

MoSTEP 1.2.1.1: Gifted Education Competencies
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The beginning (pre-service) gifted education teacher will demonstrate knowledge of and/or competency in the following areas of study:

<p>1. Foundations of Gifted Education (1997 SSC: 1.1-1.6; CR: II-A-1, 2, 3; CEC: 1.1.K, 1.2.K, 1.3.K, 1.4K, 1.5.K 1.8K, 1.7.K , 1.9K, 1.10K, 1.11.K, 1.12.K, 1.13.K, 1.14K; 1.15.K, 7.6.K, 7.7.K; PRAXIS II, 0357: II, III, V)</p>	<p>1.1 influences of social, linguistic, cultural, political, educational, and economic environments on the field of gifted education. 1.2 historical and theoretical foundations of the field of gifted education, current trends and issues, and potential future directions of the field. 1.3 interdependent relationships between general education and gifted education. 1.4 legal issues impacting the field of gifted education. 1.5 theoretical models of programs/services development. 1.6 conceptions and interrelationships of giftedness, intelligence, creativity, and leadership.</p>
<p>2. Development and Characteristics of Learners Who Are Gifted (1997 SSC: 2.1-2.4; 3.1-3.2; CR: II-A-1, 3, 5; CEC: 1.6.K, 2.1.k , 2.2.K , 2.3.K , 2.4.K, 2.5.K, 2.6.K 2.7.K, 2.8.K, 2.9.K, 2.10.K, 3.1.K, 3.2.K, 3.3.K, 3.4.K, 3.5.K, 3. 6.K, 3.7.K, 3.9.K, 5.1.K, 5.2.K, 6.1.K; PRAXIS II, 0357: I, III, IV)</p>	<p>2.1 general characteristics of gifted students. 2.2 various types and manifestations of giftedness (including, but not limited to, intellectual ability, specific academic aptitude, creative or productive thinking, leadership ability, and/or aptitude in the visual and performing arts). 2.3 unique differences between students who are gifted and others, including asynchronous developmental patterns, and among students who are gifted. 2.4 cognitive, social, emotional, cultural, linguistic, and environmental factors that enhance or inhibit the development of giftedness. 2.5 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). 2.6 impact of multiple exceptionalities and multi-potentialities on gifted students.</p>
<p>3. Identification Practices (1997 SSC: 4.1; CR:II-A-3, 4; CEC: 8.2.K, 8.4.K, 8.5.K, 8.3.S, 8.2.S , 8.5.S, 8.13.S; PRAXIS II, 0357: I, II, III, IV)</p>	<p>3.1 defensible methods for screening, identifying, and assessing students who are gifted, including under-served populations.</p>
<p>4. Program Development and Administration (1997 SSC: 5.1-5.5; CR: II-A-2, 3, 4, 5; CEC: 5.3.K, 5.4.K, 5.5.K, 5.6.K, 5.2.S , 5.3.S, 5.4.S, 5.5.S, 5.6.S, 5.8.S, , 5.9.S, 5.10.S, 5.11.S, 7.9.S, 5.7.S, 5.12.S, 5.13.S, 5.14.S, 7.7.S, 7.10.S, 9.4.S, 9.7.S, 10.2.K, 10.3.K, 10.2.S, 10.3.S, 10.6.S, 10.8.S; PRAXIS II,</p>	<p>4.1 program/services prototypes, grouping practices, and educational principles that offer appropriate foundations for the development of a defensible program/service for gifted education. 4.2 strategies to develop and implement program/service goals and objectives for all gifted learners, including those from diverse cultural and/or linguistic backgrounds. 4.3 strategies to conduct program/service evaluation for continued improvement. 4.4 strategies for advocating for students who are gifted and for enhancing community perceptions, interactions, and involvement regarding gifted education. 4.5 structuring, directing, and supervising the activities of para-educators,</p>

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<p>0357: II, III, IV, V)</p>	<p>volunteers and tutors. 4.6 preparation of budgets, grants, and reports. 4.7 strategies to promote collegial understanding of the academic and affective needs of gifted students among regular classroom teachers, administrators, and boards of education.</p>
<p>5. Research (1997 SSC: 6.1; CR: II-B; CEC: <i>not overtly present</i>; PRAXIS II, 0357: II)</p>	<p>5.1 quantitative and qualitative research methods and practice.</p>
<p>6. Instructional Strategies, Learning Environments and Social Interactions (1997 SSC: 7.1-7.8; CR: II-A-1, 2, 3, 4, 5; CEC: 2.4.K, 2.7.K, 2.8.K, 3.4.K, 3.7.K, 3.8.K, 4.1.K, 4.1.S, 4.2.S, 4.3.S, 4.4.S, 4.5.S, 4.6.S, 4.7.S, 5.3.K, 5.4.K, 5.5.K, 5.3.S, 5.5.S, 5.6.K, 5.7.K, 5.8.K, 5.6.S, 5.10.S, 5.11.S, 7.1.K, 7.2.K, 7.3.K, 7.4.K, 7.5.K, 7.6.K, 7.7.K, 7.1.S, 7.2.S, 7.3.S, 7.4.S, 7.5.S, 7.6.S, 7.8.S, 7.11.S, 8.1.K, 8.3.K, 8.1.S, 8.5.S, 8.6.S, 8.7.S, 8.8.S, 8.9.S, 8.10.S, 8.11.S, 8.12.S; PRAXIS II, 0357: II, III, IV, V)</p>	<p>6.1 models for delivery of appropriately differentiated content, process, product, affect, and learning environment (i.e., unique, complex, and abstract) designed to meet the unique cognitive and affective needs of gifted learners. 6.2 strategies for establishing an environment in which creativity and giftedness can emerge and where students can feel challenged and safe to acknowledge, explore, and express their uniqueness. 6.3 research-supported instructional strategies and practices (e.g., emphasis on conceptual development, advanced technological skills, accelerated presentation pace, and minimal drill and practice). 6.4 strategies to design cognitively complex discussion questions, projects, and assignments that promote such skills as reflective, evaluative, and creative thinking and problem solving. 6.5 understanding of the unique and sophisticated means by which individuals with gifts and talents including those from culturally diverse backgrounds may demonstrate their learning. 6.6 strategies for making differentiated educational decisions utilizing current research-based methods for assessing and reporting on the progress of students who are gifted. 6.7 strategies for enabling students who are gifted to develop the attitudes and skills needed for future success (i.e., production of knowledge; independent life-long learning; self-evaluation; setting, pursuing, and achieving of appropriate personal and academic goals). 6.8 strategies for developing learning experiences that are concept-based, open-ended, and flexibly paced. 6.9 strategies for addressing the unmet social and emotional issues facing gifted students that differ from the those of the general population.</p>
<p>7. Language and Diversity (1997 SSC: <i>not overtly present</i>; CR:II-A-4; CEC: 6.2.K, 6.3.K, 6.4.K; PRAXIS II, 0357: V)</p>	<p>7.1 characteristics of one's own culture and use of standard English and the ways in which these can differ from other cultures and uses of language. 7.2 impact and value of teachers serving as effective role models for gifted individuals. 7.3 ways of behaving and communicating that lead to more accurate interpretation and greater understanding among all cultural and linguistic groups.</p>

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<p>8. Professional and Ethical Practice <i>(1997 SSC: not overtly present; CR: II-A-2; CEC: 9.1.K, 9.2.K, 9.3.K, 9.17.S, 9.2.S, 9.3.S, 9.4.S, 9.5.S, 9.10.S; PRAXIS II, 0357: IV, V)</i></p>	<p>8.1 personal cultural biases and differences that affect one’s teaching. 8.2 organizations and publications, relevant to the field of gifted education. 8.3 continuum of lifelong professional development. 8.4 ethical practice for educators of gifted and talented learners. 8.5 resources for information on meeting the needs of students with gifts and talents. 8.6 self-evaluation of instruction. 8.7 opportunities for staff development to enhance teaching and personal involvement. 8.8 need to maintain confidentiality of communication about individuals with gifts and talents. 8.9 importance of using verbal, nonverbal, and written language effectively.</p>
<p>9. Collaboration <i>(1997 SSC: not overtly present; CR: II-A-2, 5; CEC: 10.1.K, 10.4.K, 10.5.S, 10.7.S; PRAXIS II, 0357: IV, V)</i></p>	<p>9.1 culturally responsive factors that promote effective communication and collaboration with individuals, families, school personnel, and community members. 9.2 models and strategies for consultation, conferencing, and collaboration with families and individuals with gifts and talents. 9.3 group problem solving skills used to develop, implement, and evaluate collaborative activities.</p>