



Indiana Content Standards for Educators

HIGH ABILITY

Teachers of students with high ability are expected to have a broad and comprehensive understanding of the knowledge and skills needed for this educator license, and to use that knowledge to help students prepare for the challenges and opportunities of the twenty-first century. This requires the ability to identify, comprehend, analyze, synthesize, and evaluate the basic principles, fundamental concepts, and essential content defined in these standards, and to apply that knowledge to the tasks of planning and delivering effective instruction and assessment.

Table of Contents

High Ability Educator Standards 1

Selected Bibliography of Standards and Sources Related to
High Ability 10

Alignment of Educator Standards with State and National Standards 11

High Ability Educator Standards

Standard 1: Foundations of Gifted and Talented Education

Teachers of students with high ability have a broad and comprehensive understanding of the historical, philosophical, ethical, and legal foundations of the field of gifted and talented education and demonstrate the ability to apply this knowledge to effectively meet the needs of students with high ability.

Standard 2: Development and Characteristics of Students with High Ability

Teachers of students with high ability have a broad and comprehensive understanding of the characteristics and needs of students with high ability as well as factors affecting the learning and development of students with high ability and demonstrate the ability to apply this knowledge to effectively meet the needs of students with high ability.

Standard 3: Assessment

Teachers of students with high ability have a broad and comprehensive understanding of various types of formal and informal assessments and assessment procedures used with students with high ability and demonstrate the ability to apply this knowledge to select, design, and use appropriate assessments for students with high ability.

Standard 4: Program Planning and Implementation

Teachers of students with high ability have a broad and comprehensive understanding of procedures for designing, implementing, and evaluating differentiated instructional plans for students with high ability and demonstrate the ability to apply this knowledge to design, implement, and evaluate effective differentiated instructional plans for students with high ability.

Standard 5: Learning Environments

Teachers of students with high ability have a broad and comprehensive understanding of various learning environments for students with high ability and demonstrate the ability to establish an appropriate and productive learning environment for students with high ability.

Standard 6: Curriculum and Instruction

Teachers of students with high ability have a broad and comprehensive understanding of effective, research-based curricular and instructional practices for students with high ability and demonstrate the ability to apply this knowledge to implement effective curricula and instruction for students with high ability.

Standard 7: Communication Skills and Social and Emotional Development

Teachers of students with high ability have a broad and comprehensive understanding of strategies for fostering students' communication skills and social and emotional development and demonstrate the ability to apply these strategies in working with students with high ability.

Standard 8: Transitions

Teachers of students with high ability have a broad and comprehensive understanding of strategies for helping students with high ability make successful developmental, educational, and social transitions and demonstrate the ability to apply this knowledge to help students with high ability make successful transitions.

Standard 9: Professional Roles and Responsibilities

Teachers of students with high ability have a broad and comprehensive understanding of their professional roles and responsibilities and demonstrate the ability to apply this knowledge by acting professionally and responsibly with regard to the education of students with high ability.

High Ability Educator Standards

Standard 1: Foundations of Gifted and Talented Education

Teachers of students with high ability have a broad and comprehensive understanding of the historical, philosophical, ethical, and legal foundations of the field of gifted and talented education and demonstrate the ability to apply this knowledge to effectively meet the needs of students with high ability, including:

- 1.1** historical and philosophical foundations of gifted and talented education, including current and classic research studies and conceptual frameworks that reflect the contributions and points of view of individuals from diverse backgrounds
- 1.2** knowledge of historical, societal, cultural, and economic factors that have enhanced or inhibited the development of gifts and talents in members of diverse populations
- 1.3** the ability to apply learning theories and brain research for students with high ability
- 1.4** key issues, trends, and ethical considerations in the field of gifted and talented education
- 1.5** the ability to apply knowledge of state and federal laws and policies related to the field of gifted and talented education
- 1.6** the ability to apply knowledge of the definition and identification criteria of gifts and talents, including those of students with backgrounds that are racially, culturally, linguistically, or socioeconomically diverse

Standard 2: Development and Characteristics of Students with High Ability

Teachers of students with high ability have a broad and comprehensive understanding of the characteristics and needs of students with high ability as well as factors affecting the learning and development of students with high ability and demonstrate the ability to apply this knowledge to effectively meet the needs of students with high ability, including:

- 2.1** academic and affective characteristics and learning needs of students with high ability in various domains, including students from diverse backgrounds
- 2.2** the ability to recognize advanced developmental milestones of individuals with high ability from early childhood through adolescence
- 2.3** similarities and differences between students with high ability and students in the general population
- 2.4** the ability to apply knowledge of internal and external conflicts that may arise from various manifestations of asynchronous development
- 2.5** the ability to apply knowledge of the influence of social and emotional development on the interpersonal relationships and learning of students with high ability
- 2.6** special populations of students with high ability, including students who are racially, culturally, linguistically, or socioeconomically diverse; students who have learning, physical, sensory, or behavioral disabilities; students who are exceptionally gifted; and students who are underachieving
- 2.7** the ability to apply knowledge of family systems and the roles families and communities play in supporting the learning and development of students with high ability
- 2.8** knowledge of the influence of cultural, linguistic, environmental, gender, and socioeconomic factors on the development, learning, and identification of students with high ability; and knowledge of how these factors can influence the underrepresentation of individuals from diverse groups in high ability programs
- 2.9** the ability to analyze student profiles that reflect varied learning strengths and needs

High Ability Educator Standards

Standard 3: Assessment

Teachers of students with high ability have a broad and comprehensive understanding of various types of formal and informal assessments and assessment procedures used with students with high ability and demonstrate the ability to apply this knowledge to select, design, and use appropriate assessments for students with high ability, including:

- 3.1** terminology and identification criteria used in the assessment of students with high ability
- 3.2** the characteristics, uses, and limitations of various formal and informal assessments in different domains that are used to identify students with high ability and to document academic growth
- 3.3** the ability to develop differentiated curriculum-based assessments for use in instructional planning and delivery for students with high ability, and the ability to use alternative assessments and technologies to evaluate the learning of students with high ability
- 3.4** the ability to use strategies and procedures for administering assessments, including technology-based strategies
- 3.5** the ability to use strategies for collaborating with families, community members, and professionals in the assessment process
- 3.6** the ability to interpret information from various formal and informal assessments in different domains
- 3.7** the ability to preassess students with high ability in various domains and adjust instruction based on ongoing assessment
- 3.8** the ability to apply nonbiased and equitable processes and procedures for identifying students with high ability and placing them in high ability programs, including students from diverse racial, cultural, linguistic, and socioeconomic backgrounds

High Ability Educator Standards

Standard 4: Program Planning and Implementation

Teachers of students with high ability have a broad and comprehensive understanding of procedures for designing, implementing, and evaluating differentiated instructional plans for students with high ability and demonstrate the ability to apply this knowledge to design, implement, and evaluate effective differentiated instructional plans for students with high ability, including:

- 4.1** the ability to use assessment information to make placement recommendations; to design differentiated instructional plans based on students' strengths and needs, including students from racially, culturally, linguistically, or socioeconomically diverse backgrounds; and to create ongoing student learning profiles
- 4.2** the ability to apply strategies for involving students with high ability in planning, implementing, and evaluating their own educational programs
- 4.3** the ability to apply strategies for aligning differentiated instructional plans with local, state, and national curricular standards, and for developing scope and sequence plans for students with high ability
- 4.4** the ability to incorporate multicultural curricula into instructional plans for students with high ability
- 4.5** the ability to apply knowledge of research-based practices and programming options to meet the needs of students with high ability, and the ability to analyze placement- and program-related issues related to the education of students with high ability
- 4.6** familiarity with school and community resources that can support differentiation, including content specialists
- 4.7** the ability to conduct ongoing student assessment and program evaluation to support program development, alignment, and refinement
- 4.8** the ability to apply strategies for collaborating with students with high ability, their families, general and special educators, and other school staff members to articulate a comprehensive preschool-through-secondary educational program for students with high ability

High Ability Educator Standards

Standard 5: Learning Environments

Teachers of students with high ability have a broad and comprehensive understanding of various learning environments for students with high ability and demonstrate the ability to establish an appropriate and productive learning environment for students with high ability, including:

- 5.1** the ability to apply strategies for creating a safe, positive, equitable, and supportive learning environment for students with high ability that encourages divergent ideas, open-ended inquiry, risk taking, creative expression, tolerance for ambiguity, and appreciation of diversity
- 5.2** the ability to plan, manage, and adapt the learning environment to address the characteristics and needs of students with high ability, to maximize choices and opportunities for students with high ability, and to foster students' intrinsic and extrinsic motivation
- 5.3** the ability to design learning environments that encourage students' active participation and meaningful engagement in individual and group activities to enhance independence, interdependence, and positive relationships with peers
- 5.4** the ability to apply flexible grouping practices based on the assessment of students' academic readiness, interests, prior knowledge, and needs
- 5.5** the ability to apply knowledge of the teacher's role in facilitating purposeful and productive behavior and in addressing related issues, such as underachievement
- 5.6** the ability to use and maintain various educational and assistive technologies for facilitating student learning, including that of students with multiple exceptionalities; and knowledge of situations in which other educational specialists should be consulted to effectively design instruction and curricula for students with multiple exceptionalities

High Ability Educator Standards

Standard 6: Curriculum and Instruction

Teachers of students with high ability have a broad and comprehensive understanding of effective, research-based curricular and instructional practices for students with high ability and demonstrate the ability to apply this knowledge to implement effective curricula and instruction for students with high ability, including:

- 6.1** theories and research models that form the conceptual basis of curriculum development and instructional practice for students with high ability
- 6.2** knowledge of features that distinguish differentiated curricula from general curricula for high ability students, and curricular emphases for students with high ability in various domains, including cognitive, affective, aesthetic, social, and linguistic
- 6.3** the ability to design, select, adapt, and implement a variety of differentiated curricula that incorporate advanced, conceptually challenging, in-depth, distinctive, and complex content for students with high ability
- 6.4** the ability to select curriculum resources, strategies, and product and performance options that are responsive to the racial, cultural, linguistic, socioeconomic, and intellectual differences among students with high ability
- 6.5** the ability to apply knowledge of the characteristics and features of differentiated instruction in regard to content, process, product/performance, and environment
- 6.6** the ability to apply research-supported strategies for providing and implementing differentiated instruction to students with high ability
- 6.7** the ability to preassess students with high ability in various domains and accelerate and enrich instruction based on ongoing assessment, and to implement strategies for pacing the delivery of curricula and instruction consistent with the characteristics and needs of students with high ability
- 6.8** the ability to apply strategies for promoting students' creation of varied, authentic, and appropriately challenging products and performances to demonstrate excellence and expertise, and the ability to apply strategies for providing opportunities for students to explore, develop, or research their areas of interest or talent
- 6.9** the ability to use technology to engage students with high ability in experiences that enhance learning, creativity, and innovation; to provide students with opportunities to explore real-world issues and solve authentic problems; and to enable students to set their own educational goals, manage their learning, and assess their progress
- 6.10** the ability to use strategies for fostering students' independent learning, time management, study skills, organizational strategies, habits of inquiry, application of metacognitive strategies, problem-finding and problem-solving skills, and application of authentic research methodologies
- 6.11** the ability to apply strategies for writing appropriate curricula to meet the needs of students with high ability

High Ability Educator Standards

Standard 7: Communication Skills and Social and Emotional Development

Teachers of students with high ability have a broad and comprehensive understanding of strategies for fostering students' communication skills and social and emotional development and demonstrate the ability to apply these strategies in working with students with high ability, including:

- 7.1** knowledge of resources, technologies, and strategies to enhance the communication skills of students with high ability, including students who have advanced communication skills, students who are English Learners, and students who have disabilities that interfere with communication
- 7.2** the ability to use advanced oral and written communication tools, including assistive and instructional technologies, to enhance the learning experiences of students with high ability who have exceptional learning needs
- 7.3** the ability to design learning opportunities and environments that promote self-awareness, self-efficacy, positive peer relationships, intercultural experiences, leadership, and lifelong learning for students with high ability
- 7.4** the ability to design opportunities for students with high ability to develop ethical behavior, social responsibility, and moral judgment
- 7.5** the ability to apply strategies for encouraging students with high ability to accept and appreciate their own abilities and limitations and those of others
- 7.6** the ability to provide students with high ability with opportunities to interact with same-age peers who are gifted and talented and with adult mentors who are gifted and talented
- 7.7** the ability to recognize and respond to early warning signs of emotional issues associated with high ability, including perfectionism, depression, stress, and alienation, and knowledge of strategies for helping students address these issues
- 7.8** the ability to apply strategies for helping students with high ability develop coping skills to address personal and social issues, including discrimination and stereotyping

High Ability Educator Standards

Standard 8: Transitions

Teachers of students with high ability have a broad and comprehensive understanding of strategies for helping students with high ability make successful developmental, educational, and social transitions and demonstrate the ability to apply this knowledge to help students with high ability make successful transitions, including:

- 8.1** the ability to integrate academic and career guidance experiences and leadership experiences into the individual learning plans of students with high ability
- 8.2** the ability to implement strategies for helping students with high ability make successful transitions within and between educational settings
- 8.3** knowledge of effective strategies for making atypical educational transitions, including grade advancement, subject advancement, pull-out programs, and early entrance to college
- 8.4** the ability to involve students with high ability in their own long-term educational planning, and the ability to apply strategies for helping students establish their own personal, educational, and career goals based on their strengths and interests
- 8.5** the ability to provide students with opportunities to present sophisticated performances and products to audiences outside the classroom and school
- 8.6** familiarity with resources and opportunities outside the school for students to develop their gifts and talents
- 8.7** the ability to apply strategies for working with families of students with high ability to assist with educational planning and transitions

High Ability Educator Standards

Standard 9: Professional Roles and Responsibilities

Teachers of students with high ability have a broad and comprehensive understanding of their professional roles and responsibilities and demonstrate the ability to apply this knowledge by acting professionally and responsibly with regard to the education of students with high ability, including:

- 9.1** the ability to communicate and collaborate with students with high ability and their families to help students achieve desired learning outcomes, including students from diverse racial, cultural, linguistic, and socioeconomic backgrounds and students with multiple exceptionalities
- 9.2** the ability to respond to the concerns of students with high ability and their families
- 9.3** the ability to communicate and collaborate with general education teachers, other school staff members, community members, and other stakeholders to provide differentiated learning opportunities for students with high ability
- 9.4** the ability to communicate and consult with school staff members and the school community about the characteristics and needs of students with high ability and to advocate on behalf of students with high ability and their families
- 9.5** the ability to apply strategies for engaging in research-supported professional development activities and professional organizations relevant to teaching students with high ability
- 9.6** knowledge of professional publications and Internet resources for enhancing one's professional skills and for engaging in lifelong professional development in the field of gifted and talented education
- 9.7** knowledge of and participation in professional organizations for enhancing one's professional skills and for engaging in lifelong professional development in the field of gifted and talented education
- 9.8** the ability to apply knowledge of how to practice within federal and state laws and other standards of the profession, including legal and ethical guidelines for maintaining student confidentiality and for using digital information and technologies
- 9.9** the ability to engage in reflection and self-assessment activities to address one's own strengths and weaknesses, to become aware of one's own cultural biases and differences and dispositions toward students with high ability and their families, to improve instruction, and to determine personal goals for professional growth
- 9.10** the ability to use digital tools and resources to collaborate and communicate with others effectively and to teach students with high ability to use technology to achieve desired learning outcomes

Selected Bibliography of Standards and Sources Related to High Ability

State and National Standards and Curriculum Frameworks

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2. Landrum, M. S., Callahan, C. M., & Shaklee, B. D. (Eds.). (2001). *Aiming for excellence: Annotations to the NAGC pre-K–grade 12 gifted program standards*. Waco, TX: Prufrock Press, Inc.
3. International Society for Technology in Education (ISTE). (2008). *National educational technology standards for teachers*. http://www.iste.org/Libraries/PDFs/NETS_for_Teachers_2008_EN.sflb.ashx

Sources on High Ability Content

4. Lockwood, A. T. (2007). *An agenda for the future: Closing the achievement gap for underrepresented groups in gifted and talented education*. Storrs, CT: University of Connecticut, The National Research Center on the Gifted and Talented.
5. VanTassel-Baska, J., & Brown, E. F. (2007). Toward best practice: An analysis of the efficacy of curriculum models in gifted education. *Gifted Child Quarterly*, 51(4), 342–358.
6. Reis, S. M. (Ed.). (2004). *Essential readings in gifted education* (Vols. 1–12). Thousand Oaks, CA: Corwin Press.
7. Neihart, M., Reis, S. M., Robinson, N. M., & Moon, S. M. (Eds.). (2002). *The social and emotional development of gifted children: What do we know?* Waco, TX: Prufrock Press, Inc.
8. Colangelo, N., & Davis, G. A. (2002). *Handbook of gifted education* (3rd ed.). Boston: Allyn & Bacon.

Sources on Student Learning and Pedagogical Methodology

9. VanTassel-Baska, J., & Little, C. A. (Eds.). (2010). *Content-based curriculum for high-ability learners* (2nd ed.). Waco, TX: Prufrock Press, Inc.
10. Rogers, K. B. (2002). *Re-forming gifted education: Matching the program to the child*. Scottsdale, AZ: Great Potential Press, Inc.
11. Tomlinson, C. A., Kaplan, S. N., Renzulli, J. S., Purcell, J., Leppien, J., & Burns, D. (2003). *The parallel curriculum: A design to develop high potential and challenge high-ability learners*. Thousand Oaks, CA: Corwin Press.
12. Winebrenner, S. (2001). *Teaching gifted kids in the regular classroom: Strategies and techniques every teacher can use to meet the academic needs of the gifted and talented*. Minneapolis, MN: Free Spirit Publishing, Inc.

Alignment of Educator Standards with State and National Standards

Indiana Educator Standards for High Ability	NAGC–CEC Teacher Knowledge & Skill Standards for Gifted and Talented Education	ISTE National Educational Technology Standards
<p><u>Standard 1: Foundations of Gifted and Talented Education</u></p> <p>Teachers of students with high ability have a broad and comprehensive understanding of the historical, philosophical, ethical, and legal foundations of the field of gifted and talented education and demonstrate the ability to apply this knowledge to effectively meet the needs of students with high ability.</p>	Standard 1	
<p><u>Standard 2: Development and Characteristics of Students with High Ability</u></p> <p>Teachers of students with high ability have a broad and comprehensive understanding of the characteristics and needs of students with high ability as well as factors affecting the learning and development of students with high ability and demonstrate the ability to apply this knowledge to effectively meet the needs of students with high ability.</p>	Standards 2, 3, and 5	
<p><u>Standard 3: Assessment</u></p> <p>Teachers of students with high ability have a broad and comprehensive understanding of various types of formal and informal assessments and assessment procedures used with students with high ability and demonstrate the ability to apply this knowledge to select, design, and use appropriate assessments for students with high ability.</p>	Standard 8	2d

Alignment of Educator Standards with State and National Standards

Indiana Educator Standards for High Ability	NAGC–CEC Teacher Knowledge & Skill Standards for Gifted and Talented Education	ISTE National Educational Technology Standards
<p><u>Standard 4: Program Planning and Implementation</u></p> <p>Teachers of students with high ability have a broad and comprehensive understanding of procedures for designing, implementing, and evaluating differentiated instructional plans for students with high ability and demonstrate the ability to apply this knowledge to design, implement, and evaluate effective differentiated instructional plans for students with high ability.</p>	Standards 3, 4, 7, and 10	2a–c
<p><u>Standard 5: Learning Environments</u></p> <p>Teachers of students with high ability have a broad and comprehensive understanding of various learning environments for students with high ability and demonstrate the ability to establish an appropriate and productive learning environment for students with high ability.</p>	Standards 4, 5, and 9	2a–d, 3a–b
<p><u>Standard 6: Curriculum and Instruction</u></p> <p>Teachers of students with high ability have a broad and comprehensive understanding of effective, research-based curricular and instructional practices for students with high ability and demonstrate the ability to apply this knowledge to implement effective curricula and instruction for students with high ability.</p>	Standards 4 and 7	1a–d, 2a–d
<p><u>Standard 7: Communication Skills and Social and Emotional Development</u></p> <p>Teachers of students with high ability have a broad and comprehensive understanding of strategies for fostering students' communication skills and social and emotional development and demonstrate the ability to apply these strategies in working with students with high ability.</p>	Standards 5 and 6	2a–d

Alignment of Educator Standards with State and National Standards

Indiana Educator Standards for High Ability	NAGC–CEC Teacher Knowledge & Skill Standards for Gifted and Talented Education	ISTE National Educational Technology Standards
<p><u>Standard 8: Transitions</u></p> <p>Teachers of students with high ability have a broad and comprehensive understanding of strategies for helping students with high ability make successful developmental, educational, and social transitions and demonstrate the ability to apply this knowledge to help students with high ability make successful transitions.</p>	Standards 7 and 10	
<p><u>Standard 9: Professional Roles and Responsibilities</u></p> <p>Teachers of students with high ability have a broad and comprehensive understanding of their professional roles and responsibilities and demonstrate the ability to apply this knowledge by acting professionally and responsibly with regard to the education of students with high ability.</p>	Standards 9 and 10	3a–d, 4a–d, 5a–d