3.5 Utilizes his/her understanding of educational disabilities and giftedness and their effects on student learning in order to individualize instruction for these students. (CO: 6.3)

Note: individualizing instruction for students with specific educational disabilities are addressed in standard 3.4 and 3.1.

	Basic (1.0 - 1.9)	Developing (2.0 - 2.9)	Proficient (3.0 - 3.9)	Advanced (4.0)
Identification/General Approaches	No evidence OR evidence exists that s/he ignored charactertistics of students with giftedness and did not act or assist in identification	Demonstrates understanding of the assessment and characteristics of students with giftedness, and acts proactively in assisting another educator in implementing assessment in one of the following areas:	Demonstrates understanding of the assessment and characteristics of students with giftedness, and acts proactively in planning and implementing assessment to identify one of the following:	Demonstrates advanced understanding of the assessment and characteristics of students with giftedness, and acts proactively in planning and implementing assessment to identify more than one of the following :
	a. assessment for official identification process, following school and district procedures				
	b. assessment to identify specific cognitive, learning,and curricular needs in order to individualize instruction				
	c. assessment to identify underachievement and/or emotional/affective needs				
	No evidence OR evidence exists that s/he ignored charactertistics of students with educational disabilities and did not act or assist in identification	Demonstrates understanding of the assessment and characteristics of students with educational disabilities, and acts proactively in assisting another educator in implementing assessment in one of the following areas:	Demonstrates understanding of the assessment and characteristics of students with geducaitonal disabilities, and acts proactively in planning and implementing assessment to identify one of the following:	Demonstrates advanced understanding of the assessment and characteristics of students with educational disabilities, and acts proactively in planning and implementing assessment to identify more than one of the following :
	a. assessment/collection of data for RTI process				
	b. assessment for official identification process, following school and district procedures				
	c. assessment to identify specific cognitive, learning,and curricular needs in order to individualize instruction				
	d. assessment to identify emotional/affective needs				
Giftedness	No evidence OR does not individualize to meet the needs of students with giftedness, providing none of the following experiences for gifted or high achieving students in long-term/unit/TWS plans:	Individualizes within a planned unit/TWS, utilizing at least one of the strategies listed below; however, strategies may be planned generally and not for the identified needs of specific gifted students	Plans and implements more than one of the following strategies to individualize learning and meet the identified needs of specific gifted students in a unit/TWS:	Shows flexibility in individualizing learning to meet identified needs of students with giftedness in the classroom, implementing a range of the following strategies in more than one unit/TWS:
	No evidence OR does not individualize to meet the needs of students with giftedness, providing none of the following experiences for gifted or high achieving students in daily plans/basal or scripted curricula:	Individualizes within lesson plans, utilizing at least one of the strategies listed below; however, strategies may be planned generally and not for the identified needs of specific gifted students	Plans and implements more than one of the following strategies to individualize learning and meet the identified needs of specific gifted students in daily plans, including modifications of published curricula:	Shows flexibility in individualizing learning to meet identified needs of students with giftedness in the classroom, implementing a range of the following strategies in daily plans, including modifications of published curricula:

Giftedness	a. modifies curriculum content (more abstract, complex, emphasis on methods of inquiry), process (promotion of higher order thinking processes, creative and critical thinking, problem solving, variable levels of pacing, open endedness, choice), product (requiring transformation of learning, extended outcomes, real world audiences or problems); see Standard 3.2 for general differentiation criteria
	b. accelerates the pace to allow for independent study or research projects which stress higher order thinking, increased complexity and teach student self-direction
	c. compacts the curriculum (pretest; eliminate areas of repitition; streamline learning experiences; offer enrichment, extension, and/or acceleration
	d. utilizes special resource personnel or conducts research that leads to changes in classroom and/or learning activities to strengthen curriculum/instruction for gifted students
	e. includes flexible grouping to allow gifted students to work with like-minded peers
	f. identifies and addresses the affective/emotional needs of gifted students (common are stress, depression, boredom, dependence, lowered motivation, and reticence)

Operationalization/Criteria:

Guidelines for Admission to Education: *Not evaluated at admission to education*

Guidelines for Admission to Student Teaching:
1. Benchmark for admission is a rating of "developing" on dimension 2 (giftedness): *Plans strategies that would individualize to meet the needs of gifted students.*
2. To score, review the eportfolio exhibits.

Evidence to be Evaluated: Lesson plans, unit plan, field experience teacher evaluations, videoclips, reflection for Goal 3, field experience teacher evaluations

Guidelines for Program Completion/Student Teaching:
1. Required for program completion is a rating of "proficient" for all dimensions (the population of students may affect opportunity to demonstrate some skills).
2. Observe the teacher's planning (lessons, TWS) and reflections, as well as directly observing his/her interactions with students.
3. Consult with other teachers who also have observed about consistency of using strategies.
4. Observe across content areas in which student has responsibility.
5. Observe student-student interactions.
6. Consistency = requires fluency/repetition, including documentation of competence in each content area of responsibility.
7. The OVERALL rating for the standard should be an average of the rating on all dimensions.
8. The narrative for the Inventory should specify an example of a skill/observation that led to the rating, e.g.: *Her TWS demonstrated growth in reaching learning goals from pre-post tests, caused by differentiation based on enrichment and acceleration within a tiered instruction format.*

Evidence: Direct observation, lesson plan book, TWS, inventories and assessment results, videoclips, assessment data and reports, individualized plans that
   student has developed/implemented (IEPs, 504 plans, e.g.), interviews with other teachers who have observed his/her teaching, log of activities with other
   professionals or planning meetings, co-teaching plans

Rationale:
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Callahan, R.M. (2005). Tracking and high school English learners: Limiting opportunities to learn. *American Educational Research Journal. 42* , 305-328.
Colangelo, N., & Davis, G.A. (2002). *Handbook of gifted education* , 3rd ed. Needham Heights, MA: Allyn and Bacon.

Delcourt, M.A.B., Cornell, D.G., & Goldberg, M.D. (2007). Cognitive and affective learning outcomes of gifted elementary school students. *Gifted Child Quarterly, 51,* 359-381.

DeLisle, J. (1995). Social and emotional needs of gifted children: Focusing on the basics. *Tempo, 15* (2), 1, 18-19.

Fogarty, R. (1991). *The mindful school: How to integrate the curricula* . Arlington Heights: IRI/Skylight Publishing.

Gross, U.M. & van Vliet, H.E. (1994). Radical acceleration: Responding to academic and social needs for extremely gifted adolescents. *Journal of Secondary Gifted Education, 5* , 7-18.

Guldemond, H., Bosker, R., Kuyper, H., & van der Werf, G. (2007). Do highly gifted students really have problems? *Educational Research and Evaluation, 13* , 555-568.

Gutiérrez, R., & Slavin, R.E. (1992). Achievement effects of the nongraded elementary school: A best evidence synthesis. *Review Educational of Research, 62* , 333-376.

Kaplan, S.N. (1986). The Grid: A model to construct differentiated curriculum for the gifted, in *Systems and Models for Developing Programs for the Gifted and Talented* . J.S. Renzulli, ed. (pp. 180-193). Mansfield Center, CT: Creative Learning Press.

Kulik, J.A. (1993, Spring). An analysis of the research on ability grouping. *NRC/GT Newsletter,* 8-9.

Kulik, J., & Kulik, C. (1987). Effects of ability grouping on student achievement. *Equity and Excellence, 23* , 22-30.

National Association for Gifted Children: http://www.nagc.org/

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Reis, S.M., Westberg, K.L. (1994). The impact of staff development on teachers' ability to modify curriculum for gifted and talented students. *Gifted Child Quarterly, 38* , 127-135.

Robinson, A., Shore, B., & Enersen, D. (2006). *Best practices in gifted education: An evidence based guide* . Publisher: Prufrock Press.

Rogers, K.B. (2007). Lessons learned about educating the gifted and talented: A synthesis of the research on educational practice. *Gifted Child Quarterly, 51,* 382-396.

Stamps, L.S. (2004). The effectiveness of curriculum compacting in first grade classrooms. *Roeper Review, 27* , 31-41.

Tomlinson, C.A., Kaplan, S.N., Renzulli, J.S., Leppien, J., & Burns, D. (2002). The parallel curriculum: A design to develop high potential and challenge high ability learners. Corwin Press.

Web Resources

Website on Acceleration: http://www.accelerationinstitute.org/

General Resources for Everyone: http://www.hoagiesgifted.org/

Emotional Needs of Gifted Organization (SENG): http://www.sengifted.org/

National Association for Giften Children: http://www.nagc.org/

From Australia, but a wonderful series of modules on differentiating instruction: http://www.dest.gov.au/sectors/school_education/publications_resources/profiles/gifted_education_ professional_development_package.htm.