

Standards for the Preparation of Advanced Gifted Education Specialists

Advanced Preparation Standard 1: Assessment	
1.0	Gifted education specialists use valid and reliable assessment practices to minimize bias.
<i>Key Elements</i>	
1.1	Gifted education specialists review, select, and interpret psychometrically sound, nonbiased, qualitative and quantitative instruments to identify individuals with gifts and talents and assess their abilities, strengths, and interests.
1.2	Gifted education specialists monitor the progress of individuals with gifts and talents in the general education and specialized curricula.

Advanced Preparation Standard 2: Curricular Content Knowledge	
2.0	Gifted education specialists use their knowledge of general and specialized curricula to improve programs, supports, and services at classroom, school, community, and system levels.
<i>Key Elements</i>	
2.1	Gifted education specialists align educational standards to provide access to challenging curriculum to meet the needs individuals with exceptionalities.
2.2	Gifted educators continuously broaden and deepen professional knowledge and expand expertise with instructional technologies, curriculum standards, effective teaching strategies, and assistive technologies to support access to and learning of challenging content.
2.3	Gifted education specialists use understanding of diversity and individual learning differences to inform the selection, development, and implementation of comprehensive curricula for individuals with exceptionalities.

Advanced Preparation Standard 3: Programs, Services, and Outcomes	
3.0	Gifted education specialists facilitate the continuous improvement of general and gifted education programs, supports, and services at the classroom, school, and system levels for individuals with exceptionalities.
<i>Key Elements</i>	
3.1	Gifted education specialists design and implement evaluation activities to improve programs, supports, and services for individuals with exceptionalities.
3.2	Gifted education specialists use their understanding of cultural, social, and economic diversity and individual learner differences to inform the development and improvement of programs, supports, and services for individuals with exceptionalities.
3.3	Gifted education specialists 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.
3.4	Gifted education specialists design and develop systematic program and curriculum models for enhancing talent development in multiple settings.
3.5	Gifted education specialists evaluate progress toward achieving the vision, mission, and goals of programs, services, and supports for individuals with exceptionalities.

Advanced Preparation Standard 4: Research and Inquiry	
4.0	Gifted education specialists conduct, evaluate, and use inquiry to guide professional practice.
<i>Key Elements</i>	
4.1	Gifted education specialists evaluate theory, research and inquiry to identify effective practices.
4.2	Gifted education specialists use knowledge of the professional literature to improve practices with individuals with exceptionalities and their families.
4.3	Gifted education specialists evaluate and modify instructional practices in response to ongoing assessment data and engage in the design and implementation of research and inquiry.

Advanced Preparation Standard 5: Leadership and Policy	
5.0	Gifted education specialists provide leadership to formulate goals, set and meet high professional expectations, advocate for effective policies and evidence-based practices, and create positive and productive work environments.
<i>Key Elements</i>	
5.1	Gifted education specialists encourage high expectations, model respect for, and use ethical practices with all individuals with exceptionalities.
5.2	Gifted education specialists support and use linguistically and culturally responsive practices.
5.3	Gifted education specialists create and maintain collegial and productive work environments that respect and safeguard the rights of individuals with exceptionalities and their families.
5.4	Gifted education specialists advocate for policies and practices that improve programs, services, and outcomes for individuals with exceptionalities.
5.5	Gifted education specialists advocate for the allocation of appropriate resources for the preparation and professional development of all personnel who serve individuals with exceptionalities.

Advanced Preparation Standard 6: Professional and Ethical Practice	
6.0	Gifted education specialists use foundational knowledge of the field and professional ethical principles and program standards to inform gifted education practice, engage in life-long learning, advance the profession, and perform leadership responsibilities to promote the success of professional colleagues and individuals with exceptionalities.
<i>Key Elements</i>	
6.1	A comprehensive understanding of the history of gifted education, legal policies, ethical standards, and emerging issues informs gifted education specialist leadership.
6.2	Gifted education specialists model high professional expectations and ethical practice, and create supportive environments that increase diversity at all levels of gifted and talented education.
6.3	Gifted education specialists model and promote respect for all individuals and facilitate ethical professional practice.
6.4	Gifted education specialists actively participate in professional development and learning communities to increase professional knowledge and expertise.
6.5	Gifted education specialists plan, present, and evaluate professional development focusing on effective and ethical practice at all organizational levels.
6.6	Gifted education specialists actively facilitate and participate in the preparation and induction of prospective gifted educators.
6.7	Gifted education specialists actively promote the advancement of the profession.

Advanced Preparation Standard 7: Collaboration	
7.0	Gifted education specialists collaborate with stakeholders to improve programs, services, and outcomes for individuals with gifts and talents and their families.
<i>Key Elements</i>	
7.1	Gifted education specialists use culturally responsive practices to enhance collaboration.
7.2	Gifted education specialists use collaborative skills to improve programs, services, and outcomes for individuals with exceptionalities.
7.3	Gifted education specialists collaborate to promote understanding, resolve conflicts, and build consensus for improving program, services, and outcomes for individuals with exceptionalities.