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<b>Standard 1: Engaging in Professional Learning and Ethical Practice</b>	
<b>2024 Initial Practice-Based Preparation Standards for Gifted Educators (K-12)</b>	<b>2013 Initial Teacher Preparation Standards in Gifted and Talented Education</b>
<b>Component 1.1:</b> Candidates communicate their professional learning needs and engage in activities to improve their overall knowledge of and effectiveness with students with gifts and talents.	<b>Element 6.4:</b> Beginning gifted education professionals are aware of their own professional learning needs, understands the significance of lifelong learning, and participate in professional activities and learning communities.
<b>Component 1.2:</b> 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.	<b>Element 2.1:</b> Beginning gifted education professional create safe, inclusive, culturally responsive learning environments that engage individuals with gifts and talents in meaningful and rigorous learning activities and social interactions.
<b>Component 1.3:</b> Candidates' practices are guided by standards, ethical principles, and legal policies and procedures relevant to diverse populations of students with gifts and talents.	<b>Element 6.1:</b> Beginning gifted education professionals use professional ethical principles and specialized program standards to guide their practice.
<b>Component 1.4:</b> 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.	<b>Element 6.5:</b> Beginning gifted education professionals advance the profession by engaging in activities such as advocacy and mentoring.
<b>Component 1.5:</b> Candidates advance the profession by applying evidence-based research to practice, conducting action research, and using reflection to improve their practices.	<b>Element 6.5:</b> Beginning gifted education professionals advance the profession by engaging in activities such as advocacy and mentoring.

<b>Standard 2: Understanding and Supporting Learner Characteristics, Development, and Individual Learning Differences</b>	
<b>2024 Initial Practice-Based Preparation Standards for Gifted Education Professionals</b>	<b>2013 Initial Teacher Preparation Standards in Gifted and Talented Education</b>
<b>Component 2.1:</b> 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.	<b>Element 2.1:</b> Beginning gifted education professionals create safe, inclusive, culturally responsive learning environments that engage individuals with gifts and talents in meaningful and rigorous learning activities and social interactions.

<p><b>Component 2.2:</b> 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><b>Element 1.2.:</b> Beginning gifted education professionals use understanding of development and individual differences to respond to the needs of individuals with gifts and talents.</p>
<p><b>Component 2.3:</b> 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><b>Element 1.1:</b> Beginning gifted education professionals understand how language, culture, economic status, family background, and/or area of disability can influence the learning of individuals with gifts and talents.</p>

<p><b>Standard 3: Demonstrating Subject Matter Content and Specialized Curricular Knowledge</b></p>	
<p><b>2024 Initial Practice-Based Preparation Standards for Gifted Education Professionals</b></p>	<p><b>2013 Initial Teacher Preparation Standards in Gifted and Talented Education</b></p>
<p><b>Component 3.1:</b> 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><b>Element 3.1:</b> Beginning gifted education professionals understand the role of central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and use their understanding to organize knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions within and across grade levels.</p>
<p><b>Component 3.2:</b> 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><b>Element 3.2:</b> Beginning gifted education professionals design appropriate learning and performance modifications for individuals with gifts and talents that enhance creativity, acceleration, depth, and complexity in academic subject matter and specialized domains.</p>
<p><b>Component 3.3:</b> 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><b>Element 3.4:</b> Beginning gifted educators understand that individuals with gifts and talents demonstrate a wide range of advanced knowledge and performance levels and modify the general or specialized curriculum appropriately.</p>

<p><b>Standard 4: Using Assessments to Identify, Understand the Learner, and Evaluate the Effectiveness of the Assessments, Curriculum, Services, and Programs</b></p>
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<b>CEC Initial Practice-Based Preparation Standards for Gifted Education Professionals</b>	<b>2013 Initial Teacher Preparation Standards in Gifted and Talented Education</b>
<b>Component 4.1:</b> 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.	<b>Element 4.1:</b> Beginning gifted education professionals understand that some groups of individuals with gifts and talents have been underrepresented in gifted education programs and select and use technically sound formal and informal assessments that minimize bias.
<b>Component 4.2:</b> 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.	<b>Element 4.1:</b> Beginning gifted education professionals understand that some groups of individuals with gifts and talents have been underrepresented in gifted education programs and select and use technically sound formal and informal assessments that minimize bias. <b>Element 4.2:</b> Beginning gifted education professionals use knowledge of measurement principles and practices to differentiate assessments and interpret results to guide educational decisions for individuals with gifts and talents.
<b>Component 4.3:</b> 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.	<b>Element 4.2:</b> Beginning gifted education professionals use knowledge of measurement principles and practices to differentiate assessments and interpret results to guide educational decisions for individuals with gifts and talents. <b>Element 4.4:</b> Beginning gifted education professionals use assessment results to develop long- and short-range goals and objectives that take into consideration an individual’s abilities and needs.
<b>Component 4.4:</b> 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.	<b>Element 4.2:</b> Beginning gifted education professionals use knowledge of measurement principles and practices to differentiate assessments and interpret results to guide educational decisions for individuals with gifts and talents.

<b>Standard 5: Supporting Learning and Career Development Using Effective Environments and Instruction</b>	
<b>Component 5.1:</b> 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.	<b>Element 3.3:</b> Beginning gifted education professionals use assessments to select, adapt, and create materials to differentiate instructional strategies and general and specialized curricula to challenge individuals with gifts and talents. <b>Element 5.1:</b> Beginning gifted education professionals know principles of evidence-based, differentiated, and accelerated practices and

	possess a repertoire of instructional strategies to enhance the critical and creative thinking, problem-solving, and performance skills of individuals with gifts and talents.
<b>Component 5.2:</b> 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.	<b>Element 5.2:</b> Beginning gifted education professional apply appropriate technologies to support instructional assessment, planning, and delivery for individuals with gifts and talents.
<b>Component 5.3:</b> 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.	<b>Element 2.4:</b> Beginning gifted education professional 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 and teach students to adapt to these environments.
<b>Component 5.4:</b> 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.	<b>Element 5.4:</b> Beginning gifted education professionals emphasize the development, practice, and transfer of advanced knowledge and skills across environments throughout the lifespan leading to creative, productive careers in a multicultural society for individuals with gifts and talents.

<b>Standard 6: Supporting Social, Emotional, and Psychosocial Growth</b>	
<b>CEC Initial Practice-Based Preparation Standards for Gifted Education Professionals</b>	<b>2013 Initial Preparation Standards for Gifted Education Professionals</b>
<b>Component 6.1.</b> Candidates create safe, inclusive, and culturally-responsive learning environments to support students’ identities and social-emotional and psychosocial growth.	<b>Element 2.1:</b> Beginning gifted education professionals create safe, inclusive, culturally responsive learning environments that engage individuals with gifts and talents in meaningful and rigorous learning activities and social interactions.
<b>Component 6.2:</b> 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.	<p><b>Element 2.1:</b> Beginning gifted education professionals create safe, inclusive, culturally responsive learning environments that engage individuals with gifts and talents in meaningful and rigorous learning activities and social interactions.</p> <p><b>Element 2.3:</b> Beginning gifted education professionals adjust their communication to an individual’s language proficiency and cultural and linguistic differences.</p> <p><b>Element 5.5:</b> Beginning gifted education professional use instructional strategies that enhance the affective development of individuals with gifts and talents.</p>

**Standard 7: Collaborating with Team Members**

<b>CEC Initial Practice-Based Preparation Standards for Gifted Education Professionals</b>	<b>2013 Initial Teacher Preparation Standards in Gifted and Talented Education</b>
<b>Component 7.1:</b> 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	<b>Element 7.2:</b> Beginning gifted education professionals serve as a collaborative resource to colleagues.
<b>Component 7.2:</b> 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.	<b>Element 7.3:</b> Beginning gifted education professionals use collaboration to promote the well-being of individuals with gifts and talents across a wide range of settings, experiences, and collaborators.