

In addition to the Arkansas Teaching Standards, the teacher of Gifted and Talented, grades K-12, shall demonstrate knowledge and competencies in the following areas:

<p>1. Learner Development and Individual Learning Differences</p> <p>NAGC: Standard 2 , Standard 3, Standard 6</p> <p>Praxis II (0357): I</p>	<p>Standard 1: Ability to understand the variations in learning and development in cognitive and affective areas among individuals with gifts and talents and apply this understanding to provide meaningful and challenging learning experiences for individuals with exceptionalities by</p> <ol style="list-style-type: none"> 1.1 Understanding how language, culture, economic status, family background, and/or area of disability can influence the learning of individuals with exceptionalities 1.2 Using an understanding of development and individual differences to respond to the needs of individuals with gifts and talents
<p>2. Learning Environment</p> <p>NAGC: Standard 5, Standard 6</p> <p>Praxis II (0357): I, III</p>	<p>Standard 2- Ability to create safe, inclusive, and culturally responsive learning environments so that individuals with gifts and talents become effective learners and develop social and emotional well-being by</p> <ol style="list-style-type: none"> 2.1 Creating safe, inclusive, and culturally responsive learning environments that engage individuals with gifts and talents in meaningful and rigorous learning activities and social interactions 2.2 Using communication and motivational and instructional interventional to facilitate understanding of subject matter and to teach individual with gifts and talents how to adapt to different environment and develop ethical leadership skills 2.3 Adjusting their communication to an individual’s language proficiency and cultural and linguistic differences 2.4 Demonstrating an understanding of the multiple environments that are part of a continuum of services for individuals with gifts and talents, including the advantages and disadvantages of various settings
<p>3 Curricular Content Knowledge</p> <p>NAGC: Standard 4</p> <p>Praxis II (0357): III</p>	<p>Standard 3: Ability to use knowledge of general and specialized curricula to advance learning for individuals with gifts and talents by</p> <ol style="list-style-type: none"> 3.1 Understanding the role of central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and use their understanding to organize knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions within and across grade levels 3.2 Designing appropriate learning and performance modifications for individuals with gifts and talents that enhance creativity,

	<p>acceleration, depth and complexity in academic subjects matter and specialized domains</p> <p>3.3 Using assessment to select, adapt and create materials to differentiate instructional strategies and general and specialized curricula to challenge individuals with gifts and talents</p> <p>3.4 Understanding that individuals with gifts and talents demonstrate a wide range of advanced knowledge and performance levels and modify the general or specialized curriculum appropriately</p>
<p>4. Assessment</p> <p>NAGC: Standard 8</p> <p>Praxis II (0357): II</p>	<p>Standard 4 - use multiple methods of assessment and data sources in making educational decisions about identification and learning by</p> <p>4.1 Understanding that some groups of individuals with gifts and talents have been underrepresented in gifted education program and select and use technically sound formal and informal assessment that minimize bias</p> <p>4.2 Using knowledge of measurement principles and practices to differentiate assessments and interpret results to guide educational decisions for individuals with gifts and talents</p> <p>4.3 Collaborating with colleagues and families in using multiple types of assessment information to make identification and learning progress decisions and to minimize bias in assessment and decision-making</p> <p>4.4 Using assessment results to develop long and short range goals and objectives that take into consideration and individual's abilities and needs, the learning environment, and others factors related to diversity</p> <p>4.5 Engaging individuals with gifts and talents in assessing the quality of their own learning and performance and in setting future goals and objectives</p>
<p>5. Instructional Planning and Strategies</p> <p>NAGC: Standard 7</p> <p>Praxis II (0357): III</p>	<p>Standard 5: Ability to select, adapt, and use a repertoire of evidence-based instructional strategies to advance the learning of individuals with gifts and talents by</p> <p>5.1 Knowing principles of evidence-based, differentiated, and accelerated practices and possess a repertoire of instructional strategies to enhance the critical and creative thinking, program-solving, and performance skills of individuals with gifts and talents</p> <p>5.2 Applying appropriate technologies to support instructional</p>

	<p>assessment, planning, and delivery for individuals with gifts and talents</p> <p>5.3 Collaborating with families, professional colleagues, and other educators to select, adapt, and use evidence-based strategies that promote challenging learning opportunities in general and specialized curricula</p> <p>5.4 Emphasizing the development, practice, and transfer of advanced knowledge and skills across environments throughout the lifespan leading to creative, productive careers in a multicultural society for individuals with gifts and talents</p> <p>5.5 Using instructional strategies that enhance the affective development of individuals with gifts and talents</p>
<p>6. Professional Learning and Ethical Practice</p> <p>NAGC: Standard 1, Standard 9</p> <p>Praxis II (0357): III, V</p>	<p>Standard 6 - use foundational knowledge of the field and professional ethical principles and Program Standards to inform gifted education practice, to engage in lifelong learning, and to advance the profession by</p> <p>6.1 Using professional ethical principles and specialized program standard to guide their practice</p> <p>6.2 Understanding how foundational knowledge, perspectives, and historical and current issues influence professional practice and the education and treatment of individuals with gifts and talents both in school and society</p> <p>6.3 Modeling respect for diversity, understanding that it is an integral part of society's institutions and impacts learning of individuals with gifts and talents in the delivery of gifted education services</p> <p>6.4 Having awareness of their own professional learning needs, understand the significance of lifelong learning, and participate in professional activities and learning communities</p> <p>6.5 Advancing the profession by engaging in activities such as advocacy and mentoring</p>
<p>7. Collaboration</p> <p>NAGC: Standard 10</p> <p>Praxis II (0357): IV</p>	<p>Standard 7: Ability to collaborate with families, other educators, related-services providers, individuals with gifts and talents, and personnel from community agencies in culturally responsive ways to address the needs of individuals with gifts and talents across a range of learning experiences by</p> <p>7.1 Applying elements of effective collaboration</p> <p>7.2 Serving as a collaborative resource with colleagues</p> <p>7.3 Using collaboration to promote the well-being of individuals with gifts and talents across a wide range of settings and collaborators</p>