

# Gifted and Talented Endorsement Specs Competencies & Requirements

## Purpose

The courses of the Gifted and Talented Endorsement are centered around the idea that in order for teachers to understand the academic, social, and emotional needs of gifted and talented learners they must experience learning in authentic and experiential ways. Without this immersive learning experience, teachers can be limited in their ability to transfer research knowledge in instructional classroom practice. In other words, the Gifted and Talented Endorsement is meant to provide an educative learning journey for participating teachers that provides new strategies for teaching gifted and talented learners. Through the four requirement areas, teachers delve more deeply into the research of best practices for working with gifted and talented learners that culminates with a professional learning experience.

The Gifted and Talented Endorsement may be added to a Utah Educator License with an Early Childhood, Elementary, Secondary, or Special Education area of concentration. This endorsement will allow the candidate to assume teaching and leadership positions in the education of gifted and talented youth.

## Prerequisites

To be eligible for this endorsement, candidates must meet the following prerequisites:

- Have a Utah Educator License that contains an Elementary, Early Childhood, or Special Education area of concentration.

## ENDORSEMENT REQUIREMENTS:

The Gifted and Talented Endorsement has the following 5 competency areas.

1. Learning, Development, and Individual Learning Differences in Gifted Education
2. Learning Environments for Gifted Students
3. Curriculum and Instructional Planning in Gifted Education
4. Assessment in Gifted Education
5. Professionalism and Collaboration in Gifted Education

A minimum of 16 credit hours is required to meet the Gifted and Talented Endorsement guidelines of the Utah State Board of Education. All four required courses must be completed, and additional credit hours may come from elective options. Coursework older than eight years will not be accepted. Completed courses must have grades of C or better.

To establish competencies in any of the 5 requirement areas, use the [Evidence of Competency Form](#). This form must be completed by a Gifted and Talented Representative.

## Overview of Requirement Areas and Approved Competency Paths to the Gifted and Talented Endorsement

### Requirement Area #1

Learning, Development, and Individual Learning Differences in Gifted Education

#### Pathways

- 3 credit college/university course for Learning, Development, and Individual Learning Differences in Gifted Education

or

- Competencies for Learning, Development, and Individual Learning Differences in Gifted Education including:
  - Understand how language, culture, economic status, family background, and/or area of disability can influence learning.
  - Model 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.
  - Use understanding of development, individual differences, and cognitive and affective characteristics to respond to student needs.
  - Understand 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.

## Requirement Area #2

### Learning Environments for Gifted Students

#### Pathways

- 3 credit college/university course for Learning Environments for Gifted Students
- or
- Competencies for Learning Environments for Gifted Students including:
    - Create safe, inclusive, and culturally responsive learning environments so that individuals with gifts and talents develop social and emotional well-being.
    - Create safe, inclusive, culturally responsive learning environments that engage individuals with gifts and talents in meaningful and rigorous learning activities and social interactions.
    - Use communication and motivational and instructional interventions to facilitate understanding of subject matter.
    - Adjust communication to an individual's language proficiency and cultural and linguistic differences.
    - Teach individuals with gifts and talents how to adapt to different environments and develop ethical leadership skills.
    - Demonstrate understanding of the multiple environments that are part of a continuum of services, including the advantages, and disadvantages of various settings.
    - Demonstrate understanding of learning environments outside of a school setting.

## Requirement Area #3

### Curriculum and Instructional Planning in Gifted Education

## Pathways

- 3 credit college/university course for Curriculum and Instructional Planning in Gifted Education

or

- Competencies for Curriculum and Instructional Planning in Gifted Education including:
  - Design appropriate learning and performance modifications that enhance creativity, acceleration, depth, and complexity in academic subject matter and specialized domains.
  - Use assessment to select, adapt, and create materials to differentiate instructional strategies and general and specialized curricula to challenge individuals with gifts and talents.
  - Understand that individuals with gifts and talents demonstrate a wide range of advanced knowledge and performance levels and modify the general or specialized curriculum appropriately.
  - Know principles of evidence-based, differentiated, and accelerated practices and possess a repertoire of instructional strategies to enhance critical and creative thinking, problem-solving, and performance skills.
  - Apply appropriate technologies to support instructional assessment, planning, and delivery.
  - Collaborate 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.
  - Emphasize the development, practice, and transfer of advanced knowledge and skills across environments throughout the lifespan leading to creative, productive careers in a multicultural society.
  - Use instructional strategies that enhance affective development.

## Requirement Area #4

### Assessment in Gifted Education

#### Pathways

- 3 credit college/university course for Assessment in Gifted Education

or

- Competencies for Assessment in Gifted Education including:
  - Use assessment to select, adapt, and create materials to differentiate instructional strategies and general and specialized curricula to challenge individuals with gifts and talents.
  - Understand that some groups of individuals with gifts and talents have been underrepresented in gifted and talented and select and use technically sound formal and informal assessments that minimize bias.
  - Use knowledge of measurement principles to differentiate assessments and interpret results to guide educational decisions.
  - Collaborate with colleagues and families in using multiple types of assessment information to make identification and learning progress decisions and minimize bias in assessment and decision-making.
  - Use assessment results to develop long and short-range goals and objectives that take into consideration an individual's abilities and needs, the learning environment, and other factors related to diversity.
  - Engage individuals with gifts and talents in assessing the quality of their own learning and performance and in setting future goals and objectives.

## Requirement Area #5

### Professionalism and Collaboration in Gifted Education

#### Pathways

- 3 credit college/university course for Professionalism and Collaboration in Gifted

Education

or

- Competencies for Professionalism and Collaboration in Gifted Education including:
  - Use professional ethical principles and specialized program standards (reference specific standards) to guide their practice.
  - Are aware of their own professional learning needs, understanding the significance of lifelong learning, and participate in professional activities and learning communities.
  - Advance the profession by engaging in activities such as advocacy and mentoring.
  - Apply elements of effective collaboration, serve as a collaborative resource for colleagues, and use collaboration to promote the well-being of individuals with gifts and talents.