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Cross-walks: Alignment of the CEC High Leverage Practices (HLPs) with the CEC Initial Practice-Based Professional Preparation Standards for Gifted Educators

Standard 1: Engaging in Professional Learning and Ethical Practice	CEC High Leverage Practices for Special Educators
Component 1.1: Candidates communicate their professional learning needs and engage in activities to improve their overall knowledge of and effectiveness with students with gifts and talents.	HLP 6: Use assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes.
Component 1.2: Candidates model respect for diversity, make decisions that promote equity, and create inclusive learning environments for students with gifts and talents, utilizing foundational knowledge of gifted education, and reflecting how diverse perspectives and historical and current issues influence professional practice.	HLP 3: Collaborate with families to support student learning and secure needed services.
Component 1.3: Candidates' practices are guided by standards, ethical principles, and legal policies and procedures relevant to diverse populations of students with gifts and talents.	HLP 3: Collaborate with families to support student learning and secure needed services.
Component 1.4: Candidates use evidence-based practices to guide instruction and advocate for improved outcomes for students with gifts and talents and their families, paying particular attention to traditionally underserved and underrepresented populations.	HLP 11: Identify and prioritize long- and short-term learning goals.
Component 1.5: Candidates advance the profession by applying evidence-based research to practice, conducting action research, and using reflection to improve their practices.	HLP 6: Use assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes.

Standard 2: Understanding and Supporting Learner Characteristics, Development, and Individual Learning Differences	CEC High Leverage Practices for Special Educators
Component 2.1: Candidates apply their understanding of how cognitive, social, and emotional characteristics of students with gifts and talents interact with their environment to provide responsive instruction and advocate for their needs.	HLP 7: Establish a Consistent, Organized, and Respectful Learning Environment. HLP 13: Adapt Curriculum Tasks and Materials for Specific Learning Goals.

<p>Component 2.2: Candidates apply their understanding of asynchronous and varying patterns of human development and individual differences to respond to the interests, strengths, and needs of students with gifts and talents.</p>	<p>HLP 7: Establish a Consistent, Organized, and Respectful Learning Environment. HLP 13: Adapt Curriculum Tasks and Materials for Specific Learning Goals.</p>
<p>Component 2.3: Candidates apply their understanding of how diversity influences the characteristics, learning, and development of students with gifts and talents and design meaningful and challenging learning experiences.</p>	<p>HLP 13: Adapt Curriculum Tasks and Materials for Specific Learning Goals.</p>

<p>Standard 3: Demonstrating Subject Matter Content and Specialized Curricular Knowledge</p>	<p>CEC High Leverage Practices for Special Educators</p>
<p>Component 3.1: Candidates organize knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions within and across grade levels to support culturally responsive curriculum by applying knowledge of the role of central concepts, structures of the discipline, and tools of inquiry of the academic subject-matter content areas they teach.</p>	<p>HLP 11: Identify and prioritize long- and short-term learning goals.</p>
<p>Component 3.2: Candidates design and implement appropriate learning and performance modifications for diverse students with gifts and talents that enhance creativity, support acceleration, and ensure depth and complexity in academic subject matter and specialized domains with fidelity.</p>	<p>HLP 13: Adapt curriculum tasks and materials for specific learning goals.</p>
<p>Component 3.3: Candidates modify the general or select, modify, or design the specialized curriculum to produce and implement advanced content and culturally responsive curriculum with fidelity by understanding that diverse students with gifts and talents demonstrate a wide range of advanced knowledge and performance levels.</p>	<p>HLP 13: Adapt curriculum tasks and materials for specific learning goals.</p>

<p>Standard 4: Using Assessments to Identify, Understand the Learner, and</p>	<p>CEC High Leverage Practices for Special Educators</p>
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Evaluate the Effectiveness of the Assessments, Curriculum, Services, and Programs	
Component 4.1: Candidates align identification instruments and selection procedures to state requirements for gifted services and programs, domains served within the district, evidence-based practices, and student characteristics.	HLP 4: Use multiple sources of information to develop a comprehensive understanding of a student's strengths and needs.
Component 4.2: Candidates use norming, reliability and validity data, and information related to minimizing bias in selecting and interpreting assessments to identify and guide all students with gifts and talents, including those from traditionally underrepresented populations.	HLP 5: Interpret and communicate assessment information with stakeholders to collaboratively design and implement educational programs.
Component 4.3: Candidates select, adapt, and/or create classroom assessments that are valid measures of learner progress and content acquisition of curriculum differentiated to meet the needs of students with gifts and talents.	HLP 4: Use multiple sources of information to develop a comprehensive understanding of a student's strengths and needs. HLP 5: Interpret and communicate assessment information with stakeholders to collaboratively design and implement educational programs.
Component 4.4: Candidates use qualitative and quantitative data and multiple sources to evaluate the effectiveness of the curriculum, services, and programs for students with gifts and talents.	

Standard 5. Supporting Learning and Career Development Using Effective Environments and Instruction	CEC High Leverage Practices for Special Educators
Component 5.1: Candidates select from a repertoire of evidence-based instructional strategies to differentiate, accelerate, and enrich the curriculum and address the diversity of students with gifts and talents by using knowledge of each student's interests, strengths, needs, and data.	HLP 13: Adapt curriculum tasks and materials for specific learning goals. HLP 18: Use strategies to promote active student engagement.
Component 5.2: Candidates differentiate instructional approaches and use technology to increase access and engage students in authentic learning experiences, increase their level of skill and performance, and assist them in becoming increasingly more independent learners.	HLP 15: <i>Provide scaffolded supports.</i> HLP 19: <i>Use assistive and instructional technologies.</i>
Component 5.3: Candidates assess students and use data to vary the grouping arrangements and learning environments to accelerate learning progress and encourage interactions with peers with similar interests and abilities.	HLP 17: <i>Use flexible grouping.</i>

Component 5.4: Candidates provide career education, mentorships, and internships and develop communication skills that prepare students for creative and productive careers in a global, multicultural society by using knowledge of each student's interests, strengths, and needs.	HLP 11: <i>Identify and prioritize long- and short-term learning goals. Teaches prioritize what is most important for students to learn by providing meaningful access to and success in the general education and other contextually relevant curricula.</i>
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Standard 6: Supporting Social, Emotional, and Psychosocial Growth	CEC High Leverage Practices for Special Educators
Component 6.1: Candidates create safe, inclusive, and culturally-responsive learning environments to support students' identities and social-emotional and psychosocial growth.	HLP 7: <i>Establish a consistent, organized, and respectful learning environment.</i>
Component 6.2: Candidates use a variety of classroom approaches to explicitly teach and practice students' use of social-emotional and psychosocial skills in developmentally, contextually, and culturally responsive ways.	HLP 9: <i>Teach Social Behaviors</i>

Standard 7: Collaborating with Team Members	CEC High Leverage Practices for Special Educators
Component 7.1: Candidates utilize communication, collaboration, facilitation, and problem-solving strategies to share expertise and knowledge with other professionals to assess students with gifts and talents and plan services and programs based on evidence-based practices for students with gifts and talents in their talent domains	HLP 1: <i>Collaborate with Professionals to Increase Student Success</i> HLP 2: <i>Organize and Facilitate Effective Meetings with Professionals and Families.</i>
Component 7.2: Candidates actively communicate, collaborate, and coordinate with families, and other stakeholders within educational and community setting(s) in a culturally responsive manner to build awareness and capacity to address students with gifts and talents' instructional, social-emotional, and behavioral needs.	HLP 2: <i>Organize and Facilitate Effective Meetings with Professionals and Families.</i> HLP 3: <i>Collaborate with Families to Support Student Learning and Secure Needed Services.</i>