NEW/REVISED PROGRAM
GIFTED & TALENTED EDUCATION

INSTITUTIONS WHOSE PROGRAMS MEET THE FOLLOWING CONDITION(S) SHOULD USE THIS APPLICATION:

(Submission of data with this application is inapplicable. Alignment approval is required before data can be submitted with the "Continuing Application".)

Please check the area below that applies:

a. New program to Educator Preparation Unit ☐

b. Program previously determined not recognized ☐

c. Program previously dropped or put on hiatus ☐

d. Program previously determined recognized with conditions by a SPA with conditions other than data ☐

e. Program resubmitting for initial approval due to revised standards ☐

f. Program resubmitting due to significant changes within the program ☐

Review Criteria
- Program alignment to standards

Recognition Decisions
- **Approved with Conditions** – Program is aligned to all content standards and must resubmit program within 24 months with the required data.

- **Further Development Required** – Program does not align to all content standards and/or required documentation is not included. Program is not approved to admit candidates.

1. **University:** _____

2. **Program Name:** _____

3. **Program Compiler:** _____

4. **Date of Submission:** _____

5. ACCREDITED EDUCATOR PREPARATION PROVIDERS SEEKING TO ADD A <u>NEW</u> PROGRAM TO CURRENT CERTIFICATION OFFERINGS MUST SUBMIT THE FOLLOWING DOCUMENTATION:

- ☐ Letter of approval or other appropriate documentation that indicates the program proposal has the approval of all institutional and state (in case of state institutions) governing boards.

- ☐ Letter explaining the rationale for adding the program

Section 5 completion is required for new programs only.

6. ALL PROGRAMS SHOULD ATTACH THE FOLLOWING ITEMS:

- ☐ Program Plan of Study that provides:

  - Coursework required of all candidates

  - Clear information about the sequence in which candidates take courses

  - Description of required field experiences/student teaching to include number of hours

7. IDENTIFY THE COURSES (FROM THE PLAN OF STUDY) **AND COURSE DESCRIPTIONS THAT ADDRESS THE STANDARDS IN THE CHART BELOW:**

Standard	Course(s)	Course Description(s)
Standard 1: Learner Development and Individual Learning Differences		
Beginning gifted education professionals understand the variations in learning and development in cognitive and affective areas between and among individuals with gifts and talents and apply this understanding to provide meaningful and challenging learning experiences for individuals with exceptionalities.		
Standard 2: Learning Environments		
Beginning gifted education professionals create safe, inclusive, and culturally responsive learning environments so that individuals with gifts and talents become effective learners and develop social and emotional well-being.		
Standard 3: Curricular Content Knowledge		
Beginning gifted education professionals use knowledge of general and specialized curricula to advance learning for individuals with gifts and talents.		
Standard 4: Assessment		

Standard	Course(s)	Course Description(s)
Beginning gifted education professionals use multiple methods of assessment and data sources in making educational decisions about identification of individuals with gifts and talents and student learning.		
Standard 5: Instructional Planning and Strategies		
Beginning gifted education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance the learning of individuals with gifts and talents.		
Standard 6: Professional Learning and Ethical Practice.		
Beginning gifted education professionals use foundational knowledge of the field and professional ethical principles and programming standards to inform gifted education practice, to engage in lifelong learning, and to advance the profession.		
Standard 7: Collaboration		
Beginning gifted education professionals collaborate with families, other educators, related-service providers, individuals with gifts and talents, and personnel from community agencies in culturally responsive ways to address the needs of individuals with gifts and talents across a range of learning experiences.		