505-3-.90 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, <u>REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS</u>.

(2) Requirements.

(a) A GaPSC-approved professional educator preparation provider may seek state approval to offer this field as either a stand-alone endorsement program or as an endorsement program embedded in a GaPSC-approved initial preparation program or an advanced (degree-only) preparation program. In addition to meeting all applicable approval requirements and standards, embedded endorsement programs must meet requirements specified in paragraph (e) 3. (viii) of GaPSC Educator Preparation Rule 505-3-.01, REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS,

(b) To receive approval, a GaPSC-approved educator preparation provider shall offer a preparation program described in program planning forms, catalogs, and syllabi addressing the following standards for the preparation of teachers of students with gifts and talents developed by the National Association for Gifted Children and the Council for Exceptional Children:

1. <u>Standard 1: Learner Development and Individual Learning Differences:</u> Beginning gifted education professionals understand the variations in learning and development in cognitive and affective areas between and among individuals with gifts and talents and apply this understanding to provide meaningful and challenging learning experiences for individuals with exceptionalities as evidenced by the following:

(i) The program shall prepare candidates who understand how language, culture, economic status, family background, and/or area of disability can influence the learning of individuals with gifts and talents; and

(ii) The program shall prepare candidates who use their understanding of development and individual differences to respond to the needs of individuals with gifts and talents.

2. <u>Standard 2: Learning Environments:</u> Beginning gifted education professionals create safe, inclusive, and culturally responsive learning environments so that individuals with gifts and talents become effective learners and develop social and emotional well-being as evidenced by the following:

(i) The program shall prepare candidates who create safe, inclusive, culturally responsive learning environments that engage individuals with gifts and talent in meaningful and rigorous learning activities and social interactions;

(ii) The program shall prepare candidates who use communication and motivational and instructional strategies to facilitate understanding of subject matter and to teach individuals with gifts and talents how to adapt to different environments and develop ethical leadership skills;

(iii)   The program shall prepare candidates who adjust their communication to an individual's language proficiency and cultural and linguistic differences; and

(iv)   The program shall prepare candidates who 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 and teach students to adapt to these environments.

3.   Standard 3: Curricular Content Knowledge: Beginning gifted education professionals use knowledge of general (core content) and specialized (interventions that are designed to address the unique needs of individuals with gifts and talents) to advance learning for individuals with gifts and talents as evidenced by:

(i)   The program shall prepare candidates who understand the role of central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and use their understanding to organize knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions within and across grade levels;

(ii)   The program shall prepare candidates who design appropriate learning and performance modifications for individuals with gifts and talents that enhance creativity, acceleration, depth and complexity in academic subject matter and specialized domains;

(iii)   The program shall prepare candidates who use assessments to select, adapt, and create materials to differentiate instructional strategies and general and specialized curricula to challenge individuals with gifts and talents; and

(iv)   The program shall prepare candidates who understand that individuals with gifts and talents demonstrate a wide range of advanced knowledge and performance levels and modify the general or specialized curriculum appropriately.

4.   Standard 4: Assessment: Beginning gifted education professionals use multiple methods of assessment and data sources in making educational decisions about identification of individuals with gifts and talents and student learning as evidenced by the following:

(i)   The program shall prepare candidates who understand that some groups of individuals with gifts and talents have been underrepresented in gifted education programs and select and use technically sound formal and informal assessments that minimize bias in identifying students for gifted education programs and services;

(ii)   The program shall prepare candidates who use knowledge of measurement principles and practices to differentiate assessments and interpret results to guide educational decisions for individuals with gifts and talents;

(iii)   The program shall prepare candidates who collaborate with colleagues and families in using multiple types of assessment information to make identification and learning progress decisions and to minimize bias in assessment and decision-making;

(iv)   The program shall prepare candidates who 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; and

(v)   The program shall prepare candidates who engage individuals with gifts and talents in assessing the quality of their own learning and performance and in setting future goals and objectives.

5.   Standard 5: Instructional Planning and Strategies: Beginning gifted education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance the learning of individuals with gifts and talents as evidenced by the following:

(i)   The program shall prepare candidates who know principles of evidence-based, differentiated, and accelerated practices and possess a repertoire of instructional strategies to enhance the critical and creative thinking, problem-solving, and performance skills of individuals with gifts and talents;

(ii)   The program shall prepare candidates who apply appropriate technologies to support instructional assessment, planning, and delivery for individuals with gifts and talents;

(iii)   The program shall prepare candidates who collaborate with families, professional colleagues, and other educators to select, adapt, and use evidence-based strategies that promote challenging learning opportunities in general and specialized curricula;

(iv)   The program shall prepare candidates who emphasize the development, practice, and transfer of advanced knowledge and skills across environments throughout the lifespan leading to creative, productive careers in a multicultural society for individuals with gifts and talents; and

(v)   The program shall prepare candidates who use instructional strategies that enhance the affective development of individuals with gifts and talents.

6.   Standard 6: Professional Learning and Ethical Practice: Beginning gifted education professionals use 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 as evidenced by the following:

(i)   The program shall prepare candidates who use professional ethical principles and specialized program standards to guide their practice;

(ii)   The program shall prepare candidates who understand how foundational knowledge, perspectives, and historical and current issues influence professional practice and the education and treatment of individuals with gifts and talents both in school and society;

(iii)   The program shall prepare candidates who model respect for diversity, understanding that it is an integral part of society's institutions and impacts learning of individuals with gifts and talents in the delivery of gifted education services;

(iv)   The program shall prepare candidates who are aware of their own professional learning needs, understand the significance of lifelong learning, and participate in professional activities and learning communities; and

(v)   The program shall prepare candidates who advance the profession by engaging in activities such as advocacy and mentoring.

7.   Standard 7: Collaboration: Beginning gifted education professionals collaborate with families, other educators, related-service providers, individuals with gifts and talents, and personnel

from community agencies in culturally responsive ways to address the needs of individuals with gifts and talents across a range of learning experiences as evidenced by the following:

(i)   The program shall prepare candidates who apply elements of effective collaboration;

(ii)   The program shall prepare candidates who serve as a collaborative resource to colleagues; and

(iii)   The program shall prepare candidates who use collaboration to promote the well-being of individuals with gifts and talents across a wide range of settings, experiences, and collaborators.

Authority O.C.G.A. § 20-2-200