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.

<table>
<thead>
<tr>
<th>Identification/General Approaches</th>
<th>Basic (1.0 - 1.9)</th>
<th>Developing (2.0 - 2.9)</th>
<th>Proficient (3.0 - 3.9)</th>
<th>Advanced (4.0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>No evidence OR evidence exists that s/he ignored characteristics of students with giftedness and did not act or assist in identification</td>
<td>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: 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</td>
<td>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: d. assessment to identify emotional/affective needs</td>
<td>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:</td>
<td></td>
</tr>
<tr>
<td>No evidence OR evidence exists that s/he ignored characteristics of students with educational disabilities and did not act or assist in identification</td>
<td>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: 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</td>
<td>Demonstrates understanding of the assessment and characteristics of students with educational disabilities, and acts proactively in planning and implementing assessment to identify one of the following:</td>
<td>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:</td>
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<tr>
<th>Giftedness</th>
<th>Basic (1.0 - 1.9)</th>
<th>Developing (2.0 - 2.9)</th>
<th>Proficient (3.0 - 3.9)</th>
<th>Advanced (4.0)</th>
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<tr>
<td>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:</td>
<td>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</td>
<td>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:</td>
<td>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:</td>
<td></td>
</tr>
<tr>
<td>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:</td>
<td>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</td>
<td>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:</td>
<td>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:</td>
<td></td>
</tr>
</tbody>
</table>
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:
National Association for Gifted Children: http://www.nagc.org/

Web Resources
Website on Acceleration: http://www.accelerationinstitute.org/
General Resources for Everyone: http://www.hoagiesgifted.org/
National Association for Gifted Children: http://www.nagc.org/