

# PLACE<sup>®</sup>

## STUDY GUIDE

50 Gifted and Talented



Program for Licensing Assessments  
for Colorado Educators<sup>®</sup>

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## **PART 1: GENERAL INFORMATION ABOUT THE PLACE® AND TEST PREPARATION**

Part 1 of this study guide is contained in a separate PDF file. Click the link below to view or print this section:

[General Information About the PLACE and Test Preparation](#)

## PART 2: FIELD-SPECIFIC INFORMATION

### TEST FIELD 50: GIFTED AND TALENTED

#### INTRODUCTION

This section includes a list of the test objectives, immediately followed by a set of practice multiple-choice questions. For test areas that include a performance assessment (Basic Skills, all languages other than English, Special Education Specialist: Visually Impaired), one or more practice performance assignments (as applicable) will also be included.

**TEST OBJECTIVES.** As noted earlier, the test objectives are broad, conceptual statements that reflect the knowledge, skills, and understanding an entry-level educator needs to teach effectively in a Colorado classroom. The list of test objectives represents the **only** source of information about what a specific test will cover.

**PRACTICE MULTIPLE-CHOICE QUESTIONS.** The practice multiple-choice questions included in this section are designed to give you an introduction to the nature of the questions included on the PLACE test. The practice questions represent the various types of multiple-choice questions you may expect to see on an actual test; however, they are **not** designed to provide diagnostic information to help you identify specific areas of individual strengths and weaknesses or to predict your performance on the test as a whole.

When you answer the practice multiple-choice questions, you may wish to use the answer key to check your answers. To help you identify how the test objectives are measured, the objective statement to which each multiple-choice question corresponds is listed in the answer key. When you are finished with the practice questions, you may wish to go back and review the entire list of test objectives and descriptive statements for your test area.

## OBJECTIVES

### TEST FIELD 50: GIFTED AND TALENTED

Subarea	Approximate Percentage of Questions on Test
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.

##### **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.

### **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).

### **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.

## 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.

## PRACTICE QUESTIONS: GIFTED AND TALENTED



1. Ms. Thompson teaches a sixth-grade math class that includes three students who are gifted in math. She is planning a review session to help prepare the class for an upcoming test. Ms. Thompson should be aware that research shows that gifted students rarely profit from such class review sessions because gifted students tend to:
  - A. become disengaged while repeating material they have already mastered.
  - B. value acquiring new information over earning good grades.
  - C. conceal their knowledge of subject matter in order to fit in with their same-age peers.
  - D. retain information more easily when they study independently.
2. Louis is a kindergarten student who was identified as gifted during preschool. He is very sensitive and often cries when the class reads sad books during story time. His gifted education specialist could best help Louis learn to manage his sensitivity by:
  - A. explaining to him that the characters in the stories are not real.
  - B. allowing him to skip story time if he is feeling emotional.
  - C. encouraging him to create happier versions of the original stories.
  - D. having him draw pictures showing how the stories make him feel.

3. The Exceptional Children's Educational Act, adopted by Colorado in 1976, had a significant impact upon gifted education in Colorado by requiring districts to:
  - A. create an administrative unit plan and submit an annual report in order to receive state gifted education funds.
  - B. ensure gifted education programs are proportionately representative of the ethnic composition of the district's overall population.
  - C. implement an education program for all students who are identified as gifted in one or more areas.
  - D. collaborate with universities and colleges to provide staff development opportunities relating to gifted education.
4. During the screening process, a school district uses a three-step procedure to identify gifted students. Students are initially identified according to their scores on standardized achievement or intelligence tests. Next, additional students may be nominated by teachers, peers, and parents/guardians. Finally, students may nominate themselves. This multistep screening process would most likely increase the eligibility of a student who:
  - A. earns poor grades one year, but raises his or her cumulative average by at least two grade points the following year.
  - B. scores slightly above average on standardized intelligence tests and exhibits good study skills.
  - C. scores below average on standardized tests, but exhibits leadership abilities or creative talent.
  - D. prefers to work cooperatively and participates in several after-school activities.

5. The gifted education program in a school district is well-established and successful. However, there are very few students with disabilities in the program. Administrators believe that their identification process, which includes scores from a variety of written and observational assessments, is not sufficiently valid for gifted students with disabilities. Which of the following procedures would be most likely to improve the validity of the identification process?
  - A. For students with disabilities, administer each written assessment at least twice and use the highest scores.
  - B. For students with disabilities, replace traditional assessments with peer and parent recommendations.
  - C. For students with disabilities, focus on their scores in areas that are unaffected by the disabilities.
  - D. For students with disabilities, obtain detailed developmental and medical records.
6. A gifted education coordinator is examining the mean scores obtained by gifted students within a school district on the seventh-grade Colorado Student Assessment Program (CSAP) writing examination. The mean scores would be most useful to the coordinator for:
  - A. developing suggestions for future gifted education programming based on students' strengths and needs.
  - B. evaluating the gifted education program's impact on students' overall language development.
  - C. making program placement recommendations for individual students.
  - D. establishing the baseline score gifted students must achieve to demonstrate proficiency in writing.

7. Ms. Feliciano teaches eleventh-grade Advanced Placement (AP) history. Five of the students in her class have been identified as gifted in social studies. The class will be using interactive museum Web sites to study the history of industry in the United States. Students will analyze primary documents, organize their results, and make a short presentation. Which of the following factors would be most important for Ms. Feliciano to consider when selecting Web sites for the gifted students to use?
- A. the variety of available documents on the sites
  - B. the manner in which the material is organized and presented
  - C. the usefulness of each site in accessing related links
  - D. the depth and complexity of the information
8. Mr. Kohl is a gifted education specialist who teaches enrichment classes in a middle school. He has decided to develop an enrichment activity to coincide with the upcoming genetics unit that his seventh-grade gifted students will study in their biology class. His goal is to provide the gifted students with a richer, more authentic learning experience than can be achieved in the larger general education biology classroom. Which of the following strategies would be most effective for Mr. Kohl to use in promoting productive, creative behavior in his students?
- A. Gain permission from the biology teacher to allow the gifted students to study the genetics unit in the gifted education classroom where they will receive instruction from a visiting college professor.
  - B. Assist gifted students in designing a genetics experiment in which they cross-pollinate various plants and flowers with specific traits; students will maintain a photo journal to share with the general biology class upon completion.
  - C. Assign gifted students to research and write a report on a topic related to genetics; students will spend biology class time in the library working on their research and reports.
  - D. Arrange for a visit to a genetics lab where the gifted students can view various stages of research and ask questions, and then have them share their experience with the other students in the biology class.

9. Tanya is a ninth-grade student who is gifted in music and achieves average grades in other subjects. She plays piano, bassoon, and guitar and writes her own songs. At a statewide songwriting competition, Tanya performed an original song and won an award in her age group. She has taken all of the music classes offered at her high school and plays in the school orchestra and wind ensemble. Tanya's music teacher meets with the gifted education specialist to discuss how he can best challenge Tanya to develop her talents. Which of the following recommendations should the gifted education specialist make?
- A. Help Tanya prepare to audition for a magnet school for musically gifted high school students.
  - B. Ask Tanya to coach other wind players who are having difficulty learning their parts.
  - C. Encourage Tanya to graduate from high school a year early to attend a music conservatory.
  - D. Suggest that Tanya compose an original school song for the band or chorus.
10. Due to budget constraints, a school district is considering eliminating some aspects of the gifted and talented program during the upcoming school year. Several parents/guardians have expressed their concerns over the proposed changes to Ms. Rossi, a gifted education specialist in a local middle school. Which of the following would be Ms. Rossi's most appropriate initial response to the parents/guardians in helping them deal with this concern?
- A. suggesting that they search the Internet for alternative sources of funding
  - B. telling them that she will bring their concerns to her school principal
  - C. encouraging them to collaborate with school personnel through an advocacy group
  - D. offering to write a letter to the editor of the local newspaper describing their concerns

11. Michelle is an academically gifted middle school student with a wide range of interests. She would like to participate in a special summer program in math and creative writing offered by a local college, but her family cannot afford the entrance fees. Which of the following actions should Michelle's gifted education specialist take in helping her obtain the necessary finances?
- A. Request a fee waiver for Michelle from the state department of education.
  - B. Apply for a grant through the Jacob K. Javits Gifted and Talented Students Education Program.
  - C. Contact local and regional gifted organizations to see if they offer scholarships.
  - D. Nominate Michelle for an award through the National Association for Gifted Children (NAGC).
12. Mr. Holmes, a gifted education specialist, is planning an extended enrichment program in math and language arts for gifted third- and fourth-grade students. Thirty-five students have been identified as eligible to participate. Mr. Holmes would like to ensure that the enrichment program is integrated into the school educational program. Which of the following steps should he take *next* in planning the enrichment program?
- A. Write an article for the school newsletter to inform faculty, staff, students, and parents/guardians about the plans for a new enrichment program.
  - B. Examine the general third-grade and higher math and language arts curriculums to identify possible content to be covered by the enrichment program.
  - C. Meet with the school library media specialist to determine what advanced math and language arts materials are available for the enrichment program.
  - D. Develop workshops about gifted education for third- and fourth-grade teachers who are interested in participating in the enrichment program.

## ANSWER KEY: GIFTED AND TALENTED



<b>Question Number</b>	<b>Correct Response</b>	<b>Objective</b>
1.	<b>A</b>	Understand processes of development and learning for gifted and talented students.
2.	<b>D</b>	Understand the characteristics and needs of gifted and talented students and the educational implications of giftedness.
3.	<b>A</b>	Understand the history, theories, and foundations of gifted education.
4.	<b>C</b>	Understand various types of assessment instruments, their characteristics, uses, and limitations, and the procedures used to identify and assess gifted and talented students.
5.	<b>C</b>	Understand how to use appropriate instruments and methods effectively to identify gifted and talented students and assess their educational needs.
6.	<b>A</b>	Understand how to use assessment results to match programming and instructional delivery options to gifted and talented students.
7.	<b>D</b>	Understand procedures for establishing an appropriate and productive learning environment for gifted and talented students.
8.	<b>B</b>	Understand how to facilitate research, investigation, and critical and creative thinking skills in gifted and talented students.
9.	<b>A</b>	Understand how to promote positive social and emotional development in gifted and talented students.
10.	<b>C</b>	Understand how to collaborate with parents/guardians, families, and other stakeholders to support the needs of gifted and talented students and their effective programming.
11.	<b>C</b>	Understand how to collaborate with colleagues in the school and community for multiple purposes related to the education of gifted and talented students.
12.	<b>B</b>	Understand how to use effective communication and leadership skills in working with others to design and implement programs for gifted and talented students.