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# **NEW YORK STATE TEACHER CERTIFICATION EXAMINATIONS™**

## **FIELD 064: GIFTED EDUCATION TEST DESIGN AND FRAMEWORK**

**May 2018**

**Authorized for Distribution by the New York State Education Department**

This test design and framework document is designed to provide information about the content and format of a test for the New York State Teacher Certification Examinations™ (NYSTCE®) program. Education faculty and administrators at teacher preparation institutions may also find the information in this framework useful as they discuss the test with candidates. All test components may differ from those presented here. Furthermore, review of this framework, in whole or in part, does not guarantee an increased likelihood of success on any of the New York State Teacher Certification Examinations. The NYSTCE program is subject to change at the sole discretion of the New York State Education Department, and any changes will fully supersede the information presented in this document. As a reminder, candidates are responsible for contacting their certification officer(s) regarding any changes to the New York State Teacher Certification Examinations.

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## NEW YORK STATE TEACHER CERTIFICATION EXAMINATIONS™

### FIELD 064: GIFTED EDUCATION TEST DESIGN

This test consists of selected-response items and one extended constructed-response item. Both types of items measure content knowledge and pedagogical content knowledge. The constructed-response item is scenario-based and requires the analysis of one or more artifacts (e.g., samples of student work, assessment results, an excerpt from an individualized education program form, teacher notes).

The selected-response items count for 80% of the total test score and the constructed-response item counts for 20% of the total test score, as indicated in the table that follows. Each selected-response item counts the same toward the total test score. The percentage of the total test score derived from the constructed-response item is also indicated in the table that follows.

The total testing time is 195 minutes. Candidates are free to set their own pace during the test administration. The following estimates were used to determine the total test time:

- The constructed-response item is designed with the expectation of a response up to 60 minutes.
- The selected-response items are designed with the expectation of response time up to 135 minutes.

Further information regarding the content of each competency can be found in the test framework.

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**FIELD 064: GIFTED EDUCATION  
TEST DESIGN**

<b>Competency</b>	<b>Selected-Response</b>		<b>Constructed-Response</b>	
	Approximate Number of Items	Approximate Percentage of Test Score	Number of Items	Approximate Percentage of Test Score
0001 Foundations of Gifted Education and Professional Practice	15	13%	--	--
0002 Development and Characteristics of Students Who Are Gifted and Talented	15	13%	--	--
0003 Assessment, Evaluation, and Differentiated Education Plans	15	14%	--	--
0004 Learning Environments, Social Interactions, and Communication	15	13%	--	--
0005 Planning and Instruction	15	14%	--	--
0006 Gifted Services and Collaboration	15	13%	--	--
0007 Analysis, Synthesis, and Application	--	--	1	20%
<b>Total</b>	<b>90</b>	<b>80%</b>	<b>1</b>	<b>20%</b>

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TEST FRAMEWORK**

Foundations of Gifted Education and Professional Practice  
Development and Characteristics of Students Who Are Gifted and Talented  
Assessment, Evaluation, and Differentiated Education Plans  
Learning Environments, Social Interactions, and Communication  
Planning and Instruction  
Gifted Services and Collaboration  
Analysis, Synthesis, and Application

The New York State educator of students who are gifted and talented possesses the knowledge and skills necessary to provide students with high-quality, research-based and evidence-based instruction and/or interventions that promote their achievement of individualized learning goals and foster their social/emotional development. The teacher skillfully applies knowledge of the characteristics and educational implications of giftedness, assessment, curriculum, and research-based and evidence-based instruction and interventions to plan and implement differentiated instruction. The teacher collaborates with others in the school and community to create and implement programs and services that enable students who are gifted and talented to reach their highest potentials. The teacher effectively fulfills the role as a gifted education professional in the classroom and school community.

As used in this document, the term "research-based" refers to those practices that have been shown to be effective in improving learner outcomes through systematic observation or experiment, rigorous data analysis, ability to replicate results, and publication in a peer-reviewed journal. "Evidence-based" refers to strategies empirically shown to improve learner outcomes, though not necessarily based on systematic experiments or published in a peer-reviewed journal.

**FIELD 064: GIFTED EDUCATION  
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**COMPETENCY 0001—FOUNDATIONS OF GIFTED EDUCATION AND  
PROFESSIONAL PRACTICE**

Performance Expectations

The New York State educator of students who are gifted and talented is grounded in the historical and theoretical foundations of the field of gifted education and committed to ongoing learning in the field through reflective practice and professional development. The teacher applies knowledge of federal and state laws and ethical guidelines related to gifted education. In addition, the teacher is familiar with professional organizations and resources in the field of gifted education.

Performance Indicators

- a. applies knowledge of the historical foundations of the field of gifted and talented education, including points of view and contributions of individuals from diverse backgrounds; and knowledge of key issues and trends (e.g., anti-intellectualism, stereotyping, equity, access, diversity, uses of technology, transition planning)
- b. demonstrates knowledge of key philosophies, theories, models, and research that support gifted and talented education, including theories and research models that form the basis of curriculum development and instructional practice for students who are gifted and talented
- c. applies knowledge of relevant federal and state laws and policies and standards of ethical practice related to gifted and talented education (e.g., related to referral, eligibility, program planning, instruction, placement, maintaining confidentiality, fostering equity in gifted programming and services, ethical use of information and technology)
- d. applies knowledge of issues in conceptions, definitions, and identification of students who are gifted and talented, including students from diverse backgrounds
- e. applies knowledge of strategies for systematically engaging in self-reflection, self-assessment of practice, and ongoing, research-supported professional development activities (e.g., online courses, face-to-face workshops, professional conferences and learning communities) 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 and talented
- f. demonstrates knowledge of organizations (e.g., National Association for Gifted Children [NAGC], Advocacy for Gifted and Talented Education [AGATE]), publications, online resources, and other resources for educators of students who are gifted and talented

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**COMPETENCY 0002—DEVELOPMENT AND CHARACTERISTICS OF STUDENTS  
WHO ARE GIFTED AND TALENTED**

Performance Expectations

The New York State educator of students who are gifted and talented understands the varying characteristics and development of students who are gifted and talented across domains. The teacher recognizes how various factors can affect development and learning in students who are gifted and talented. In addition, the teacher understands the varying strengths and needs of special populations of students who are gifted and talented.

Performance Indicators

- a. demonstrates knowledge of the cognitive, academic, and affective characteristics and needs of students who are gifted and talented in various domains (e.g., intellectual, academic, creative, leadership, artistic), including students from diverse backgrounds
- b. demonstrates knowledge of advanced developmental milestones of students who are gifted and talented from early childhood to adolescence, 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 interpersonal relationships and learning of students who are gifted and talented
- c. demonstrates knowledge of the idiosyncratic learning patterns of students who are gifted and talented, including students from diverse backgrounds
- d. demonstrates knowledge of similarities and differences between students who are gifted and talented and the general population
- e. applies knowledge of special populations of students who are gifted and talented, 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
- f. demonstrates knowledge of factors that affect development and learning in students who are gifted and talented (e.g., roles and beliefs of families and communities; societal, cultural, and economic factors)
- g. demonstrates knowledge of early warning signs of emotional issues associated with students who are gifted and talented (e.g., underachievement, perfectionism, depression, stress, alienation) and knowledge of strategies for helping students address these issues

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TEST FRAMEWORK**

**COMPETENCY 0003—ASSESSMENT, EVALUATION, AND DIFFERENTIATED  
EDUCATION PLANS**

Performance Expectations

The New York State educator of students who are gifted and talented understands how assessments are used for a variety of purposes, including determining eligibility for gifted programming and services, developing differentiated education plans, monitoring progress, and informing instruction. The teacher understands procedures for selecting and administering assessments and for interpreting the results of such assessments.

Performance Indicators

- a. demonstrates knowledge of the characteristics, uses, and limitations of various types of formal and informal assessments in different domains that are used to identify students who are gifted and talented and to document academic growth
- b. applies knowledge of nonbiased and equitable processes and procedures for identifying and placing students who are gifted and talented (e.g., collecting multiple types of assessment information, using locally developed norms or assessment tools in students' primary languages, using nonverbal assessments, using culturally sensitive checklists, eliciting evidence of students' interests and potential outside the classroom setting, providing testing accommodations to students with disabilities)
- c. applies knowledge of how to select and administer 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 reliable and valid for each instrument's purpose, allow for above-grade-level performance, and allow for diverse perspectives
- d. applies knowledge of how to develop and use a variety of differentiated assessments (e.g., curriculum-based assessments, alternative assessments, technology-based assessments, performance-based assessments, product-based assessments, above-level standardized assessments) to measure the progress of students who are gifted and talented
- e. applies knowledge of how to interpret information from formal and informal assessments in various domains and communicate this information to students who are gifted and talented, their parents/guardians, general education teachers, and other staff members involved in developing and implementing differentiated education plans for students who are gifted and talented
- f. interprets qualitative and quantitative assessment information to develop a profile of the strengths and weaknesses of a given student who is gifted and talented to plan appropriate curriculum, instruction, and interventions
- g. recognizes the importance of using a balanced assessment system, including preassessment and formative assessment, to identify students' needs, develop differentiated education plans, and adjust plans on the basis of continual progress monitoring

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- h. demonstrates knowledge of how to develop differentiated education plans for students who are gifted and talented (e.g., differentiating and/or accelerating curriculum, integrating academic and career guidance experiences into learning plans, engaging students in self-assessment of learning goals)

**COMPETENCY 0004—LEARNING ENVIRONMENTS, SOCIAL INTERACTIONS, AND COMMUNICATION**

Performance Expectations

The New York State educator of students who are gifted and talented understands how to plan and manage a safe, productive, and respectful learning environment for diverse learners who are gifted and talented. The teacher uses a variety of research-based and evidence-based grouping practices to promote students' cognitive and affective growth. The teacher applies knowledge of research-based and evidence-based strategies for fostering personal and social competence. In addition, the teacher of students who are gifted and talented demonstrates and models cultural competence. The teacher also fosters students' language and communication skills.

Performance Indicators

- a. demonstrates knowledge of how to create and maintain safe, productive, respectful learning environments for students who are gifted and talented that support trust among diverse learners, encourage students to express diverse characteristics and behaviors that are associated with giftedness, communicate high expectations for all students, model risk taking, and encourage students to use mistakes as learning opportunities
- b. demonstrates knowledge of a variety of research-based and evidence-based grouping practices for students who are gifted and talented that allow them to interact with individuals who have various gifts, talents, abilities, interests, and strengths and that help them develop an understanding of and respect for similarities and differences between themselves and their peer group and others in the general population; and strategies for encouraging active participation in individual and group activities to enhance independence, interdependence, and positive peer relationships
- c. applies knowledge of research-based and evidence-based strategies for fostering students' growth in personal competence and dispositions needed for exceptional academic and creative productivity (e.g., maintaining high expectations as evidenced in meaningful and rigorous activities; providing opportunities for self-exploration and development and pursuit of interests, strengths, and abilities; offering feedback that focuses on effort and perseverance)



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- d. applies knowledge of principles and strategies for helping students who are gifted and talented develop social competence (e.g., understanding students' 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; assessing and providing instruction in social skills needed for school, community, and the workplace)
- e. applies knowledge of 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
- f. applies knowledge of cultural competence when working with students who are gifted and talented (e.g., modeling appreciation for and sensitivity to students' diverse backgrounds and languages, modeling appropriate strategies for addressing social issues such as discrimination and stereotyping, providing structured opportunities for students to collaborate with peers from culturally diverse backgrounds on common goals)
- g. applies knowledge of resources, technologies, and strategies for enhancing oral, written, and artistic forms of communication and learning experiences of students who are gifted and talented, including students who have advanced communication skills, students who are English Language Learners, students from diverse cultural backgrounds, and students who have disabilities that interfere with communication
- h. applies knowledge of how to provide opportunities for advanced development and maintenance of first and second languages and opportunities to use advanced communication tools to express higher-level thinking and creative productivity

**COMPETENCY 0005—PLANNING AND INSTRUCTION**

Performance Expectations

The New York State educator of students who are gifted and talented understands how to align differentiated instructional plans with the New York State Learning Standards and locally adopted curricula. At the same time, the teacher recognizes how to adapt, modify, or extend the standard curriculum to address the varying needs of students who are gifted and talented. The teacher also understands research-based and evidence-based strategies for selecting, adapting, and differentiating curricula. In addition, the teacher uses preassessments to pace instruction appropriately and is familiar with resources and technologies that can be used to provide differentiated instruction. The teacher adeptly chooses from a repertoire of research-based and evidence-based instructional strategies and interventions to address the cognitive and affective needs of students.

Performance Indicators

- a. demonstrates knowledge of national and New York State Learning Standards and locally adopted curricula in order to align differentiated instructional plans for students

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- b. applies knowledge of how to adapt, modify, or extend the curriculum to meet the needs of students who are gifted and talented and those with special needs, such as students who are twice-exceptional, students who are highly gifted, and students who are English Language Learners
- c. demonstrates knowledge of curricular emphases for students who are gifted and talented in various domains (e.g., cognitive, affective, aesthetic, social, linguistic, leadership)
- d. applies knowledge of the characteristics and features of differentiated instruction in regard to content, process, product/performance, and environment according to student readiness, interest, and learning profile
- e. applies knowledge of research-based and evidence-based strategies for selecting, adapting, and differentiating curricula to incorporate advanced, conceptually challenging, in-depth, distinctive, and complex content; strategies for selecting curriculum resources and product options that respond to students' cultural, linguistic, and intellectual differences; and strategies for using metacognitive models to meet the needs of students who are gifted and talented
- f. applies knowledge of how to use preassessments to pace instruction according to the learning rates of students who are gifted and talented; how to accelerate and compact curriculum as appropriate; and how to use assistive and information technologies to individualize instruction for students who are gifted and talented, including those who are twice-exceptional and/or English Language Learners
- g. demonstrates familiarity with high-quality resources and materials that are appropriate for students who are gifted and talented; and school and community resources, including content specialists, that support differentiation
- h. applies knowledge of how to select, adapt, and use a repertoire of research-based and evidence-based instructional strategies and materials that differentiate instruction for students who are gifted and talented and respond to diversity and developmental level; and knowledge of how to provide opportunities for students to explore, develop, or research their areas of interest and/or talent
- i. applies knowledge of research-based and evidence-based instructional strategies that support students who are gifted and talented in becoming independent investigators and decision makers and in solving real-world problems (e.g., strategies that foster critical thinking, creative thinking, and problem finding and problem solving; inquiry models)
- j. applies knowledge of strategies for helping students who are gifted and talented develop knowledge and skills for living and being productive in a multicultural, diverse, and global society (e.g., developing and using challenging, culturally responsive instructional strategies; integrating career exploration experiences into learning opportunities; using curriculum for deep exploration of cultures, languages, and social issues related to diversity)
- k. applies knowledge of how to design interventions that foster students' cognitive and affective growth, develop specialized intervention services for students who are gifted and talented and who are underachieving, and enable students to identify their preferred approaches to learning and expand upon them

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- i. applies knowledge of research-based and evidence-based methods for fostering students' independent learning, time management, study skills, test-taking skills, organizational strategies, habits of inquiry, application of metacognitive strategies, and application of authentic research methodologies

**COMPETENCY 0006—GIFTED SERVICES AND COLLABORATION**

Performance Expectations

The New York State educator of students who are gifted and talented applies knowledge of how to communicate and collaborate with students who are gifted and talented, students' parents/guardians, general education teachers, special education teachers, administrators, school counselors, other school staff members, and members of the community to plan and provide programs and services that meet the varied needs of students who are gifted and talented and help students achieve desired learning outcomes. The teacher understands the components of comprehensive gifted programming and collaborates with others to develop, implement, and assess such services. In addition, the teacher advocates for individual students who are gifted and talented and for gifted education services.

Performance Indicators

- a. applies knowledge of culturally responsive strategies that promote effective communication and partnerships with students who are gifted and talented and their parents/guardians to help students achieve desired learning outcomes
- b. applies knowledge of effective strategies for responding to the concerns of students who are gifted and talented and their parents/guardians; knowledge of resources for students and their families; strategies for providing parents/guardians with information in their primary language regarding diverse characteristics and behaviors associated with giftedness, and with information that explains the nature and purpose of gifted programming options; and strategies for collaborating with parents/guardians to access resources to develop their child's gifts and talents
- c. applies knowledge of effective strategies for communicating and collaborating with general education teachers, special education teachers, school counselors, other school staff members, volunteers, and community members to help students who are gifted and talented achieve desired learning outcomes
- d. applies knowledge of strategies for collaborating with students who are gifted and talented, their families, general and special educators, administrators, and other school staff members to plan, articulate, develop, and implement a comprehensive and coordinated elementary through secondary gifted education program; and strategies for establishing comprehensive, cohesive, and ongoing procedures for identifying and serving students who are gifted and talented (e.g., informed consent, committee review, student retention, student reassessment, student exiting, appeals procedures for both entry into and exit from gifted program services)

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- e. applies knowledge of strategies for collaborating with school counselors to address 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 (e.g., facilitating mentorships, internships, and vocational programming experiences that match student interests and aptitudes)
- f. applies knowledge of a variety of research-based and evidence-based gifted programming options that enhance performance in cognitive and affective areas, including multiple alternative approaches to accelerate learning, enrichment options to extend and deepen learning opportunities within and beyond the school setting (e.g., global collaboration), multiple types of grouping (e.g., clusters, resource rooms, special classes, special schools), individualized learning options (e.g., mentorships, internships, online courses, independent study, summer programs), and uses of technology to enhance access to high-level programming (e.g., online learning, assistive technology)
- g. demonstrates knowledge of the importance of creating and following policies and procedures to guide and sustain all components of gifted education programming (e.g., assessment, identification, acceleration practices, enrichment clusters, grouping practices) built on an evidence-based foundation
- h. demonstrates knowledge of effective strategies for advocating for students who are gifted and talented and gifted education services; and strategies for communicating and consulting with school personnel about the characteristics and needs of students who are gifted and talented, including students from diverse backgrounds
- i. demonstrates knowledge of strategies and procedures for evaluating gifted programming, including 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 the gifted programming and services by disaggregating assessment data and yearly progress data and sharing the results; and ensuring that the evaluation plan is purposeful and evaluates the effectiveness of the gifted education services

**COMPETENCY 0007—ANALYSIS, SYNTHESIS, AND APPLICATION**

Performance Expectations

The New York State educator of students who are gifted and talented draws upon comprehensive knowledge of the characteristics of students who are gifted and talented and assessments used in gifted education to plan and implement research-based instructional practices. The teacher analyzes and synthesizes information from student profiles and data from formal and informal assessments to determine a student's strengths and weaknesses and make recommendations to address those identified strengths and weaknesses.

Performance Indicators

- a. analyzes individual profiles of students who have been identified as gifted and talented

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- b. interprets and synthesizes qualitative and quantitative information from formal and informal assessments in various domains (e.g., cognitive, affective, aesthetic, social, linguistic, leadership) for a given student who is gifted and talented
- c. applies knowledge of strategies for fostering students' growth in personal competence and dispositions needed for exceptional academic and creative productivity in order to make appropriate recommendations for a given student
- d. applies knowledge of principles and strategies for helping students who are gifted and talented develop social competence in order to make appropriate recommendations for a given student
- e. applies knowledge of strategies for enhancing oral, written, artistic, and technological forms of communication and learning experiences of students who are gifted and talented in order to make appropriate recommendations for a given student, including students who have advanced communication skills, students who are English Language Learners, students from diverse cultural backgrounds, and students who have disabilities that interfere with communication
- f. applies knowledge of how to adapt, modify, or extend the curricula to meet the needs of students who are gifted and talented in order to make appropriate recommendations for a given student, including students with special needs, such as students who are twice-exceptional, students who are highly gifted, students who are English Language Learners, and/or students who are underachieving
- g. applies knowledge of strategies for selecting, adapting, and extending curricula that incorporate advanced, conceptually rigorous, in-depth, distinctive, and complex content; strategies for selecting instructional resources and product options that respond to students' cultural, linguistic, and intellectual differences; and strategies for using metacognitive models to meet the needs of students who are gifted and talented in order to make appropriate recommendations for a given student
- h. applies knowledge of how to select, adapt, and use a repertoire of research-based instructional strategies and materials that differentiate instruction for students who are gifted and talented and respond to diversity and developmental levels; and knowledge of how to provide opportunities for students to explore, develop, research, or collaborate within their areas of interest and/or talent in order to make appropriate recommendations for a given student
- i. applies knowledge of research-based instructional strategies that support students who are gifted and talented in becoming independent investigators and decision makers in solving real-world problems in order to make appropriate recommendations for a given student
- j. applies knowledge of how to design interventions for students who are gifted and talented that foster their cognitive and affective growth, develop specialized intervention services for students who are gifted and talented and who are underachieving, and enable students to identify their preferred approaches to learning and expand upon them in order to make appropriate recommendations for a given student

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- k. applies knowledge of research-based methods for fostering students' independent learning, time management, study skills, test-taking skills, organizational strategies, habits of inquiry, application of metacognitive strategies, and application of authentic research methodologies in order to make appropriate recommendations for a given student