

5.06 Gifted Education Core (Ages 4-21)

To hold the gifted education core endorsement, an applicant shall hold an earned bachelor's or higher degree from an accepted institution of higher education; shall hold a Colorado initial or professional teacher or special services license; have completed an approved program for the preparation of gifted education educators, including prescribed field experience and student teaching requirements; have passed any required general education content and/or gifted education assessments; and have demonstrated competency in the seven areas specified below:

5.06(1) Learner development and individual learning differences: An educator with a gifted education core endorsement understands variations in learning and development in cognitive and affective areas between and among individuals with gifts and talents and applies this understanding to provide appropriately meaningful and challenging learning experiences for individuals with exceptionalities. This educator understands that learner differences and development are manifest and monitored via data, bodies of evidence, advanced learning plans (ALPs), academic and affective goals, and multi-tiered system of supports systemic intervention strategies and tools for differentiation, acceleration and enrichment that address advanced learning differences and to support optimal continual development of individual growth and potential. The gifted educator applies knowledge of:

5.06(1)(a) gifted learner development in order to:

5.06(1)(a)(i) apply documented current theories related to intelligence, creativity, brain research, underlying exceptional cognition, asynchronicity and the expression of talent as it applies to all gifted students, including early childhood students, twice-exceptional learners (i.e., gifted and talented students with disabilities), highly gifted students, underachieving high-potential students, culturally and ethnically diverse gifted students, high-potential linguistically diverse students, students with unique affective needs, high-potential economically disadvantaged students and others;

5.06(1)(a)(ii) understand documented theories of human development, ages 4-21, as specifically related to developmentally appropriate strategies for gifted and talented learners;

5.06(1)(a)(iii) recognize the unique characteristics of gifted, talented and creative students, preschool through grade 12, and seek opportunities for enhancing their achievement as well as social-emotional development;

5.06(1)(a)(iv) apply understanding of development and individual academic and affective differences to respond to the needs of individuals with gifts;

5.06(1)(a)(v) identify how families and communities contribute to the development of individuals with gifts and talents and support their roles in the development of individuals with gifts; and

5.06(1)(a)(vi) recognize the influence of social and emotional development on interpersonal relationships and learning of individuals with gifts and talents.

5.06(1)(b) learning traits, needs and differences in order to:

5.06(1)(b)(i) evaluate the need for and draw upon multiple, appropriate gifted learner data, advanced learning plans (ALPs), evidence-based practices for differentiation including acceleration strategies, systemic support systems, strategies and specialized support services to assist with meeting the unique

learning-related affective, social and cognitive needs of gifted and talented students related but not limited to:

5.06(1)(b)(i)(A) various types of giftedness and talent, including creativity;

5.06(1)(b)(i)(B) asynchronous development (i.e., the incongruences that may occur between a student's intellectual maturity and his/her social, emotional and physical development);

5.06(1)(b)(i)(C) psychological support;

5.06(1)(b)(i)(D) cognitive development and affective characteristics; and

5.06(1)(b)(i)(E) social and behavioral characteristics and needs, impact of multiple exceptionalities and multi-potentialities on gifted students.

5.06(1)(b)(ii) interpret gifted learner data to develop and monitor advanced learning plans (ALPs) and provide appropriate evidence-based practices for differentiation to support ongoing academic achievement and learning-related affective development of gifted and talented students; and

5.06(1)(b)(iii) apply concepts and interrelationships of giftedness, intelligence, creativity and leadership.

5.06(1)(c) diversity in order to:

5.06(1)(c)(i) recognize how language, culture, economic status, family background and/or area of disability can influence the learning of individuals with gifts and talents;

5.06(1)(c)(ii) appreciate influences of diversity factors, different beliefs, traditions and values across and within diverse groups as cognitive, social, emotional, cultural, linguistic and environmental effects that enhance or inhibit the development of giftedness; and

5.06(1)(c)(iii) seek to understand how language, culture and family background interact with an individual's predispositions to impact academic and social behavior, attitudes, values and interests.

5.06(2) Learning environment and structures: An educator with a gifted education core endorsement creates safe, inclusive and culturally responsive learning environments so that individuals with gifts and talents become effective learners and develop social and emotional well-being. The gifted educator applies knowledge of:

5.06(2)(a) social-emotional aspects in order to:

5.06(2)(a)(i) apply strategies for addressing specific social and emotional aspects that are unique to the gifted learner;

5.06(2)(a)(ii) create a safe, nurturing classroom environment that encourages mutual respect and emotional well-being;

5.06(2)(a)(iii) establish an environment in which creativity and giftedness can emerge and where students can feel safe to acknowledge, explore and express their uniqueness;

- 5.06(2)(a)(iv) acknowledge the value of each gifted student's contributions to the quality of learning; and
- 5.06(2)(a)(v) 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, by intentionally modifying classroom environments for different purposes.
- 5.06(2)(b) diversity in order to create a classroom environment that values diversity and individuality and fosters understanding and features intercultural experiences.
- 5.06(2)(c) skill development in order to:
 - 5.06(2)(c)(i) plan for the development of coping skills in individuals with gifts and talents to address personal and social issues including discrimination and stereotyping;
 - 5.06(2)(c)(ii) modify learning environments to enhance the independence, self-awareness and self-efficacy of gifted students;
 - 5.06(2)(c)(iii) support students as they adapt to changes in their learning environments; and
 - 5.06(2)(c)(iv) apply strategies for the development in gifted students of habits of mind, attitudes and skills needed for future success, such as the production of knowledge; independent, lifelong learning; self-evaluation; interdependence and goal-setting (realistic, challenging goals for self, academics and school-to-career).
- 5.06(2)(d) relationships in order to:
 - 5.06(2)(d)(i) establish a nurturing, respectful and caring relationship with each student and encourage relationships among students;
 - 5.06(2)(d)(ii) plan for the development of social interaction that encourages positive relationships among students and that builds collaboration skills; and
 - 5.06(2)(d)(iii) facilitate appropriate flexible grouping practices for educational reasons.
- 5.06(3) Instructional planning and strategies: An educator with a gifted education core endorsement selects, adapts and uses a repertoire of evidence-based instructional strategies to advance the learning of individuals with gifts and talents. The gifted educator applies knowledge of:
 - 5.06(3)(a) curriculum in order to:
 - 5.06(3)(a)(i) develop long-range plans anchored in both general and special curricula;
 - 5.06(3)(a)(ii) apply theories and research models that form the basis of curriculum development and instructional practice for individuals with gifts and talents;
 - 5.06(3)(a)(iii) design and prescribe appropriate differentiated gifted program and curriculum options that are based on research-supported instructional strategies which include conceptual depth, advanced technological skills, accelerated presentation and pace, and creativity;

- 5.06(3)(a)(iv) apply documented best practices for teaching gifted and talented students, including those practices for the design and delivery of curriculum and the assessment of student learning including varied options and methods for acceleration, modification of content, content extensions (for depth and complexity) and expanded learning opportunities for students in order to meet specialized needs that may include resources beyond the classroom (mentorships, internships, dual enrollment, etc.);
- 5.06(3)(a)(v) foster the development of leadership skills through structured group processes;
- 5.06(3)(a)(vi) create environments and communicate high expectations for gifted students through rigorous learning activities; and
- 5.06(3)(a)(vii) promote active engagement in meaningful and challenging activities that extend learning.
- 5.06(3)(b) diversity in order to:
 - 5.06(3)(b)(i) demonstrate understanding of cultural and linguistic factors, as well as the implications of being gifted and talented;
 - 5.06(3)(b)(ii) design differentiated learning plans for individuals with gifts and talents including twice-exceptional students and individuals from diverse backgrounds;
 - 5.06(3)(b)(iii) integrate perspectives of diverse groups into planning instruction for individuals with gifts and talents; and
 - 5.06(3)(b)(iv) select curriculum resources, strategies and product options that respond to cultural, linguistic and intellectual differences.
- 5.06(3)(c) social-emotional aspects in order to plan and implement strategies for addressing the unmet social and emotional strengths and needs facing gifted students that differ from those of the general population.
- 5.06(3)(d) data-driven decisions in order to:
 - 5.06(3)(d)(i) systematically translate shorter-range ALP academic and affective goals and objectives that take into consideration an individual's abilities and needs, the learning environment and cultural and linguistic factors; and
 - 5.06(3)(d)(ii) evaluate the match between the identified educational needs of the student and appropriate and relevant strategies, programs and services.
- 5.06(4) Curricular content knowledge: An educator with a gifted education core endorsement demonstrates mastery of and pedagogical expertise in the content taught and uses knowledge of general and specialized curricula to advance learning for individuals with gifts and talents. The gifted educator applies knowledge of:
 - 5.06(4)(a) differentiation in order to:
 - 5.06(4)(a)(i) provide needs-based intensive literacy and numeracy skill development and integrate such skills into lessons and assignments as well as across subject areas;

- 5.06(4)(a)(ii) implement cognitively engaging instruction intended to enhance student thinking, involve them in their own academic progress and create climates that encourage risk-taking, thinking outside the box and real-life scenarios;
 - 5.06(4)(a)(iii) interpret data in order to supplement or modify assessments to address learning needs of individuals with gifts and talents;
 - 5.06(4)(a)(iv) apply research-based effective differentiation strategies and instructional best practices to address all needs, including affective needs, of gifted learners; and
 - 5.06(4)(a)(v) select, adapt and create appropriate, challenging materials in order to differentiate instructional strategies through general and specialized curricula.
- 5.06(4)(b) diversity in order to:
- 5.05(4)(b)(i) apply understanding of diversity and individual learning differences to inform the selection, development and implementation of comprehensive curricula for individuals with exceptionalities; and
 - 5.05(4)(b)(ii) integrate perspectives of diverse groups into planning instruction for individuals with gifts and talents.
- 5.06(4)(c) cross-disciplinary curriculum in order to:
- 5.06(4)(c)(i) develop lessons that reflect the interconnectedness of content areas/disciplines;
 - 5.06(4)(c)(ii) understand the role of central key concepts and structures of the discipline in order to implement instructional strategies that ensure that instruction articulates content and interdisciplinary connections;
 - 5.06(4)(c)(iii) use understanding of gifted learner needs to organize knowledge, integrate cross-disciplinary skills and apply meaningful learning progressions within and across grade levels; and
 - 5.06(4)(c)(iv) accelerate learning by elaborating on current lesson with connections to prior lessons within the content area and/or with other disciplines.
- 5.06(4)(d) thinking skills in order to:
- 5.06(4)(d)(i) implement tools of inquiry in content areas including higher-level thinking, critical-thinking and reasoning;
 - 5.06(4)(d)(ii) apply strategies of creativity, acceleration, depth and complexity in academic subject matter and specialized domains; and
 - 5.06(4)(d)(iii) facilitate in-depth studies, individual investigations and learner-directed experiences.
- 5.06(5) Assessment and evaluation: An educator with a gifted education core endorsement is knowledgeable about the identification and assessment of student needs and uses formative and summative information from data to incorporate appropriate planning, methods and processes to meet the needs of gifted and talented students in all domains. Advanced learning plans (ALPs) serve as a “road map” and are collaboratively developed specific to individual gifted learner

needs and goals and are used to determine acceleration needs, differentiation of instruction and provisions for affective support. The gifted educator applies knowledge of:

5.06(5)(a) diversity in order to:

5.06(5)(a)(i) understand factors inhibiting the recognition of the potential of students who are gifted from underserved populations (including, but not limited to, students who are female, disabled, racially or ethnically diverse, economically disadvantaged, underachieving, rural and/or highly gifted or twice-exceptional) and use multiple sources, portfolios and other data for a body of evidence when considering students for identification;

5.06(5)(a)(ii) apply defensible methods for screening, identifying and assessing students who are gifted, including under-served populations;

5.06(5)(a)(iii) demonstrate understanding of the unique and sophisticated means by which individuals with gifts and talents including those from culturally diverse backgrounds may demonstrate their learning; and

5.06(5)(a)(iv) 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.

5.06(5)(b) identification in order to:

5.06(5)(b)(i) understand the process of and procedures for identification, legal policies and ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction and placement for individuals with gifts and talents;

5.06(5)(b)(ii) implement technically sound, valid and reliable qualitative and quantitative instruments that minimize bias in identifying students for gifted education programs and services;

5.06(5)(b)(iii) use multiple methods of assessment and data sources in making educational decisions about identification of individuals with gifts and talents; and

5.06(5)(b)(iv) assess social-emotional needs of the gifted student in order to develop ALP goals specific to affective needs of the individual.

5.06(5)(c) instruction in order to:

5.06(5)(c)(i) use and interpret qualitative and quantitative assessments and information, aligned with Department of Education identification guidelines and procedures, to develop a profile of the strengths and weaknesses of each student with gifts and talents;

5.06(5)(c)(ii) interpret results of relevant data to diagnose educational needs and align instruction with academic standards and student assessment results;

5.06(5)(c)(iii) monitor and adjust instruction to enhance ongoing learning progress and modify learning plans based on ongoing assessment of individuals progress;

5.06(5)(c)(iv) apply a variety of pre-, formative and summative assessment methods and evaluate student performance based on multiple measures, employing

alternative assessments and technologies such as performance-based assessment, portfolios and computer simulations, differentiated product-based assessments and off-level standardized assessments;

5.06(5)(c)(v) use assessment results to select, adapt and create materials to differentiate instructional strategies and general and specialized curricula to challenge individuals with gifts and talents at appropriate instructional levels. Use knowledge of measurement principles and practices to differentiate assessments and interpret results to guide educational decisions for individuals with gifts and talents;

5.06(5)(c)(vi) understand the affective aspects of giftedness that may affect a learner's achievement (perfectionism, self-concept, etc.); and

5.06(5)(c)(vii) use results from technically sound informal assessments (surveys, checklists, screening tools, observations, et.al.) to determine appropriate affective supports.

5.06(5)(d) communication in order to:

5.06(5)(d)(i) provide and implement actionable, timely, specific and individualized feedback for growth, learning and challenge;

5.06(5)(d)(ii) involve students in self-assessment and use formal and informal assessment feedback to monitor their learning;

5.06(5)(d)(iii) engage individuals with gifts and talents in evaluating the quality of their own learning and performance and in setting future goals and objectives; and

5.06(5)(d)(iv) communicate and interpret assessment information to students with gifts and talents and their parents/guardians.

5.06(5)(e) assessment of programming in order to:

5.06(5)(e)(i) provide information and input for evaluation of gifted programming; and

5.06(5)(e)(ii) evaluate implementation and effectiveness of strategies used to ensure delivery of program/service goals and objectives for all gifted learners, including those from diverse cultural and/or linguistic backgrounds.

5.06(6) Professional learning and ethical practice: An educator with a gifted education core endorsement applies 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. The gifted educator applies knowledge of:

5.06(6)(a) foundations in order to demonstrate knowledge about the foundations of the education of the gifted and the talented student including, but not limited to, the history of the education of the gifted and talented; proven and documented theories of giftedness; the wide variety of curricular strategies that provide for the effective teaching of gifted and talented students to include the current and evolving discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, and diverse and historical points of view; and human issues.

5.06(6)(b) diversity in order to:

- 5.06(6)(b)(i) demonstrate understanding of key issues and trends including diversity and inclusion that connect general, special and gifted and talented education;
 - 5.06(6)(b)(ii) respond appropriately to the impact of culture and language as it interacts with an individual's gifts and talents;
 - 5.06(6)(b)(iii) recognize and plan for the many aspects of diversity of individuals with gifts and talents and their families;
 - 5.06(6)(b)(iv) understand that personal and cultural frames of reference affect one's teaching of individuals with gifts and talents, including biases about individuals from diverse backgrounds and twice-exceptional learners; and
 - 5.06(6)(b)(v) assess and evaluate personal skills and limitations in regard to the impact of the dominant culture's role in shaping schools and recognize how differences in values, languages and customs between school and home may provide opportunities for adjustments.
- 5.06(6)(c) ethical practice in order to:
- 5.06(6)(c)(i) maintain confidentiality of student, family and fellow teacher interactions, as well as student data, while using professional ethical principles, ethical practices and specialized program standards with all individuals with exceptionalities by supporting and using linguistically and culturally responsive practices;
 - 5.06(6)(c)(ii) act in compliance with laws, policies and standards of ethical practice by engaging in professional activities that promote growth in individuals with gifts and talents and update him/herself on evidence-based best practices; and
 - 5.06(6)(c)(iii) support positive and productive work environments by creating and maintaining collegial and productive work environments that respect and safeguard the rights of individuals with exceptionalities and their families.
- 5.06(6)(d) professional growth in order to:
- 5.06(6)(d)(i) view him/herself as a lifelong learner and regularly reflect on and adjust teaching practices, including self-evaluation of instruction by practice through continuous research-supported professional development;
 - 5.06(6)(d)(ii) reflect on personal practice to improve teaching and guide professional growth by involvement in professional development organizations, conferences, workshops and publications that are relevant to the field of gifted education; and
 - 5.06(6)(d)(iii) continuously broaden and deepen professional knowledge and expand expertise in regard to instructional technologies, curriculum standards, effective teaching strategies and assistive technologies that support access to and learning of challenging content by including current state standards, skills and local and state input.
- 5.06(7) Collaboration and communication: An educator with a gifted education core endorsement possesses skills in communicating, teaming and collaborating with diverse individuals and across diverse groups; demonstrates competence in interpersonal and technical communication skills as well as advanced oral and written skills; and applies knowledge of regulations and laws regarding confidentiality. The gifted educator applies knowledge of:

- 5.06(7)(a) ethics in order to maintain confidential communication about individuals with gifts and talents.
- 5.06(7)(b) cultural responsiveness in order to:
 - 5.06(7)(b)(i) provide guardians/parents with information in their native language regarding diverse behaviors and characteristics that are associated with giftedness and information that explains the nature and purpose of gifted programming options;
 - 5.06(7)(b)(ii) understand how the characteristics of one's own culture and use of standard English can differ from other cultures and uses of language;
 - 5.06(7)(b)(iii) adjust and match communication methods to an individual's language proficiency and cultural and linguistic differences; and
 - 5.06(7)(b)(iv) implement ways of behaving and communicating that lead to more accurate interpretation and greater understanding among all cultural and linguistic groups.
- 5.06(7)(c) effective communication in order to:
 - 5.06(7)(c)(i) recognize the importance of using verbal, nonverbal and written language effectively;
 - 5.06(7)(c)(ii) use communication strategies and resources to facilitate understanding of subject matter for individuals with gifts and talents who are English language learners;
 - 5.06(7)(c)(iii) collaborate with families, professional colleagues and other educators to use data to make identification decisions and select, adapt and use evidence-based strategies that promote challenging learning opportunities in general and specialized curricula; **CODE OF COLORADO REGULATIONS 1 CCR**
 - 5.06(7)(c)(iv) implement strategies for advocating for students who are gifted and for enhancing community perceptions, interactions and involvement regarding gifted education;
 - 5.06(7)(c)(v) facilitate school to career/life actions in a collaborative context that includes individuals with gifts and talents, families, professional colleagues and personnel from other agencies, as appropriate; and
 - 5.06(7)(c)(vi) effect change by establishing a leadership role with parents, colleagues and other stakeholders through planned involvement and collaborative efforts that promote gifted student education.
- 5.06(8) An educator with a gifted education core endorsement is knowledgeable about professionalism and ethical practice and is able to:
 - 5.06(8)(a) acquire the additional knowledge and skills necessary to effectively educate students with gifts and talents and to work successfully with their families, other professionals and interested stakeholders.
 - 5.06(8)(b) participate in relevant professional and other organizations and remain current regarding publications and journals relevant to the field of educating students with gifts and talents.

5.06(8)(c) self-assess, design and implement an ongoing professional development plan relevant to being an effective educator of students with gifts and talents.