

**PROGRAM FOR LICENSING ASSESSMENTS  
FOR COLORADO EDUCATORS® (PLACE®)  
OBJECTIVES  
FIELD 050: GIFTED AND TALENTED**

<b>Subarea</b>	<b>Approximate Percentage of Questions on Test</b>
Understanding the Nature and Needs of Gifted and Talented Students	23%
Understanding the Processes of Identifying and Assessing Gifted and Talented Students	23%
Facilitating Growth and Learning in Gifted and Talented Students	31%
Applying Leadership and Communication Skills to Support Gifted and Talented Education	23%

**UNDERSTANDING THE NATURE AND NEEDS OF GIFTED AND TALENTED STUDENTS**

**Understand processes of development and learning for gifted and talented students.**

Includes theories and processes of human development (ages birth–21) as they relate to gifted and talented students; theories and processes of learning, intelligence, affect, creativity, and expression of talent as they relate to gifted and talented students; factors that may affect learning and development in gifted and talented students; ways in which giftedness affects learning; brain research and its applications for gifted and talented students; recognition of the various types of giftedness, including creativity; recognition of the various levels of giftedness; and developmentally appropriate strategies to support the learning and development of gifted and talented students.

**Understand the characteristics and needs of gifted and talented students and the educational implications of giftedness.**

Includes the characteristics and unique learning needs of gifted and talented students in preschool through grade 12 (e.g., in relation to asynchronous, psychological, and cognitive development); special populations of gifted and talented students (e.g., highly gifted students, underachieving high-potential students, students with unique affective needs, culturally and ethnically diverse gifted students, high-potential linguistically different students, high-potential economically disadvantaged students); twice-exceptional students (i.e., gifted and talented students with disabilities); educational implications of giftedness (e.g., enrichment and acceleration needs); and analysis of student profiles reflecting varied learning strengths, styles, and needs.

Copyright © 2004 by National Evaluation Systems, Inc. (NES®)

"PLACE," "Program for Licensing Assessments for Colorado Educators," and the "PLACE" logo are registered trademarks of the Colorado Department of Education and National Evaluation Systems, Inc. (NES®).

"NES®" and its logo are registered trademarks of National Evaluation Systems, Inc.™

This document may not be reproduced for commercial use but may be copied for educational purposes.

**OBJECTIVES**  
**FIELD 050: GIFTED AND TALENTED**

**Understand the history, theories, and foundations of gifted education.**

Includes the history and theoretical foundations of gifted and talented education; incorporating conceptions of giftedness into teaching practice; the impact of public policy related to the education of gifted and talented students (e.g., state and federal laws, regulations, and guidelines; ethical considerations); historical characterizations of giftedness and talent; and the use of research and applicable theory as a basis for decision making and practice in gifted education.

**UNDERSTANDING THE PROCESSES OF IDENTIFYING AND ASSESSING GIFTED AND TALENTED STUDENTS**

**Understand various types of assessment instruments, their characteristics, uses, and limitations, and the procedures used to identify and assess gifted and talented students.**

Includes the process of identification of gifted and talented students; the characteristics, benefits, and limitations of types of informal and formal assessments used for gifted and talented students; procedures for selecting and using multiple assessment instruments and methods; terminology used in the assessment of gifted students (e.g., ceiling effect, out-of-level testing); and skills for interpreting, communicating, and using qualitative and quantitative assessment data.

**Understand how to use appropriate instruments and methods effectively to identify gifted and talented students and assess their educational needs.**

Includes defensible methods for selecting and using valid and reliable assessment instruments and procedures to identify gifted and talented students, including students from diverse socioeconomic, cultural, racial, and linguistic backgrounds, twice-exceptional students, highly gifted students, and early childhood students; procedures for using subjective and objective assessment data to identify student needs and prescribe appropriate educational strategies; strategies for communicating assessment information to a variety of stakeholders; and strategies for providing information to, and support for, parents/guardians as active participants in the assessment process.

**OBJECTIVES**  
**FIELD 050: GIFTED AND TALENTED**

**Understand how to use assessment results to match programming and instructional delivery options to gifted and talented students.**

Includes procedures for drawing inferences from assessment data and for planning instruction based on assessment results; recognition of programming options to meet the needs of gifted students (e.g., academic programs, leadership programs, technology-based instruction, counseling services, mentorship options); practices and program components for gifted students (e.g., flexible grouping practices, differentiated curriculum, affective and career development); methods for evaluating the appropriateness of programming for gifted students with given educational needs; procedures for monitoring programming options and their impact on an individual student's progress and achievement; and techniques for working in partnership with students, parents/guardians, classroom teachers, and other stakeholders in prescribing programming for gifted and talented students.

**FACILITATING GROWTH AND LEARNING IN GIFTED AND TALENTED STUDENTS**

**Understand procedures for establishing an appropriate and productive learning environment for gifted and talented students.**

Includes procedures for establishing a positive and accepting environment for divergent ideas, open-ended inquiry, risk taking, tolerance for ambiguity, and creative expression; procedures for designing a classroom environment that maximizes choices for gifted and talented students; recognition of the teacher's role in facilitating purposeful behavior and learning in gifted and talented students (e.g., responding flexibly to student ideas, assessing student work based on quality of reasoning); recognition of factors in the learning environment that encourage students' motivation and affect their attitudes toward themselves, others, and learning (e.g., providing student choice, interest-based learning, recognition of talents, and like-peer interaction); individual and group management strategies for achieving instructional goals (e.g., establishing appropriately high levels of expectation, maximizing flexibility in learning time, providing appropriate resources and audiences for student work); and procedures for selecting and using a range of instructional materials, resources, and technologies appropriate for gifted and talented students (e.g., print and nonprint materials, human and community resources, computer-aided instruction).

**OBJECTIVES**  
**FIELD 050: GIFTED AND TALENTED**

**Understand how to design and implement curriculum and instruction to facilitate growth and learning in gifted and talented students.**

Includes procedures for aligning curriculum, instruction, assessment, and progress-monitoring for gifted and talented students with state and local content standards; research-supported instructional strategies for gifted and talented students (e.g., career counseling, cluster grouping, enrichment, curriculum compacting, acceleration); strategies for involving students in methods of inquiry associated with different disciplines and for promoting students' reflective, productive, and higher-order thinking skills; procedures for differentiating instruction based on student needs and interests (e.g., preassessment, accelerating the pace of instruction, modifying curriculum to increase complexity and abstractness, accommodating developmental levels); practices that are responsive to the instructional and affective needs of gifted students with diverse backgrounds, learning styles, and exceptionalities; procedures for using assessment to identify student needs and to plan and adapt instruction on an ongoing basis; strategies for evaluating the effectiveness of programming and instructional methods for gifted students; and strategies for identifying and accessing specialized educational materials and learning opportunities for gifted and talented students.

**Understand how to facilitate research, investigation, and critical and creative thinking skills in gifted and talented students.**

Includes strategies for guiding gifted and talented students to identify and pursue their own interests, develop habits of inquiry, and establish lifelong learning goals; techniques for helping gifted and talented students develop effective work management skills (e.g., knowing when to ask for help, making good use of technology); strategies for involving students in various types of decision-making and problem-solving activities; strategies for promoting gifted and talented students' awareness and use of metacognition; strategies for promoting gifted and talented students' use of authentic research methodologies; and methods for developing relevant study skills.

**Understand how to promote positive social and emotional development in gifted and talented students.**

Includes strategies for fostering social skills development in gifted and talented students (e.g., developing friendships, using active listening skills, demonstrating leadership); methods for helping gifted and talented students accept and appreciate their own and others' abilities and limitations; techniques for providing gifted and talented students with opportunities to interact with gifted age-mates and adults; strategies for providing gifted and talented students with opportunities to develop ethical behavior, social responsibility, and moral judgment; strategies for helping gifted and talented students make successful transitions within and between educational settings; knowledge of emotional traits (e.g., perfectionism, intensity, sensitivity, complexity) that may indicate a need to reassess a gifted student's current programming; warning signs associated with various emotional problems (e.g., stress, depression, alienation); and strategies for responding to emotional concerns experienced by students.

**OBJECTIVES**  
**FIELD 050: GIFTED AND TALENTED**

**APPLYING LEADERSHIP AND COMMUNICATION SKILLS TO SUPPORT GIFTED AND TALENTED EDUCATION**

**Understand how to collaborate with parents/guardians, families, and other stakeholders to support the needs of gifted and talented students and their effective programming.**

Includes strategies for establishing and maintaining communication with the families of gifted and talented students, including families with diverse backgrounds; strategies for identifying concerns of parents/guardians of gifted and talented children and helping parents/guardians respond effectively; strategies for collaborating with parents/guardians, families, and other stakeholders to promote their participation in planning and supporting students' education, including career counseling; types of programs, services, networks, cultural opportunities, professional organizations, and general resources available to gifted and talented students and their families; and techniques for providing information, training, support, counseling, and referrals to families of gifted students.

**Understand how to collaborate with colleagues in the school and community for multiple purposes related to the education of gifted and talented students.**

Includes knowledge of skills and procedures that promote effective communication and collaboration with school and community personnel; methods for collaborating with stakeholders (e.g., board members, administrators, general education teachers, guidance counselors, school psychologists, library media specialists, members of the community) to promote gifted and talented students' achievement and address their affective and cognitive needs; methods for facilitating understanding of the unique needs of gifted students by school staff; strategies for promoting community support for gifted education programs; and strategies for accessing and working effectively with organizations that can help meet the needs of gifted and talented students and their families.

**Understand how to use effective communication and leadership skills in working with others to design and implement programs for gifted and talented students.**

Includes strategies for integrating gifted education into the school and district educational program and the organization of the school day; methods for advocating for gifted and talented education so that students are enabled to meet and/or exceed the highest possible standards; strategies for communicating effectively with policymakers and the general public about issues related to gifted and talented education; strategies for planning and providing professional development activities for increasing the knowledge and skills of classroom teachers regarding the education of gifted and talented students; and recognition of the role of organizations and activities (including self-evaluation) in providing professional development opportunities and increasing professional competence.