

Gifted Intervention Specialist Endorsement Grades K-12

2008 Ohio Modified /CEC/NAGC Program Standards

An endorsement of a teacher license, valid for teaching the subject or learners named, shall be issued to an individual who holds a baccalaureate degree; who is deemed to be of good moral character; who has successfully completed an approved program of preparation; who has successfully completed an examination prescribed by the state board of education; and who has been recommended by the dean or head of teacher education at an approved institution. The endorsement may be added to any standard teaching certificate or teaching license; gifted intervention specialist endorsement valid for kindergarten through grade twelve.

Ohio Educator Licensure Program Submission Guidelines for Gifted Intervention Specialist Endorsement

Introduction

The Ohio Educator Licensure Program Standards for Gifted Intervention Specialist Endorsement Teacher Licensure program were developed by professionals serving in gifted education programs and Consultants from the Ohio Department of Education, and after a thorough review of the following documents: National Association for Gifted Children and Council for Exceptional Children (2006) Teacher Knowledge and Skill Standards, and the Ohio Performance-Based Teacher Licensure Standards.

Performance-based standards

Ohio requires performance-based programs and program reports which must include candidate performance assessments. Performance-based assessments should be appropriate for the standards including multiple forms of measurement, and measurement at multiple points over a candidate's progression through a program.

Licensure Rule 3301-24-05 (E) (8)

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GIFTED INTERVENTION SPECIALIST ENDORSEMENT STANDARDS

Standard 1: Candidates know and understand the philosophies, principles and theories, laws and policies, historical perspectives, and human issues in gifted education.

- 1.1 Candidates understand historical foundations of gifted education including points of view and contributions of individuals from diverse backgrounds.
- 1.2 Candidates understand and apply the laws, policies, ethical principles, assurances, and due process rights of students, parents, teachers, and other professionals and schools related to assessment, eligibility, and placement within a continuum of services.
- 1.3 Candidates understand the issues in conceptions, definitions, and identification of individuals with gifts/ talents, including those of individuals from diverse backgrounds.
- 1.4 Candidates understand the impact of the dominant culture's role in shaping schools and the differences in values, languages, and customs between school and home.
- 1.5 Candidates know and understand human growth and development including similarities and differences of individuals with gifts/ talents and the general population.
- 1.6 Candidates know and apply knowledge of the cognitive and affective characteristics of individuals with gifts/ talents including those from diverse backgrounds, in intellectual, academic, creative, and artistic domains.
- 1.7 Candidates understand the societal, cultural, and economic factors involved in gifted education (including anti-intellectualism and equity vs. excellence), which enhance or inhibit the development of gifted education.
- 1.8 Candidates know and apply philosophies, theories, models and research on key issues and trends that connect general, special and gifted education.

Standard 2: Candidates create learning environments that promote the growth and development of children with exceptional learning needs and abilities.

- 2.1 Candidates address the impact of differing learning styles and diversity on educational placement options for individuals with gifts/ talents and use strategies for addressing these styles.
- 2.2 Candidates understand the variations in beliefs, traditions, and values across and within cultures and their effects on relationships among individuals with gifts/ talents, families, schools, and communities as it relates to effective instruction.

2.3 Candidates apply knowledge of instruction and career development when addressing the impact of gifts/ talents on an individual's life, academic and social abilities, attitudes, interests, and values.

2.4 Candidates address the academic and affective characteristics of individuals with gifts/ talents, and disabilities as well as the impact of multiple exceptionalities that may result in sensory, motor, or learning needs.

2.5 Candidates develop strategies for creating learning environments that allow individuals to retain and appreciate their own and each others' respective language and cultural heritage.

2.6 Candidates effectively use methods of teaching and learning that include acceleration, enrichment, and counseling within a continuum of service options for individuals.

2.7 Candidates design learning environments that develop social interaction and coping skills in individuals with gifts/talents to address personal and social issues including discrimination and stereotyping.

2.8 Candidates design learning opportunities for individuals with gifts/ talents that promote self-awareness, positive peer relationships, self-efficacy, leadership, and lifelong learning.

2.9 Candidates create learning environments that encourage active participation in individual and group activities to enhance independence, interdependence, and positive peer relationships.

Standard 3: Candidates know and apply instructional strategies to promote students' learning and meet the needs and interests of gifted students.

3.1 Candidates use school and community resources, including content specialists, to support differentiation.

3.2 Candidates provide opportunities for individuals with gifts/ talents to explore, develop, or research their areas of interest or talent.

3.3 Candidates apply higher-level thinking and metacognitive models to content areas to meet the needs of gifted individuals.

3.4 Candidates preassess the learning needs of individuals with gifts/ talents in various domains and adjust instruction based on continual assessment.

3.5 Candidates demonstrate and integrate technology in planning and facilitating instruction.

3.6 Candidates identify theories and research that form the basis of curriculum development and instructional practice, and use national and state curricula standards.

3.7 Candidates create a curriculum that engages individuals with gifts/talents from all backgrounds that is challenging and appropriately paced to meet individual needs.

3.8 Candidates use community-based and service learning opportunities to enhance learning for individuals with gifts/ talents.

3.9 Candidates distinguish differentiated curriculum from general curricula for individuals with exceptional learning needs.

3.10 Candidates maintain curriculum emphasis within cognitive, affective, aesthetic, social, and linguistic domains.

3.11 Candidates integrate affective, social, and career skills with academic curricula and identify realistic expectations for personal and social behavior in various settings and involve the individual and family in setting instructional goals and monitoring progress.

3.12 Candidates select and adapt a variety of differentiated curricula that incorporate advanced, conceptually challenging, in-depth, distinctive, and complex content.

Standard 4: Candidates construct and use varied assessments to inform instruction, evaluate, and ensure student learning.

4.1 Candidates accurately define the characteristics, uses, advantages, and limitations of different types of student assessments, including but not limited to state value-added dimension reports and data.

4.2 Candidates recognize and adhere to legal provisions (including accommodations and modifications) regarding the use of assessments for students with exceptionalities.

4.3 Candidates understand and apply standards for the ethical use of assessments.

4.4 Candidates are knowledgeable about the processes and procedures for the referral, screening and identification of individuals with gifts/talents.

4.5 Candidates use technically adequate qualitative and quantitative assessments for identifying and placing individuals with gifts/ talents.

4.6 Candidates use and interpret information from formal and informal assessments (including alternative assessments) in making eligibility, program, and placement decisions for individuals with gifts/ talents, including those from culturally and/or linguistically diverse backgrounds.

Standard 5. Candidates collaborate and communicate with students, families, other educators, administrators and community to support student learning.

5.1 Candidates use advanced oral and written communication tools, including assistive technologies, and culturally responsive approaches to enhance the learning experiences of individuals with exceptional learning needs.

5.2 Candidates collaborate with families, community members, and professionals as resources in the assessment of individuals with gifts/ talents.

5.3 Candidates collaborate with stakeholders outside the school setting and maintain communication with services, networks, and organizations that advance the needs of individuals with gifts/ talents.

5.4 Candidates communicate and consult with school personnel, as well as advocate for the benefit of gifted students, regarding their educational program.

5.5 Candidates will use culturally responsive approaches to collaborate with students, families, educators and school staff to articulate a comprehensive continuum of services for individuals with gifts/talents.

5.6 Candidates demonstrate understanding of the role of families and communities in supporting the development of individuals with gifts/talents.

Standard 6. Candidates view professional development as a career-long effort and responsibility.

6.1 Candidates engage in professional activities, read current publications, and use evidence-based best practice research as part of a well-developed professional development plan.

6.2 Candidates reflect on instructional practice to improve teaching and guide professional development in gifted education.

6.3 Candidates maintain confidentiality in all aspects of communication and collaboration with teachers about individuals with gifts/ talents.

6.4 Candidates conduct professional activities in compliance with applicable laws and policies, practice within the CEC Code of Ethics and other standards of the profession, and act ethically in advocating for appropriate services.

6.5 Candidates know and adhere to state and federal laws and policies related to gifted education.

6.6 Candidates know the issues in conceptions, definitions, and identification of individuals with gifts/ talents, including those individuals from diverse backgrounds.

6.7 Candidates initiate, implement, and evaluate professional development programs in gifted education.