



TExES® Gifted and Talented Supplemental Curriculum Crosswalk

| Required Course Numbers | | | | | | | | | |
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| Test Content Categories | | | | | | | | | |
| Domain I — Foundations of Gifted Education | | | | | | | | | |
| Competency 001: <i>The teacher understands and applies knowledge of the historical, legal and conceptual foundations of gifted education and understands the roles and responsibilities of the teacher of gifted and talented students.</i> | | | | | | | | | |
| A. Demonstrates an understanding of the rationale, principles and goals of gifted education and applies knowledge of current educational definitions of gifted and talented students to issues such as those related to the development and implementation of gifted and talented programs. | | | | | | | | | |
| B. Demonstrates knowledge of current and classic research studies and conceptual frameworks (e.g., related to human development, intelligence, learning, creativity) that underlie the basic principles and practices of gifted education and is able to apply knowledge of best practices based on empirical research in gifted education. | | | | | | | | | |

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| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| C. Analyzes issues and trends at the international, national and state levels that affect the education of gifted and talented students and demonstrates knowledge of state laws, policies and rules related to gifted education in Texas (e.g., requirements relating to referral, evaluation, eligibility and program development). | | | | | | | | | | |
| D. Applies knowledge of the historical, legal and conceptual foundations of gifted education to advocate for gifted and talented students and build support for gifted education programs. | | | | | | | | | | |
| E. Understands and knows how to address social, sociological, political and economic factors that may influence services available to gifted and talented students and knows procedures for ensuring that gifted and talented students receive the services to which they are legally entitled. | | | | | | | | | | |
| F. Demonstrates an understanding of legal and ethical issues that may arise with regard to the education of gifted and talented students (e.g., ensuring that students are properly served, personal relationships with students and families) and knows how to apply problem-solving strategies to help resolve these issues. | | | | | | | | | | |
| G. Demonstrates knowledge of the rights of gifted and talented students and their families (e.g., right to privacy, confidentiality, service, instruction) and knows how to provide information regarding these rights to students and their parents/guardians. | | | | | | | | | | |

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| H. Understands the importance of professional development in gifted education for colleagues working with gifted and talented students, including general education teachers, and knows how to identify and respond effectively to the professional development needs of colleagues with regard to gifted and talented students. | | | | | | | | | | |
| I. Demonstrates knowledge of the types of programs, services, networks, sociological opportunities, professional organizations and general resources available to gifted and talented students, their families and their teachers. | | | | | | | | | | |
| Competency 002: <i>The teacher understands and applies knowledge of the cognitive, social and emotional characteristics and needs of gifted and talented students.</i> | | | | | | | | | | |
| A. Recognizes characteristics of gifted and talented students (e.g., social, emotional, cognitive) and demonstrates knowledge of definitions, types and manifestations of giftedness (e.g., visual and performing arts, creative, intellectual, academic, leadership) and criteria for identifying gifted students. | | | | | | | | | | |
| B. Demonstrates knowledge of theories and models of educational psychology (e.g., Bruner, Vygotsky) and analyzes their implications for gifted and talented students. | | | | | | | | | | |

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| C. Understands and analyzes issues related to the cognitive, social, emotional and physical development of gifted and talented students (e.g., asynchrony, degree of giftedness, general intellectual abilities, specific aptitudes, creativity, identity, self-concept, self-efficacy, self-esteem, locus of control, motivation, self-reflection, character development, lifetime decision making, leadership, perfectionism, loneliness, depression); knows how to provide instruction that meets the needs of gifted and talented students (e.g., support groups, discussion groups, bibliotherapy, referral to school guidance and counseling services, mentorships) and applies procedures for creating a learning environment that supports the social, emotional and cognitive needs of gifted and talented students. | | | | | | | | | | |
| D. Demonstrates knowledge of internal and external conflicts that may arise from various manifestations of asynchronous development and knows how cognitive characteristics of gifted and talented students (e.g., creativity, superior intellectuality, leadership qualities, specific content strengths, excellence in the visual and performing arts) may be evidenced and perceived both positively and negatively. | | | | | | | | | | |

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| E. Applies knowledge of issues and factors that may affect gifted and talented students (e.g., disabilities, multiple exceptionalities, sociological or linguistic differences, socioeconomic disadvantages, student background) and understands environmental factors that may affect the social, emotional and cognitive development of gifted and talented students (e.g., responses to giftedness by family and age-mates, level of support received from the school and community, geographic isolation from other gifted students, pressure to conform). | | | | | | | | | | |
| F. Recognizes factors related to underachievement in gifted and talented students and knows how to effectively address causes of underachievement to enable gifted and talented students to achieve their potential. | | | | | | | | | | |
| G. Understands the needs of gifted and talented students with regard to the general classroom setting, required subject areas, specific areas of interest and interpersonal relationships and knows how to communicate and collaborate effectively with parents/guardians and with other professionals (e.g., general education teachers, administrators, counselors) to provide services and instruction that meet the social, emotional and cognitive needs of gifted and talented students. | | | | | | | | | | |

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| Domain II — Assessment, Curriculum and Instruction | | | | | | | | | | |
| Competency 003: <i>The teacher understands and applies knowledge of assessment issues and procedures relevant to gifted and talented students, including identification and evaluation.</i> | | | | | | | | | | |
| A. Demonstrates an understanding of principles of assessment and the characteristics and appropriate use of various types of formal and informal assessments (e.g., standardized assessment, observational assessment, authentic assessment, portfolio assessment, environmental assessment, performance assessment, case studies, interest surveys, student interviews, total talent portfolios). | | | | | | | | | | |
| B. Demonstrates knowledge of screening and identification procedures, including selecting tools and techniques based on program goals, student population, program design and program options; gathering data; synthesizing information; making placement decisions and reassessing gifted and talented students. | | | | | | | | | | |
| C. Applies knowledge of procedures and regulations for identifying gifted and talented students according to Texas state guidelines, including students from a variety of backgrounds, students who are highly gifted or highly creative, students who are English-language learners and students who have multiple exceptionalities. | | | | | | | | | | |

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| D. Knows how to interpret assessment results relating to gifted program eligibility (e.g., identifying gifted and talented students; making recommendations regarding placement, programming and service delivery) and how to communicate assessment results to students, teachers and parents/guardians (e.g., ceiling effects, out-of-level testing). | | | | | | | | | | |
| E. Applies knowledge of methods and uses of ongoing assessment, including purposes for reassessing gifted and talented students, and knows how to modify, develop and administer assessments for individual instructional intervention. | | | | | | | | | | |
| F. Knows how to use ongoing assessment to modify instruction and curricula in ways that promote student performance at advanced levels. | | | | | | | | | | |
| G. Knows how to design and use assessment to measure program goals and outcomes. | | | | | | | | | | |
| Competency 004: <i>The teacher understands and applies knowledge of systematic program and curriculum design.</i> | | | | | | | | | | |
| A. Demonstrates an understanding of program and curriculum design and service delivery, including research-based accelerated practices for gifted and talented students. | | | | | | | | | | |

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| B. Applies knowledge of program and grouping options as required by the <i>Texas State Plan for the Education of Gifted/Talented Students</i> (e.g., students work with other gifted students, with other students and independently). | | | | | | | | | | |
| C. Demonstrates knowledge of requirements of the <i>Texas State Plan for the Education of Gifted/Talented Students</i> for modifying curriculum and instructional options (e.g., array of learning experiences, continuum of learning experiences). | | | | | | | | | | |
| D. Understands the relationship between the curriculum, state content-area standards and the use of benchmarks based on expert performance and applies knowledge of the principles of vertical alignment of curricula. | | | | | | | | | | |
| E. Knows the importance of grounding curriculum in disciplinary content and conceptual understandings and demonstrates an understanding of the benefits of emphasizing concepts over coverage. | | | | | | | | | | |

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| F. Applies principles of a differentiated curriculum that reflect the characteristics and needs of gifted and talented students; knows how to adjust the curriculum and adapt the depth, complexity and pace of lessons to meet the characteristics and needs of gifted and talented students and applies knowledge of strategies for adapting curricula to address student characteristics and needs (e.g., individualized research, exploratory activities, instruction based on student interests, curriculum matched to formative assessment). | | | | | | | | | | |
| G. Applies skills for developing organizational and management plans that promote students' pursuit of independent projects leading to professional-level products and knows how to use the products and/or performances of experts in the field to plan instruction and promote student aspiration and excellence. | | | | | | | | | | |
| H. Knows how to monitor and evaluate program activities to support program development, alignment and refinement. | | | | | | | | | | |

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| Competency 005: <i>The teacher knows how to develop and implement learning experiences and environments that reflect research-supported instructional practices</i> | | | | | | | | | | |
| A. Demonstrates an understanding of current research relevant to gifted education (e.g., ability and achievement grouping, acceleration, curriculum compacting, talent development, creativity) and knows how to apply research-based instructional principles and practices (e.g., opportunities for acceleration, flexible pacing, minimal drill and practice, long-term projects, differentiated instruction, problem finding, problem solving, enrichment instruction) for gifted and talented students. | | | | | | | | | | |
| B. Identifies the characteristics and features of differentiated instruction as they relate to the modification of curriculum and instruction options required by the <i>Texas State Plan for the Education of Gifted/Talented Students</i> , including modifications to content, process, product and learning environment. | | | | | | | | | | |
| C. Knows how to adapt the learning environment to address the characteristics and needs of gifted and talented students (e.g., maximizing choices and opportunities, encouraging students' intrinsic and extrinsic motivation, providing appropriate resources and audiences for student work) and makes instructional decisions based on student needs, interests and choices and knowledge of research-supported program models and designs. | | | | | | | | | | |

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| D. Analyzes teacher roles (e.g., facilitator, advocate, researcher, collaborator) in the education of gifted and talented students and demonstrates awareness of the importance of involving students in planning, implementing and evaluating their own educational programs. | | | | | | | | | | |
| E. Applies knowledge of flexible grouping practices based on assessment of student interests, prior knowledge and needs. | | | | | | | | | | |
| F. Knows how to design cognitively complex instruction, discussion questions, projects and assignments and understands the importance of allowing students to incorporate creativity into learning tasks. | | | | | | | | | | |
| G. Knows how to create a safe, supportive environment for student risk taking, divergent ideas, open-ended inquiry, creative expression and students' tolerance for ambiguity. | | | | | | | | | | |
| H. Applies knowledge of strategies for providing students with multiple avenues for achieving learning goals (e.g., mentorships, out-of-school learning, advanced placement options, technology-based instruction, cluster grouping, interest development centers, summer programs, talent classes) and knows how to develop and organize career and leadership training and opportunities based on students' characteristics and interests. | | | | | | | | | | |
| I. Knows how to provide students with opportunities to present sophisticated products and performances to audiences outside the classroom and school. | | | | | | | | | | |

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| J. Demonstrates knowledge of methods for helping students develop effective independent study and time-management strategies (e.g., developing study skills, promoting use of metacognition, establishing efficient routines, making effective use of technology). | | | | | | | | | | |