

Gifted Education (0357)

Test at a Glance

Test Name	Gifted Education		
Test Code	0357		
Time	2 hours		
Number of Questions	120		
Format	Multiple-choice questions		
	Content Categories	Approximate Number of Questions	Approximate Percentage of Examination
	I. Definitions, Development, and Characteristics of Giftedness	18	15%
	II. Identification, Assessment, and Eligibility of Gifted Students	18	15%
	III. Curricular and Instructional Modifications for Gifted Students	42	35%
	IV. Program Placements for Gifted Students	18	15%
	V. Professional Knowledge	24	20%

About This Test

The Gifted Education test, designed in consultation with practicing professionals in the field of gifted education, assesses whether an examinee has the knowledge, skills, and abilities necessary for a beginning teacher of gifted students. It assesses the major areas of knowledge and practical ways to use that knowledge in the education of gifted students.

This test may contain some questions that will not count towards your score.

Topics Covered

Representative descriptions of topics covered in each category are provided below.

I. Definitions, Development, and Characteristics of Giftedness

- Analyze issues involved in the definition of giftedness.
- Demonstrate an understanding of different types of giftedness.
- Demonstrate an understanding of the thinking and learning styles of intellectually gifted students.
- Identify social characteristics related to intellectual giftedness.
- Identify emotional characteristics related to intellectual giftedness.
- Identify aesthetic and intuitive characteristics related to intellectual giftedness.
- Demonstrate an understanding of the characteristics of and measurement problems related to creativity in gifted students.
- Demonstrate an understanding of genetic and environmental factors in the development of giftedness.
- Demonstrate an understanding of characteristics of giftedness among students (e.g., female students, minority students, disadvantaged students, students with disabilities).
- Identify factors that may obstruct the development of giftedness.
- Identify factors that may enhance the development of giftedness.
- Demonstrate an understanding of variation among intellectually gifted students in the areas of academic achievement and classroom performance.
- Demonstrate an understanding of factors related to underachievement in gifted students.

II. Identification, Assessment, and Eligibility of Gifted Students

- Demonstrate an understanding of principles of qualitative and quantitative measurement related to gifted education.
- Demonstrate an understanding of statistical concepts commonly used in psychological measurement and evaluation in gifted education.
- Identify and interpret quantitative measures of giftedness.

- Identify and interpret qualitative measures of giftedness.
- Identify appropriate test administration procedures for the assessment of gifted students.
- Evaluate advantages and disadvantages of quantitative versus qualitative measures of intellectual giftedness.
- Apply multidimensional methods of identification and assessment of gifted students.
- Demonstrate an understanding of problems in the identification of hard-to-identify groups of gifted students.
- Identify methods and approaches for seeking out hard-to-identify gifted students.
- Demonstrate an understanding of current procedural safeguards and legal issues related to the identification, assessment, and eligibility of gifted students.
- Apply knowledge of assessment results and individual differences among gifted students to develop an appropriate IEP (Individualized Educational Program).
- Apply regulations for eligibility to participate in programs for the gifted.

III. Curricular and Instructional Modifications for Gifted Students

- Identify procedures involved in the development, implementation, and evaluation of an IEP.
- Demonstrate an understanding of current procedural safeguards and legal issues related to the development, implementation, and evaluation of instructional plans of gifted students.
- Demonstrate an understanding of the relationship between content and process skills education.
- Demonstrate an understanding of research, programs, practices, and issues related to acceleration for gifted students.

- Demonstrate an understanding of research, programs, practices, and issues related to enrichment for gifted students.
- Demonstrate an understanding of research, programs, practices, and issues related to metacognitive skills development for gifted students.
- Demonstrate an understanding of accelerative practices and programs in mathematics education for gifted students at the elementary and secondary levels.
- Demonstrate an understanding of enrichment approaches in mathematics education for gifted students at the elementary and secondary levels.
- Demonstrate an understanding of current issues in mathematics education for gifted students.
- Demonstrate an understanding of accelerative practices and programs in science education for gifted students at the elementary and secondary levels.
- Demonstrate an understanding of enrichment approaches in science education for gifted students at the elementary and secondary levels.
- Demonstrate an understanding of current issues in science education for gifted students.
- Demonstrate an understanding of accelerative practices and programs in social studies for gifted students at the elementary and secondary levels.
- Demonstrate an understanding of enrichment approaches in social studies for gifted students at the elementary and secondary levels.
- Demonstrate an understanding of current issues in social studies education for gifted students.
- Demonstrate an understanding of accelerative practices and programs in language arts education for gifted students at the elementary and secondary levels.
- Demonstrate an understanding of enrichment approaches in language arts education for gifted students at the elementary and secondary levels.
- Demonstrate an understanding of current issues in language arts education for gifted students.
- Demonstrate an understanding of programs, practices, and current issues in visual and performing arts education for gifted students.
- Demonstrate an understanding of programs, practices, and current affective education issues in gifted students at the elementary and secondary levels.
- Demonstrate an understanding of issues in advising gifted students with special needs (e.g., female students, minority students, disadvantaged students) at the elementary and secondary levels.
- Demonstrate an understanding of problem finding and problem solving as key mental processes in gifted education.
- Demonstrate an understanding of cognitive process models used in gifted education.
- Demonstrate an understanding of affective process models used in gifted education.
- Identify methods for the effective use of instructional technology in gifted education.
- Demonstrate an understanding of educational practices and attitudes that tend to enhance creativity.
- Demonstrate an understanding of educational practices and attitudes that tend to stifle creativity.
- Identify approaches that may enhance the performance of underachievers.
- Apply appropriate criteria for selection of curriculum materials for gifted students.
- Demonstrate an understanding of models of curriculum development for gifted students.

IV. Program Placements for Gifted Students

- Demonstrate an understanding of current procedural safeguards and legal issues related to placement options for gifted students.
- Analyze factors involved in matching specific program options to the individual needs of gifted students.
- Identify program placement options in the education of gifted students.
- Demonstrate an understanding of problems in the implementation of program placement options for gifted education.
- Demonstrate an understanding of the placement option of regular education with resource services for gifted students.
- Demonstrate an understanding of the placement option of regular education with special classes for gifted students.
- Demonstrate an understanding of the placement option referred to as a special education program: self-contained, for gifted students.

- Demonstrate an understanding of the placement option referred to as special education program: special school, for gifted students.
- Demonstrate an understanding of cluster grouping of gifted students.
- Demonstrate an understanding of the collaborative consultative model.
- Demonstrate an understanding of the community resources for gifted students.
- Demonstrate an understanding of independent study for gifted students.
- Demonstrate an understanding of out-of-school programs and activities for gifted students.
- Demonstrate an understanding of research and issues involved in the acceleration of gifted students.
- Demonstrate an understanding of program placement models in gifted education.

V. Professional Knowledge

- Identify rationales, philosophical principles, and goals of gifted education.
- Identify major trends and events in the history of gifted education.
- Identify current national trends and practices in gifted education.
- Demonstrate an understanding of the relationship between gifted education and general education.
- Demonstrate an understanding of the relationship between gifted education and special education.
- Identify types and functions of professional organizations and publications in the field of gifted education.
- Identify federal laws, regulations, and policies concerned with gifted education.
- Demonstrate an understanding of the characteristics of effective teachers of gifted students.
- Demonstrate an understanding of current issues and controversies related to the provision of special programs for gifted students.
- Demonstrate an understanding of parental issues and concerns related to gifted education.
- Demonstrate an understanding of the role of parents in gifted education programs.
- Demonstrate an understanding of teachers' and administrators' issues and concerns related to gifted education.
- Demonstrate an understanding of the role of administrators and other school personnel in gifted education.
- Identify school staff involved in school decision making that affects gifted education.
- Demonstrate an understanding of the principles of program development for gifted students.
- Demonstrate an understanding of the principles of program evaluation.
- Demonstrate an understanding of special issues and problems related to the evaluation of gifted education programs.
- Demonstrate an understanding of the influences of the general community on gifted education.

Sample Test Questions

The sample questions that follow illustrate the kinds of questions in the test. They are not, however, representative of the entire scope of the test in either content or difficulty. Answers with explanations follow the questions.

Directions: Each of the questions or statements below is followed by four suggested answers or completions. Select the one that is best in each case.

1. Students who score exceptionally well on IQ tests most often excel in which of the following areas?
 - (A) Creativity
 - (B) Convergent thinking
 - (C) School grades
 - (D) Critical thinking

2. Which of the following assignments would a young elementary student who is intellectually gifted typically prefer?
 - (A) Looking at pictures of leaves and classifying them according to key
 - (B) Reading an encyclopedia article on leaves
 - (C) Collecting leaves and finding ways to organize them
 - (D) Drawing pictures of commonly occurring leaves

3. Matthew is a highly gifted 15-year-old student whose multidisciplinary assessment indicates outstanding achievement in all academic areas. However, observations by several of his teachers as well as his scores on a personality test battery indicate that Matthew has difficulties in several affective areas. He tends to be shy, he is excessively concerned with perfection, and he strongly prefers working by himself to engaging in group projects. Matthew's IEP would most appropriately include provisions that
 - (A) encourage self-initiated learning
 - (B) develop skills in making judgments using standards and criteria
 - (C) encourage participation in academic group problem-solving competitions
 - (D) develop the habit of reading for pure enjoyment

4. In general, most curricula pay relatively little attention to the affective education of gifted students. The main reason for this is that
 - (A) school staff tend to be more oriented toward meeting the cognitive needs of gifted students rather than their affective needs
 - (B) the affective issues faced by gifted students tend to be virtually identical to those faced by their nongifted peers
 - (C) studies indicate that school instruction designed to improve students' affective skills is generally ineffective
 - (D) the knowledge base on which to build affective education programs is as yet too limited to justify the expenditure of limited education funds

5. Which of the following teaching approaches is most likely to enhance the creativity of gifted students?
 - (A) Emphasize concrete, real-life applications of topics rather than abstract concepts
 - (B) Structure assignments in ways that encourage divergent thinking
 - (C) Accelerate coverage of required content to allow time for creative activities
 - (D) Encourage students to choose their own educational goals and to seek out their own resources

6. Which of the following should be a primary consideration in the selection of a curriculum model for gifted students?
 - (A) The model should be focused primarily on content that is appropriate for gifted students, leaving process-related decisions up to the individual teacher.
 - (B) The model should be a feasible adjunct to the regular curriculum.
 - (C) The model should maximize opportunities for the integration of gifted and regular students in instructional activities.
 - (D) The model should provide multiple paths to reach specified goals.

7. When a gifted student is involved in independent study, a major responsibility of the teacher or mentor is to assist the student in
- (A) identifying appropriate human and material resources
 - (B) analyzing data and drawing conclusions
 - (C) determining an appropriate format for presentation of results
 - (D) focusing the student's topic of study
8. Which of the following principles is most appropriate for guiding the development of a gifted education program?
- (A) Gifted students should have ample educational opportunities to realize their potential to the fullest extent possible.
 - (B) The primary aim of instruction for gifted students should be to provide students with learning experiences that help translate the affective domain into thoughts and actions.
 - (C) Gifted students should be instructed in homogeneous groupings to the maximum extent possible.
 - (D) Education for the gifted should be administered as a separate program from the regular education program to maximize available funding and other resources

Answers

1. The correct answer is B. Intelligence tests consist mainly, if not exclusively, of questions to which there are specific correct responses. This type of question calls for a combination of memory and logical reasoning skills, a type of mental activity that is known as convergent thinking. Because students who obtain high scores on IQ tests have demonstrated, almost by definition, that they are good at convergent thinking, choice B is the correct response. Creativity, on the other hand, is almost synonymous with divergent thinking, which is the ability to generate novel, unpredictable ideas. Because individuals who excel at convergent thinking may have only average or low divergent thinking skills, a high IQ score is not necessarily associated with high creativity, and choice A is incorrect. Although intelligence test results often have a high positive correlation with school grades, it is not unusual for specific individuals to be very intelligent and yet earn undistinguished school grades. Because the association between IQ and school grades is not as strong as the association between IQ and convergent thinking skills, choice C is incorrect. Critical thinking, which involves evaluative skills, is not typically measured by standard IQ tests. As with divergent thinking, individuals may be highly intelligent without being skilled in critical thinking. Therefore, choice D is also incorrect.

2. The correct answer is C. Research on the thinking and learning styles of gifted students indicates that these students tend both to need and to derive considerable satisfaction from activities that involve organizing ideas and objects in a meaningful way, preferably according to principles that they themselves have generated. Gifted children also tend to prefer active exploration over more passive modes of learning. Of the choices listed in the question, only C meets all these criteria. For example, collecting leaves is a more active assignment than looking at pictures (choice A) or reading an article (choice B). Similarly, finding ways to organize leaves, which involves both generating and applying an organizing principle, is an activity that gifted children would tend to prefer over the activity of simply applying someone else's classification scheme (choice A). Choice D is incorrect because drawing pictures of commonly occurring leaves would offer these children no opportunity to explore, to generate ideas, or to use or derive organization principles.

3. This question calls for the selection of an educational activity that meets both the cognitive and affective needs of a particular gifted student. Effective IEPs must build on students' strengths, as well as address areas in need of remediation. Although Matthew, the student in the example, excels in academic achievement, his shyness and his strong preference for solitary work indicate some weaknesses in his social interaction skills. By encouraging him to participate in academic group problem-solving competitions, he has an opportunity to utilize his strengths (i.e., his knowledge and intelligence) to build up one of his weaker areas (i.e., his difficulty with peer interaction). Therefore, choice C is the correct response. The other choices are incorrect because they do not address Matthew's strengths and weaknesses. The description of Matthew does not include information about his capacity for self-initiated learning; therefore, choice A is irrelevant and incorrect. Choice B is incorrect because Matthew's perfectionism implies that he already excels in the scrupulous application of standards and criteria to his own work and the work of others. Choice D is incorrect because although Matthew may benefit from a less task-oriented approach to reading, this would only encourage more, rather than less, solitary activity.

4. The correct answer is A. Historically, educators concerned with providing services to the gifted have attended primarily to the dimension that most obviously distinguishes gifted students from regular students; that is, their intellectual talents. The need to pay attention to gifted students' affective development is less immediately obvious and is only beginning to be recognized by educators of the gifted.

Choice B is incorrect because gifted individuals do not face affective issues identical to those faced by nongifted students. To the contrary, the gifted need to develop certain skills and understandings, with regard to themselves and others, that are a direct consequence of their being different from others in important ways. Choice C is incorrect because researchers have, in fact, provided evidence for the effectiveness of various programs designed to improve gifted students' affective skills. Choice D is incorrect for similar reasons: researchers and practitioners have built and continue to build a body of knowledge about the needs and characteristics of gifted students that is useful for the development of affective education programs for these students. Furthermore, the expenditure of limited funds to address only the cognitive needs of gifted students implies an unwarranted dichotomy between cognitive and affective education. Indeed, unmet affective needs may often prevent gifted students from deriving any real benefits from unidimensional instruction.

5. The correct answer is B. The concept of intellectual creativity refers to the ability to generate new, unanticipated ideas and connections between ideas. This type of thinking is referred to as divergent thinking and is best promoted when teachers present students with open-ended questions, with problems that require new perspectives for their solution, and with issues that invite a wide range of responses. Choice A is incorrect because creative thought can be elicited by or applied to abstract concepts as well as to concrete real-life situations. Choice C reflects a basic misunderstanding: creative activities should not be separated from regular school tasks and tacked on to the end of “regular” tasks as a type of bonus. To the contrary, required educational content can and should be presented in ways that encourage creative thinking. Choice D implies another basic misunderstanding: it is the responsibility of professionals, not students, to set educational goals. Furthermore, although students may demonstrate some creativity in identifying resources for specific tasks and projects, it is, again, the responsibility of educators to provide the basic resources required by students to attain educational goals.

6. The correct answer is D. When educators select a curriculum model for gifted students, a number of principles should guide them. One of these principles involves flexibility in reaching specified goals. This factor is important in allowing teachers to be responsive to the diverse needs, interests, and talents of their students, as well as to the particular constellation of resources that may be available in a given situation. Choice A is incorrect because a curriculum for gifted students should define not only the type of content that is most appropriate but also how to present this content in ways that will best challenge the particular intellectual strengths and interests of gifted students. Concerning choices B and C, the feasibility of linking the gifted curriculum to the regular curriculum, or the gifted students to the regular students, may be an issue to consider in some particular circumstances. However, because these considerations have nothing inherently to do with the question of how best to serve gifted students, they should not be the guiding principles in curriculum development.

7. The correct answer is D. An important aspect of independent study for a gifted student is ensuring that the student selects an appropriate topic to serve as a focus for his or her project. However, because students often have difficulty determining the appropriate level of specificity for a study topic, the teacher has a major responsibility to help students focus their study topics in such a way that a productive project is possible, given limitations of time, of resources, and of the student’s intellectual maturity (choice D). In specific situations, a teacher may sometimes decide to assist a student in identifying resources (choice A) in analyzing data and drawing conclusions (choice B), or in determining an appropriate format for presentation of results (choice C). However, since none of these activities is in all cases a major responsibility of the teacher, choices A, B, and C are incorrect.

8. The correct answer is A. A fundamental principle that should guide the development of all educational programs, including those designed for gifted students, is that ample opportunities should be provided to allow students to realize their full potential. With respect to this principle, gifted programs differ from other educational programs only in that the application of the principle should lead to different educational provisions that reflect the fact that gifted students’ learning styles and learning potential differ in many ways from those of regular students. Choice B is incorrect because translating the affective domain into thoughts and actions is an objective that would apply only occasionally in specific situations; this is by no means a guiding principle of gifted education. Similarly, choice C is incorrect because the homogeneous grouping of gifted students in instruction is a desirable aim for some, but by no means all, instructional situations. Therefore, among the choices listed, this consideration is not the most appropriate guiding principle for the development of a gifted education program. Regarding choice D, although concerns about financial and other resources do affect educational decisions to some extent, such concerns are not basically educational in nature and should not be the principle that guides the development of a gifted education program. In addition, choice D involves questionable reasoning: administering gifted education separately from regular education does not necessarily, or even usually, maximize available funding and other resources.



Listening. Learning. Leading.®

www.ets.org