

Gifted Education Conceptual Framework

The mission of the College of Education (COE) is to generate and disseminate knowledge through teaching, research, and service and to apply that knowledge to improve education and the quality of life for all individuals in a pluralistic and democratic society. Assisting in the accomplishment of this mission, the Department of Educational Leadership, Curriculum, and Special Education (ELCSE) provides graduate programs for the preparation and licensure of school leaders, curriculum specialists, special education faculty, and facilitators/administrators of gifted education.

The *National Association for Gifted Children and Council for Exceptional Children's* 10 professional standards serves as the conceptual framework for the MSE in Gifted Education. These framework's standards are strongly correlated to the *Arkansas Standards for Gifted Education* and contribute to accomplishing the following objectives of the unit's conceptual framework *Learning to Teach/Teaching to Learn*:

Learn:

1. Demonstrates effective communication skills (CEC Standard #2, #6, #9 and #10)
2. Acts in a legal, professional, and compassionate manner (CEC Standard #1 and #9)
3. Implements best practices in curriculum (CEC Standard #4, #5, #7 and #8)
4. Utilizes a variety of teaching models and strategies (CEC Standard #3, #4, #5 and #7)
5. Utilizes appropriate classroom/building management strategies (CEC Standard #5)
6. Utilizes a variety of assessment strategies to monitor student learning (CEC Standard #8)
7. Reflects on teaching and learning (CEC Standard #7 and #9).

These outcomes are embedded throughout the performance-based activities designed to accomplish the NAGC/CEC outcomes to promote the success of all students by instilling in candidates the capability and disposition to provide an optimum learning environment for individuals with ELN in their least restrictive environment.

1. Educators of the gifted, talented, and creative understand the field as an evolving and changing discipline based on philosophies, evidenced-based principles and theories, relevant laws and policies, diverse and historical points of view, and human issues that have historically influenced and continue to influence the field of special education; they are knowledgeable and skilled in the foundations of special education

2. Educators of the gifted, talented, and creative know and demonstrate respect for their students first as unique human beings, understanding similarities and differences in human development and the characteristics between and among individuals with and without exceptional learning needs.
3. Educators of the gifted, talented and creative understand the effects that an exceptional condition can have on an individual's learning in school and throughout life.
4. Educators of the gifted, talented, and creative possess a repertoire of evidence-based instructional strategies to individualize instruction for gifted individuals.
5. Educators of the gifted, talented, and creative actively create learning environments for individuals with gifted learners that foster cultural understanding, safety and emotional well-being, positive social interactions, and active engagement of gifted individuals.
6. Educators of gifted, talented, and creative understand typical and atypical language development and the ways in which exceptional conditions can interact with an individual's experience with and use of language.
7. Educators of gifted, talented, and creative place decision-making and instruction at the center of special education practice, developing long-range individualized instructional plans, annual goals, and short-term objectives anchored in both general and special education curricula.
8. Educators of gifted, talented, and creative value assessment as integral to the decision-making and teaching of special education, and use multiple types of assessment information for a variety of educational decisions.
9. Educators of gifted, talented, and creative are guided by the profession's ethical and professional practice standards, and continue a lifetime of professional growth to provide optimum success for their learners.
10. Educators of gifted, talented, and creative routinely and effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways.

The following shows a correlation between the Arkansas Standards for Gifted Education, the Unit Conceptual Framework, and NAGC/CEC Standards.

**ALIGNMENT OF ADE, Unit
Conceptual Framework
and NAGC/CEC**

- Planning Curriculum & Effective Teaching Strategies
 - Diversity
 - Effective Communication
- Collaboration
- Professionalism
- Assessment

ADE Standards

Content
Planning Curriculum
Delivery of Instruction
Teacher/Student Relations
Collaboration

**Unit Conceptual
Frameworks**

Professionalism
Communication
Diversity
Curriculum
Teaching Models
Classroom Management
Assessment
Reflective Teaching
Subject Matter

NAGC/CEC Standards

Foundations
Development and
Characteristics of Learners
Individual Learning
Differences
Instructional Strategies
Learning Environments and
Social Interactions
Language & Communication
Instructional Planning
Assessment
Professional & Ethical
Practice
Collaboration