

OHIO ASSESSMENTS FOR EDUCATORS (OAE)

FIELD 053: GIFTED EDUCATION

ASSESSMENT FRAMEWORK

March 2018

Content Domain	Range of Competencies	Approximate Percentage of Assessment Score
I. Foundations of Gifted Education	0001–0003	30%
II. Assessment and Program Design	0004–0006	30%
III. Curriculum and Instruction	0007–0010	40%

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FOUNDATIONS OF GIFTED EDUCATION

0001 Understand the historical, legal, and philosophical foundations of the field of gifted education.

Includes:

1. Demonstrate knowledge of the historical foundations of and influences on the field of gifted education, including points of view and contributions of individuals from diverse backgrounds.
2. Demonstrate familiarity with key issues and trends in the field of gifted education.
3. Apply knowledge of key philosophies, theories, models, and research that support gifted education.
4. Apply knowledge of relevant laws and policies and standards of ethical practice related to gifted education.
5. Apply knowledge of issues in the definition and identification of students who are gifted, including students from underrepresented populations (e.g., students who are racially, culturally, linguistically, or socioeconomically diverse; students who have learning, physical, sensory, or behavioral disabilities; students who are profoundly gifted; students who are underachieving).

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0002 Understand the development and characteristics of students who are gifted.

Includes:

1. Demonstrate knowledge of the cognitive, academic, and affective characteristics, needs, and development of students who are gifted in various domains (e.g., cognitive, academic, creative, leadership, artistic), including students from diverse populations.
2. Apply knowledge of internal and external conflicts that may arise from various manifestations of asynchronous development and knowledge of the influence of social and emotional development on the interpersonal relationships and learning of students who are gifted.
3. Demonstrate knowledge of unique learning patterns of students who are gifted, including students from diverse populations, and knowledge of similarities and differences between students who are gifted and their same-age peers.
4. Apply knowledge of diverse populations of students who are gifted, whose diversity may include race, culture, language, gender, sexual orientation, or socioeconomic; learning, physical, sensory, or behavioral disabilities; profound giftedness; and underachievement.
5. Demonstrate knowledge of factors that affect development and learning in students who are gifted, including effects of culture and environment; roles of families/guardians, schools, and communities; influences of different beliefs, traditions, and values across and within diverse groups; societal, cultural, and economic factors; differences in values, languages, and customs between school and home; and ways in which groups are stereotyped and experience discrimination.

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0003 Understand the professional roles and responsibilities of a gifted education intervention specialist.

Includes:

1. Apply knowledge of culturally responsive strategies and culturally relevant resources that promote effective communication and partnerships with students who are gifted and their families/guardians to help students achieve desired learning outcomes.
2. Apply knowledge of effective strategies that respond to the concerns of students who are gifted and their families/guardians; knowledge of resources for students who are gifted and their families/guardians; and strategies for providing families/guardians with information in their primary language regarding characteristics and behaviors associated with giftedness and with information that explains gifted identification and services.
3. Apply knowledge of effective strategies for communicating and collaborating with general education teachers, special education teachers, school counselors, other school staff members, service providers, volunteers, and community members to help students who are gifted achieve desired learning outcomes.
4. Apply knowledge of strategies for systematically engaging in self-reflection; self-assessment of practice; and ongoing, research-supported professional development activities to improve one's practice and develop professional expertise in the field of gifted education in order to address the cognitive, academic, and affective characteristics and needs of students who are gifted.
5. Demonstrate knowledge of effective strategies for advocating for students who are gifted and gifted education services, and strategies for communicating and consulting with school personnel about the characteristics and needs of students who are gifted, including students from diverse populations.
6. Demonstrate familiarity with organizations, publications, online resources, and other resources for educators of students who are gifted.

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ASSESSMENT AND PROGRAM DESIGN

0004 Understand procedures for selecting, designing, and using various types of formal and informal assessments.

Includes:

1. Demonstrate knowledge of the characteristics, uses, and limitations of various types of assessments (e.g., norm-referenced, individual and group ability and achievement assessments, checklists, performance evaluations) used in Ohio to identify students who are gifted.
2. Apply knowledge of nonbiased, equitable, and ethical processes and procedures for identifying and placing students who are gifted.
3. Demonstrate knowledge of the importance of using multiple methods of assessment and data sources for making educational decisions, such as using the Iowa Acceleration Scale for acceleration, and the importance of aligning assessment with services.
4. Apply knowledge of processes for selecting and administering technically sound qualitative and quantitative assessments that measure diverse abilities, talents, and strengths; and of how to ensure that the assessments used in the identification and evaluation processes are appropriate for each instrument's purpose, allow for above-grade-level performance, and provide opportunities for diverse perspectives.
5. Apply knowledge of how to develop and use a variety of differentiated assessments to measure the progress of students who are gifted.

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0005 Understand procedures for using assessment information to develop differentiated instructional plans for students who are gifted.

Includes:

1. Apply knowledge of how to interpret information from formal and informal assessments in various domains and how and when to communicate this information to students who are gifted, their families/guardians, general education teachers, other school staff members, and other service providers involved in developing and implementing differentiated instruction for students who are gifted.
2. Interpret qualitative and quantitative information to develop a profile of the strengths and needs of a given student who is gifted in order to plan appropriate curriculum, instruction, and supports.
3. Recognize the importance of using a balanced assessment system (i.e., preassessment, formative assessment, summative assessment) to identify students' needs, develop differentiated instructional plans, and adjust instructional plans using progress monitoring over time.
4. Apply knowledge of how to use assessment results to develop differentiated instructional plans for students who are gifted.
5. Apply knowledge of the components of a Written Education Plan (WEP) and procedures for developing and implementing a WEP to guide the provision of services for students who are gifted.

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0006 Understand the components of comprehensive gifted education programming and how to collaborate with others to develop, implement, and assess such programming.

Includes:

1. Apply knowledge of strategies for establishing comprehensive, cohesive, and ongoing procedures for identifying and serving students who are gifted.
2. Apply knowledge of strategies for collaborating with students who are gifted, their families/guardians, general and special education teachers, administrators, other school staff members, and district policy makers to plan, articulate, develop, and implement comprehensive and coordinated elementary through secondary gifted education programming.
3. Apply knowledge of strategies for collaborating with school counselors or other professionals to implement a curriculum scope and sequence for students who are gifted that addresses personal and social awareness and adjustment, academic planning, vocational and career awareness, and college and career guidance that is consistent with students' strengths, interests, goals, and values.
4. Apply knowledge of a variety of research-based and evidence-based gifted programming that enhances performance in cognitive and affective areas (e.g., multiple approaches to acceleration, enrichment options, multiple grouping options, individualized learning options, digital learning opportunities).
5. Demonstrate knowledge of the components of gifted education programming that is built on a research-based and evidence-based foundation and the importance of creating and following policies to guide and sustain the programming.
6. Demonstrate knowledge of strategies and procedures for evaluating gifted programming (e.g., using multiple indicators that measure mastery of content, higher-level thinking skills, achievement in specific program areas, and affective growth; assessing the quantity, quality, and appropriateness of gifted programming and services by disaggregating assessment data and yearly progress data; analyzing state data) and communicating the results.

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CURRICULUM AND INSTRUCTION

0007 Understand how to plan and manage the learning environment for students who are gifted.

Includes:

1. Demonstrate knowledge of how to create and maintain safe, productive, respectful learning environments for students who are gifted that support trust among diverse learners, encourage students to express diverse characteristics and behaviors associated with giftedness, and communicate high expectations for all students.
2. Demonstrate knowledge of a variety of research-based grouping practices for students who are gifted (e.g., cluster grouping, flexible grouping, ability grouping).
3. Apply knowledge of evidence-based strategies for encouraging the active participation of students who are gifted in individual and group activities to enhance independence, interdependence, and positive peer relationships with individuals who have various gifts, talents, abilities, and strengths.
4. Apply knowledge of evidence-based strategies for establishing learning environments that foster students' personal and social responsibility, self-efficacy, and leadership skills, including opportunities for leadership in community settings to effect positive change.
5. Apply knowledge of cultural competence and respect when working with students who are gifted, including modeling appreciation for and sensitivity to students' diverse backgrounds and languages; modeling appropriate strategies for addressing social issues such as bullying, discrimination, and stereotyping; and facilitating opportunities for students to collaborate with peers from diverse backgrounds to achieve common goals.

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0008 Understand strategies for fostering personal, emotional, and social competence and advanced language and communication skills.

Includes:

1. Apply knowledge of evidence-based strategies for fostering students' personal, emotional, academic, and creative growth (e.g., maintaining high expectations for students who are gifted; providing opportunities for self-exploration, personal development, and pursuit of interests, strengths, and gifts; providing students with appropriate and constructive feedback).
2. Apply knowledge of indicators of social and emotional issues associated with students who are gifted (e.g., perfectionism, anxiety, underachievement) and knowledge of strategies for helping students address these issues.
3. Apply knowledge of principles and strategies for helping students who are gifted develop social competence, including understanding their needs for both solitude and social interaction; providing opportunities for interactions with intellectual and artistic/creative peers as well as chronological-age peers; providing students with examples of positive coping skills and opportunities to apply such skills; and assessing and providing instruction in social skills needed for school, community, and the workplace.
4. Demonstrate knowledge of resources, technologies, and strategies for enhancing students' oral, written, nonverbal, and artistic communication in various formats and settings, including students who have advanced communication skills, students who are English Learners, students from diverse socioeconomic and cultural backgrounds, and students who have disabilities that interfere with communication.
5. Apply knowledge of how to provide students who are gifted with opportunities for the advanced development and maintenance of first and other languages and with opportunities to use advanced communication tools to express higher-level thinking and creativity.

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0009 Understand how to select, adapt, and design differentiated curricula for students who are gifted.

Includes:

1. Demonstrate familiarity with national and state curriculum standards and how to align differentiated instruction for students who are gifted with these standards.
2. Apply knowledge of how to adapt, modify, enhance, or replace the core or standard curriculum to meet the needs of students who are gifted, including students who have disabilities, students who are profoundly gifted, and students who are English Learners.
3. Demonstrate knowledge of elements that distinguish differentiated curricula from general curricula for students who are gifted and knowledge of curricular emphases for students who are gifted in various domains.
4. Apply knowledge of evidence-based strategies for selecting, adapting, and designing a variety of differentiated curricula that incorporate advanced, conceptually challenging, in-depth, distinctive, and complex content and of strategies for selecting curriculum resources and product options that respond to students' cultural, linguistic, socioeconomic, and intellectual differences.
5. Demonstrate knowledge of resources, technologies, and materials that are appropriate for students who are gifted and that support differentiation, including school and community resources and content specialists.
6. Apply knowledge of strategies for helping students who are gifted develop knowledge and skills for living and being productive in a multicultural, diverse, and global society, including developing and using challenging, culturally responsive curriculum; integrating career exploration experiences into learning opportunities; and using curriculum for deep exploration of cultures, languages, and economic and social issues related to diversity.

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0010 Understand how to select, adapt, and use evidence-based instructional strategies for students who are gifted.

Includes:

1. Apply knowledge of how to develop and use preassessments; how to pace instruction according to the learning rates of students who are gifted; how to accelerate and compact learning as appropriate; and how to use information and assistive technologies to individualize instruction for students who are gifted, including students from diverse populations.
2. Apply knowledge of how to select, adapt, and use a broad repertoire of evidence-based instructional strategies and materials that differentiate instruction for students who are gifted and respond to students' diversity and developmental level.
3. Apply knowledge of how to provide opportunities for students who are gifted to explore, develop, and/or research their areas of interest and/or talent.
4. Apply knowledge of evidence-based instructional strategies that support students who are gifted in becoming independent investigators and decision-makers and in solving real-world problems.
5. Apply knowledge of how to design interventions for students who are gifted that foster their cognitive and affective growth; how to develop specialized interventions for students to address issues such as twice-exceptionality, underachievement, and perfectionism; and how to enable students to identify their preferred approaches to learning and expand upon them.
6. Demonstrate knowledge of the characteristics and features of differentiated instruction in regard to content, process, product/performance, and environment.
7. Apply knowledge of evidence-based methods for fostering students' critical thinking, creative thinking and problem solving, habits of inquiry, application of metacognitive strategies, and application of authentic research methodologies.
8. Apply knowledge of evidence-based methods for fostering students' independent learning and executive functioning (e.g., time management, study skills, test-taking skills, organizational strategies).