

KISD Core Areas and Teacher Competencies for Gifted/Talented Certification

Professional development courses which qualify for Keller ISD GT Credit should include the following core area training and teacher competencies:

1. Nature and Needs of Gifted/Talented Students(6 clock hours)

- Knows basic terminology, current definitions, models and theories of giftedness.
- Identifies the characteristics of gifted/talented students and their effects on academic and social settings.
- Identifies characteristics of special groups of gifted/talented students such as lower income, handicapped, black, Hispanic, and limited English proficient and their influence on the representation of these groups in programs for the gifted/talented.
- Creates an environment in which gifted students feel challenged and safe to explore and express their uniqueness.

2. Creativity and Instructional Strategies for Gifted/Talented Students (6 clock hours)

- Understands the characteristics of gifted/talented students and the influence of these characteristics on the instructional strategies used in classrooms for the gifted/talented.
- Designs lessons within and across disciplines that teach strategies for nurturing creative and critical thinking in the gifted/talented student.
- Locates and develops resources for assisting gifted/talented students in the fulfillment of creative potential.
- Adopts the classroom to the learning differences of each gifted/talented learner including the management of large and small groups and independent learning.
- Identifies strategies from gifted education that can be used in the regular classroom.

3. Differentiated Curriculum for Gifted/Talented Students (6 clock hours)

- Applies the basic principles of a differentiated curriculum to the cognitive, affective, and physical development of each gifted/talented student.
- Demonstrates knowledge of cognitive and affective content as related to each academic discipline, to multiple disciplines, and to broad-based themes, issues, and problems.
- Develops activities to encourage original research, independent study, and problem solving that are authentic to each discipline.
- Includes meaningful products in the curriculum that engage the gifted/talented student in real life experiences and promote life-long learning.
- Collaborates with general education professionals in the development and coordination of programs for gifted/talented students.

4. Identification and Assessment of Gifted/Talented Students (6 clock hours)

- Uses broad-based, multifaceted identification procedures, including varied sources of information and qualitative and quantitative measures that match specific areas of ability.
- Interprets assessment results from both qualitative and quantitative measures to other professionals and parents for their use in determining placement and in planning specific program activities for each gifted/talented student.
- Understands the characteristics of special groups of gifted/talented students such as lower income, handicapped, Black, Hispanic, and limited English proficient and how these groups may be provided equal access to programs for gifted/talented students.

5. Social and Emotional Needs of Gifted Students (6 clock hours)

- Identifies individuals (family members, teachers, peers, others) and environments (school, home, community) that influence the social and emotional development of gifted/talented students.
- Identifies how characteristics of special groups of gifted students influence their social and emotional development.
- Uses strategies for nurturing the social/emotional development of gifted/talented students at home and in school.
- Understands approaches for educating and involving parents, the community, and other professionals in supporting gifted/talented children.

Adapted from: Texas Association for the Gifted & Talented • TEMPO