
**NEW YORK STATE TEACHER
CERTIFICATION EXAMINATIONS™**

**FIELD 64: GIFTED EDUCATION
TEST FRAMEWORK**

June 2003

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Certification Examinations™**

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Subarea

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I.	Understanding Students with Gifts and Talents	0001–0002
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Understanding Students with Gifts and Talents
Assessment and Evaluation of Students with Gifts and Talents
Promoting Student Development and Learning
Working in the Professional Environment
Promoting Student Development and Learning: Constructed-Response Assignment

The New York State teacher of gifted students understands the unique social, emotional, and academic needs of gifted children and has the knowledge and skills to teach effectively in New York State public schools. The teacher of gifted and talented students supports varied goals for the gifted, assisting them to become leaders, producers of ideas, and lifelong learners. The teacher of the gifted and talented understands how students with special abilities learn and is able to plan and provide developmentally appropriate learning experiences that support each student's intellectual, social, and personal development. The teacher of the gifted is a facilitator of learning who fosters fluent, flexible, and original thinking. The teacher of gifted students is able to use a variety of strategies and resources to identify giftedness and talent in students, to evaluate students' strengths and needs, and to design and select appropriate educational placements and programs in order to facilitate gifted and talented students' participation in and sense of belonging to educational and community environments. The teacher of gifted students understands how to advocate for the gifted and collaborate effectively with students, families, school staff, and community members to enhance student learning and to achieve positive outcomes throughout the students' education. The educator of gifted and talented students is able to use evolving concepts of learning and intelligence to modify curriculum and instruction in ways that address the needs of individual students, foster self-esteem and a sense of independence, and motivate students to achieve their individual potential.

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SUBAREA I—UNDERSTANDING STUDENTS WITH GIFTS AND TALENTS

0001 Understand developmental learning processes and the significance of giftedness for learning.

For example:

- demonstrating an understanding of various theories of intelligence, neurophysiological development, and the processes by which learning occurs
- recognizing factors that may affect learning (e.g., asynchronous development; socioeconomic, cultural, and language backgrounds and circumstances)
- evaluating the application of learning theories and brain research for gifted and talented students
- identifying factors that may facilitate or impede learning in gifted students, including the effects of personal traits and families and/or primary caregivers on the overall development of the child
- demonstrating knowledge of the effects of different models of teaching and learning that are used in gifted education (e.g., differentiated instruction, pull-out, consulting, mentoring, acceleration, independent study) to accommodate different levels of giftedness

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0002 Understand characteristics of gifted students.

For example:

- demonstrating knowledge of definitions, types, and manifestations of giftedness (e.g., visual and performing arts, psychomotor, creative, intellectual, academic, leadership) and criteria for identifying gifted students
- recognizing characteristics of gifted and talented students (e.g., cognitive, affective, social, moral) and their concomitant academic, emotional, experiential, and spiritual needs
- identifying characteristics of and analyzing issues related to specific groups (e.g., exceptionally gifted, gifted females and gifted males, rural gifted)
- identifying characteristics of and analyzing issues related to "twice exceptional" learners (e.g., gifted students who are culturally or linguistically diverse, economically disadvantaged, or who have learning, physical, or behavioral disabilities)
- evaluating the impact of multiple exceptionalities that result in additional sensory, motor, and/or learning needs
- analyzing the implications of giftedness for student learning and development, including enrichment and acceleration needs of gifted students in required subject areas as compared with the needs of the general student population
- analyzing profiles of giftedness reflecting varied learning strengths and needs across disciplines

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**SUBAREA II—ASSESSMENT AND EVALUATION OF STUDENTS WITH GIFTS AND
TALENTS**

0003 Understand types and characteristics of assessment instruments and methods.

For example:

- demonstrating knowledge of types, benefits, and limitations of informal and formal assessments (e.g., case studies, student portfolios, observation, interviews, standardized tests)
- demonstrating familiarity with terminology used in the assessment of gifted students
- demonstrating an ability to interpret and apply qualitative and quantitative assessment data
- applying principles of and procedures for creating, selecting, and evaluating assessment instruments and methods, including those used in prereferral situations
- demonstrating an understanding of what constitutes exceptional performance across subject areas in which gifted programming is offered
- applying legal provisions, regulations, and guidelines regarding unbiased diagnostic evaluation and the use of instructional assessment measures (e.g., conducting assessment in the student's primary language)
- recognizing assessment-related issues in gifted education (e.g., early identification and intervention, gender bias)

0004 Understand and apply procedures for evaluating gifted students.

For example:

- applying principles and procedures for screening all students for potential giftedness and for evaluating students who may qualify for gifted services
- employing qualitative and quantitative methodologies, including exceptionality-specific assessment instruments for assessing students with gifts and talents (e.g., case studies, learner interviews)
- interpreting and using assessment information to identify gifted students and to make recommendations regarding placement, programming, and service delivery
- analyzing socioeconomic, cultural, and linguistic factors in order to make appropriate accommodations for evaluating gifted students
- interpreting, communicating, and applying test scores and evaluation results (e.g., ceiling effects, out-of-level testing)

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0005 Understand and apply procedures for making placement and programming decisions and for monitoring the progress of gifted students.

For example:

- applying defensible (i.e., comprehensive, systematic, objective) and equitable procedures for identifying and placing students with gifts and talents in appropriate programs and services
- using informal and formal assessment information to make placement recommendations, to design instruction based on students' strengths and needs (e.g., determining student learning styles and preferences), and to create ongoing student-learning profiles
- identifying appropriate initial programming and continuum of services to meet the needs of students with gifts and talents (e.g., academic programs, leadership programs, technology-based instruction, mentorship options, artistic and cultural programs)
- applying methods for conducting ongoing student assessment and program evaluation
- recognizing methods for using formative and summative assessments to modify instruction and monitor student progress
- analyzing placement- and program-related issues in the education of gifted and talented students (e.g., the impact of various educational placement options on individual students with regard to age, gender, cultural identity, economic class, and physical, linguistic, academic, and social-emotional development)

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SUBAREA III—PROMOTING STUDENT DEVELOPMENT AND LEARNING

0006 Understand how to establish a positive and productive learning environment for gifted students.

For example:

- applying procedures for establishing a positive and accepting environment for divergent ideas, open-ended inquiry, risk taking, tolerance for ambiguity, and creative expression
- demonstrating knowledge of factors in the learning environment that encourage students' intrinsic and extrinsic motivation and that affect students' attitudes toward self, each other, and learning
- demonstrating the ability to design a classroom environment that maximizes choices and opportunities for gifted students
- recognizing the teacher's role in facilitating purposeful and productive behavior (e.g., responding flexibly to students' ideas and interests, assessing students' work based on quality of reasoning) and in addressing related issues such as underachievement
- analyzing and applying individual and group management strategies and intervention techniques for achieving instructional-management goals (e.g., establishing appropriately high levels of expectation, providing optimal learning experiences, maximizing flexibility in learning time, providing appropriate resources and audiences for student work)

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0007 Understand curriculum modification and the need for differentiated instructional strategies and practices for gifted students.

For example:

- identifying the characteristics and features of differentiated instruction for gifted students in regard to content, process, product, and environment
- demonstrating knowledge of how to use preassessment to determine needs, plan instruction to meet the specific characteristics and needs of individual students, and adapt instruction and materials to address individual learning goals
- demonstrating an understanding of considerations related to the delivery and exploration of instructional content for gifted students (e.g., providing a broad-based interdisciplinary curriculum; presenting optimally challenging concepts, issues, and materials; creating opportunities for self-directed inquiry)
- demonstrating knowledge of important aspects of the instructional process for gifted students (e.g., designing varied and complex learning experiences, engaging students' higher-order thinking, creating opportunities for convergent and divergent thinking, providing accelerated pacing, promoting use of authentic research methodologies)
- demonstrating knowledge of methods and strategies for providing differentiated instruction for gifted students (e.g., tiered instruction, compacting, seminars, cooperative learning, mentorships, ability grouping, advanced placement options, independent study, off-site opportunities, technology-based instruction)
- promoting the use of varied, authentic, and appropriately challenging products to demonstrate excellence and expertise
- applying techniques for monitoring, evaluating, and adapting instruction over time

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0008 Understand curricular modifications for gifted students.

For example:

- demonstrating knowledge of research-supported instructional strategies and practices (e.g., conceptual development, acceleration by subject and/or grade level, curriculum compacting) for students with gifts and talents
- identifying and applying strategies and techniques for providing accelerated and enriched instruction in disciplinary and interdisciplinary studies
- demonstrating knowledge of strategies for promoting students' application of various levels of thinking skills across the curriculum, including reflective, evaluative, and productive thinking
- applying strategies for involving students in methods of inquiry associated with different disciplines
- recognizing methods for developing study skills relevant to the gifted learner
- identifying sources of specialized materials and programming for students with gifts or talents, and adapting instruction based on students' specific areas of strength and need

0009 Understand how to foster independent learning in gifted students.

For example:

- recognizing and applying strategies for helping students identify and pursue their own interests, develop habits of inquiry, and establish personal and lifelong learning goals
- demonstrating the ability to help students develop effective work- and time-management strategies (e.g., establishing efficient routines, making good use of technology, seeking help when necessary)
- identifying ways to involve students in decision making and in various independent and group problem-finding and problem-solving strategies
- applying strategies for promoting students' awareness and use of metacognition
- demonstrating knowledge of motivational issues (e.g., underachievement, lack of task commitment, perfectionism, overexcitabilities) and techniques for enhancing motivation (e.g., peer review, opportunities for self-selected independent study, seminars)

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0010 Understand how to promote affective and social competence in gifted students.

For example:

- applying strategies and techniques for fostering appropriate student skills in developing friendships, working cooperatively, demonstrating leadership, and participating in social activities
- recognizing the need to encourage students to accept and appreciate their own abilities and limitations and those of others
- identifying ways of providing students with opportunities to interact with gifted age-mates and adults and with the general community
- demonstrating an understanding of how to involve students with others in a variety of settings
- designing opportunities for students with gifts and talents to develop ethical behavior, social responsibility, and moral judgment
- recognizing and responding to early warning signs of emotional issues associated with giftedness (e.g., perfectionism, depression, stress, alienation)

0011 Understand how to help gifted students make successful transitions, both within and between educational settings.

For example:

- analyzing the implications of atypical educational transitions (e.g., early entrance to college, grade advancement, subject advancement, enrollment in special schools, pull-out programs), and demonstrating an understanding of how to prepare students to make successful transitions
- identifying ways for involving gifted and talented students in their own long-term educational planning (e.g., helping them evaluate the costs and benefits of alternative educational choices)
- applying strategies for helping students establish personal, educational, and career goals based on their strengths and interests (e.g., opting to focus on one of several talents, selecting postsecondary education options, exploring internships)
- evaluating methods for preparing students to identify and take advantage of all available resources and opportunities to develop their gifts and talents throughout their school careers (e.g., summer programs, college coursework)

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SUBAREA IV—WORKING IN THE PROFESSIONAL ENVIRONMENT

0012 Understand how to establish partnerships with gifted students and their families to enhance students' ability to achieve desired learning outcomes.

For example:

- demonstrating an understanding of strategies for establishing and maintaining communication with families of gifted children
- identifying concerns of parents/caregivers of gifted children (e.g., concerns regarding education options, emotional development and personal adjustment issues) and applying appropriate strategies to help parents/caregivers deal with these concerns
- recognizing how to work collaboratively with families to promote their participation in planning and supporting their children's education
- demonstrating the ability to provide information, training, support, counseling, and referrals to families of gifted children

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0013 Understand how to establish partnerships with members of the school staff and the community to enhance and support learning opportunities for gifted students.

For example:

- demonstrating knowledge of factors that promote effective communication and collaboration with school and community personnel
- identifying effective methods for collaborating with other stakeholders (e.g., board members, administrators, general education teachers, guidance counselors, school psychologists, library media specialists, members of the business community) to promote student achievement and address student needs, including the collaborative creation of new programs or projects for gifted students
- recognizing the role of the teacher of the gifted as a researcher, a curriculum designer, and a program developer and evaluator
- recognizing the role of the teacher of the gifted as an active and ongoing advocate for gifted students in the school and community
- demonstrating knowledge of types of programs, services, networks, cultural opportunities, professional organizations, and general resources available to gifted students and their families
- demonstrating the ability to access and work effectively with organizations that can help meet the needs of gifted students and their families
- recognizing the importance of and applying strategies to promote community support for gifted education programs
- demonstrating knowledge of effective methods for facilitating understanding of the unique needs of gifted students by school staff

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0014 Understand the history and philosophy of gifted education, legal and ethical considerations, and key issues and trends in gifted education in New York State.

For example:

- demonstrating an understanding of the historical, philosophical, and theoretical foundations of gifted and talented education (e.g., classic studies, major contributors)
- recognizing ways in which approaches to education for gifted and talented students have and have not changed over time, including issues related to defining, labeling, serving, and identifying gifted and talented students
- demonstrating familiarity with current research and literature in the field, including contemporary issues and national and international perspectives related to gifted education
- demonstrating knowledge of legal and ethical considerations in gifted education (e.g., confidentiality, personal relationships with students and families)
- applying knowledge of important state and federal laws, regulations, and guidelines related to gifted education (e.g., requirements relating to referral, evaluation, eligibility, equity, program development)

**SUBAREA V—PROMOTING STUDENT DEVELOPMENT AND LEARNING:
CONSTRUCTED-RESPONSE ASSIGNMENT**

The content to be addressed by the constructed-response assignment is described in Subarea III, Objectives 06–11.