effectively with families of individuals with gifts and talents from diverse backgrounds.

(xii) The program shall prepare candidates who model techniques and coach others in the use of instructional methods and accommodations.

Authority O.C.G.A. § 20-2-200