

Texas Examinations of Educator Standards™ (TEGES™) Program

Preparation Manual

Gifted and Talented Supplemental (162)



Table of Contents

About The Test	3
The Domains	4
The Standards	5
Domains and Competencies.....	6
Domain I — Foundations of Gifted Education	6
Domain II — Assessment, Curriculum and Instruction	8
Approaches to Answering Multiple-Choice Questions.....	12
How to Approach Unfamiliar Question Formats	12
Question Format	13
Single Questions	13
Multiple-Choice Practice Questions	19
Answer Key and Rationales	44
Study Plan Sheet	82
Preparation Resources	83

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

About The Test

Test Name	Gifted and Talented Supplemental
Test Code	162
Time	5 hours
Number of Questions	80 multiple-choice questions
Format	Computer-administered test (CAT)

The TExES Gifted and Talented Supplemental (162) test is designed to assess whether a test taker has the requisite knowledge and skills that an entry-level educator in this field in Texas public schools must possess. The 80 multiple-choice questions are based on the Gifted and Talented Supplemental test framework and cover grades EC–12. The test may contain questions that do not count toward the score. Your final scaled score will be based only on scored questions.

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

The Domains

Domain	Domain Title	Approx. Percentage of Test	Standards Assessed
I.	Foundations of Gifted Education	40%	Gifted and Talented Supplemental: I–II, VI–VII
II.	Assessment, Curriculum and Instruction	60%	Gifted and Talented Supplemental: III–V

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

Educator Standards

Gifted and Talented Supplemental Standard I

The teacher of gifted and talented students understands and applies knowledge of the historical, legal, and conceptual foundations of gifted education.

Gifted and Talented Supplemental Standard II

The teacher of gifted and talented students has comprehensive knowledge of the cognitive, social, and emotional characteristics and needs of these students.

Gifted and Talented Supplemental Standard III

The teacher of gifted and talented students understands and applies knowledge of assessment issues relevant to gifted and talented students, including identification, diagnosis, and evaluation.

Gifted and Talented Supplemental Standard IV

The teacher of gifted and talented students understands and applies knowledge of systematic program and curriculum design.

Gifted and Talented Supplemental Standard V

The teacher of gifted and talented students creates a learning environment that reflects research-supported instructional practices.

Gifted and Talented Supplemental Standard VI

The teacher of gifted and talented students collaborates and communicates with students and parent(s)/guardian(s); colleagues and administrators; professionals in business, industry, and universities; and the public to support the education of gifted and talented students.

Gifted and Talented Supplemental Standard VII

The teacher of gifted and talented students fulfills professional roles and responsibilities and understands legal and ethical issues relevant to the education of these students.

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

Domains and Competencies

The content covered by this test is organized into broad areas of content called **domains**. Each domain covers one or more of the educator standards for this field. Within each domain, the content is further defined by a set of **competencies**. Each competency is composed of two major parts:

- The **competency statement**, which broadly defines what an entry-level educator in this field in Texas public schools should know and be able to do.
- The **descriptive statements**, which describe in greater detail the knowledge and skills eligible for testing.

Domain I — Foundations of Gifted Education

Competency 001: *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.*

The beginning teacher:

- 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.
- 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, equity 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, cultural, 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.

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

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- 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.
 - 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, cultural opportunities, professional organizations and general resources available to gifted and talented students, their families and their teachers.

Competency 002: *The teacher understands and applies knowledge of the cognitive, social and emotional characteristics and needs of gifted and talented students.*

The beginning teacher:

- 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.
- 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.

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

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- 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.
 - E. Applies knowledge of issues and factors that may affect gifted and talented students (e.g., disabilities, multiple exceptionalities, cultural or linguistic differences, socioeconomic disadvantages, gender) 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.

Domain II – Assessment, Curriculum and Instruction

Competency 003: The teacher understands and applies knowledge of assessment issues and procedures relevant to gifted and talented students, including identification and evaluation.

The beginning teacher:

- 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.

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

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- C. Applies knowledge of procedures and regulations for identifying gifted and talented students according to Texas state guidelines, including students from culturally diverse backgrounds, students who are highly gifted or highly creative, students who are English-language learners and students who have multiple exceptionalities.
 - 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: *The teacher understands and applies knowledge of systematic program and curriculum design.*

The beginning teacher:

- A. Demonstrates an understanding of program and curriculum design and service delivery, including research-based accelerated practices for gifted and talented students.
- B. Applies knowledge of program and grouping options as required by the *Texas State Plan for the Education of Gifted/Talented Students* (e.g., students work with other gifted students, with other students and independently).
- C. Demonstrates knowledge of requirements of the *Texas State Plan for the Education of Gifted/Talented Students* 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.

Competency 005: *The teacher knows how to develop and implement learning experiences and environments that reflect research-supported instructional practices.*

The beginning teacher:

- 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 *Texas State Plan for the Education of Gifted/Talented Students*, 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.
- 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.

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- 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.
 - 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).

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

Approaches to Answering Multiple-Choice Questions

The purpose of this section is to describe multiple-choice question formats that you will typically see on the Gifted and Talented Supplemental test and to suggest possible ways to approach thinking about and answering them. These approaches are intended to supplement and complement familiar test-taking strategies with which you may already be comfortable and that work for you. Fundamentally, the most important component in assuring your success on the test is knowing the content described in the test framework. This content has been carefully selected to align with the knowledge required to begin a career as a Gifted and Talented Supplemental teacher.

The multiple-choice questions on this test are designed to assess your knowledge of the content described in the test framework. In most cases, you are expected to demonstrate more than just your ability to recall factual information. You may be asked to think critically about the information, to analyze it, consider it carefully, and compare it with other knowledge you have or make a judgment about it.

Leave no questions unanswered. Questions for which you mark no answer are counted as incorrect. Your score will be determined by the number of questions you answer correctly.

The Gifted and Talented Supplemental test is designed to include a total of 80 multiple-choice questions. Your final scaled score will be based only on scored questions. The questions that are not scored are being pilot tested to collect information about how these questions will perform under actual testing conditions. These pilot questions are not identified on the test.

How to Approach Unfamiliar Question Formats

Some questions include introductory information such as a table, graph or reading passage (often called a stimulus) that provides the information the question asks for. New formats for presenting information are developed from time to time. Tests may include audio and video stimulus materials such as a movie clip or some kind of animation, instead of a map or reading passage.

Tests may also include interactive types of questions. These questions take advantage of technology to assess knowledge and skills that go beyond what can be assessed using standard single-selection multiple-choice questions. If you see a format you are not familiar with, **read the directions carefully**. The directions always give clear instructions on how you are expected to respond.

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

For most questions, you will respond by clicking an oval to choose a single answer choice from a list of options. Other questions may ask you to respond by:

- **Selecting all that apply.** In some questions, you will be asked to choose all the options that answer the question correctly.
- **Typing in an entry box.** You may be asked to enter a text or numeric answer. Some questions may have more than one place to enter a response.
- **Clicking check boxes.** You may be asked to click check boxes instead of an oval when more than one choice within a set of answers can be selected.
- **Clicking parts of a graphic.** In some questions, you will choose your answer by clicking on location(s) on a graphic such as a map or chart, as opposed to choosing from a list.
- **Clicking on sentences.** In questions with reading passages, you may be asked to choose your answer by clicking on a sentence or sentences within the reading passage.
- **Dragging and dropping answer choices into “targets” on the screen.** You may be asked to choose an answer from a list and drag it into the appropriate location in a table, paragraph of text or graphic.
- **Selecting options from a drop-down menu.** This type of question will ask you to select the appropriate answer or answers by selecting options from a drop-down menu (e.g., to complete a sentence).

Remember that with every question, you will get clear instructions on how to respond.

Question Format

You will see multiple-choice questions in the single-question format on this test. On the following pages, descriptions of this commonly used question format, along with suggested approaches for responding to each question, are provided.

Single Questions

The single-question format presents a direct question or an incomplete statement. It can also include a reading passage, graphic, table or a combination of these. Four or more answer options appear below the question.

NOTE: After clicking on a link, right click and select “Previous View” to go back to original text.

The following question is an example of the single-question format. It tests knowledge of Gifted and Talented Supplemental Competency 001: *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.*

Example 1

1. To be in compliance with the *Texas State Plan for the Education of Gifted/Talented Students*, teachers who provide instruction and services for gifted and talented students must perform which of the following activities annually?
 - A. participation in an ongoing mentorship with an experienced gifted education teacher
 - B. a minimum of six hours of professional development in gifted education
 - C. participation in a professional organization in the field of gifted education
 - D. a minimum of four hours of observation of an experienced gifted education teacher

Suggested Approach

Read the question carefully and critically. Think about what it is asking and the situation it is describing. Eliminate any obviously wrong answers, select the correct answer choice and mark your answer.

This question is asking about the professional development activities that the teacher of the gifted and talented must perform annually according to the *Texas State Plan for the Education of Gifted/Talented Students*. Now look at the response options and consider which of them describes an activity that the teacher of gifted and talented students must perform annually.

Option A suggests that the teacher of gifted and talented students must participate annually in an ongoing mentorship with an experienced gifted education teacher to be in compliance with the *Texas State Plan for the Education of Gifted/Talented Students*. Participating in a mentorship would be a valuable experience for new teachers of gifted and talented students because they would receive regular feedback and support from an experienced teacher. However, the question does not specify new teachers. In addition, the *Texas State Plan for the Education of Gifted/Talented Students* does not require teachers to participate in a mentorship. Option A can therefore be eliminated as the correct response to this item.

Option B suggests that the teacher of gifted and talented students must participate annually in a minimum of six hours of professional development in gifted education to be in compliance with the *Texas State Plan for the Education of Gifted/Talented Students*. According to this document, "Teachers who provide instruction and services that are a part of the program for gifted students receive a minimum of six hours annually of professional development in gifted education." Thus option B,

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

performing a minimum of six hours of professional development, is the correct response to this item.

Option C suggests that the teacher of gifted and talented students must participate annually in a professional organization in the field of gifted education to be in compliance with the *Texas State Plan for the Education of Gifted/Talented Students*. Participating in a professional organization could involve a variety of activities from subscribing to a professional journal to attending an annual conference. Although these activities can help the teacher stay current in the field of gifted education, the teacher is not required to participate in a professional organization according to the *Texas State Plan for the Education of Gifted/Talented Students*. Option C can therefore be eliminated as the correct response to this item.

Option D suggests that the teacher of gifted and talented students must participate annually in a minimum of four hours of observation of an experienced gifted education teacher to be in compliance with the *Texas State Plan for the Education of Gifted/Talented Students*. Observing an experienced teacher of the gifted and talented in the classroom can be a valuable experience for new teachers of gifted and talented students as they can gain insights about effective techniques and strategies. However, the question does not specify new teachers. In addition, the *Texas State Plan for the Education of Gifted/ Talented Students* does not require teachers to observe other teachers. Option D can therefore be eliminated as the correct response to this item.

Of the alternatives offered, only performing a minimum of six hours of professional development in gifted education is required by the *Texas State Plan for the Education of Gifted/Talented Students*. Therefore, **the correct response is option B.**

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

Example 2

The following question tests knowledge of Gifted and Talented Supplemental Competency 002: *The teacher understands and applies knowledge of the cognitive, social and emotional characteristics and needs of gifted and talented students.*

2. Carlos, a sixth-grade student, exhibits originality in both oral and written expression, and he is most challenged by tasks that require him to take an alternate point of view. His teachers often describe him as an individual who does not mind being different from the crowd. His grades fluctuate depending on the class and the topic. The characteristics Carlos exhibits are most similar to those of a student gifted in:
 - A. general intellectual ability.
 - B. leadership.
 - C. a specific academic ability.
 - D. creative thinking.

Suggested Approach

Read the question carefully and critically. Think about what it is asking and the situation it is describing. Eliminate any obviously wrong answers, select the correct answer choice and mark your answer.

This question presents a short profile of Carlos, a sixth-grade student. Carlos exhibits originality in oral and written expression, is most challenged by tasks that require an alternate point of view, does not mind being different from the crowd, and has grades that fluctuate depending on the class and topic. This question requires you to analyze Carlos's characteristics to identify the type of giftedness that he exhibits. Now look at the response options and consider which of them describes the type of giftedness associated with the set of characteristics describing Carlos.

Option A suggests that the characteristics Carlos exhibits are most similar to those of a student gifted in general intellectual ability. The characteristics exhibited by an individual who is gifted in general intellectual ability include the following: learns rapidly, processes information in complex ways, is excited about new ideas, is a self-starter, is inquisitive, and is an avid reader. Carlos exhibits a different set of characteristics. Option A can therefore be eliminated as the correct response.

Option B suggests that the characteristics Carlos exhibits are most similar to those of a student gifted in leadership. The characteristics exhibited by an individual who is gifted in leadership include the following: assumes responsibility, has high expectations for self and others, demonstrates good judgment in decision making, likes structure, and is self-confident and organized. Carlos exhibits a different set of characteristics. Option B can therefore be eliminated as the correct response to this item.

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

Option C suggests that the characteristics Carlos exhibits are most similar to those of a student gifted in a specific academic ability. The characteristics exhibited by an individual who is gifted in a specific academic ability include the following: acquires basic-skills knowledge quickly, has high academic success in a special-interest area, is well-read in a special-interest area, memorizes easily, and has advanced comprehension ability. Carlos exhibits a different set of characteristics. Option C can therefore be eliminated as the correct response to this item.

Option D suggests that the characteristics Carlos exhibits are most similar to those of a student gifted in creative thinking. The characteristics exhibited by an individual who is gifted in a creative thinking include the following: exhibits original thinking in oral and written expression, is challenged by creative tasks, is an independent thinker, and does not mind being different from the crowd. According to the profile presented about Carlos, he exhibits the characteristics of a student who is gifted in creative thinking. Thus option D, creative thinking, would be the correct response to this item.

Of the alternatives offered, the characteristics Carlos exhibits are most similar to those of a student gifted in creative thinking. Therefore, **the correct response is option D.**

Example 3

The following question tests knowledge of Gifted and Talented Supplemental Competency 005: *The teacher knows how to develop and implement learning experiences and environments that reflect research-supported instructional practices.*

3. Mr. Cabrera is a gifted education teacher who teaches gifted and talented elementary school students in a pull-out program. In which of the following situations is he acting as a facilitator?
 - A. Mr. Cabrera meets with other gifted education teachers in the school district to develop a new summer enrichment program. He is currently investigating possible locations and resources for the program.
 - B. Mr. Cabrera's fourth-grade students are involved in independent research projects. He meets with students on a weekly basis to discuss their progress and provide them with resources and guidance as needed.
 - C. Mr. Cabrera attends a school board meeting to present information about the need to increase services for gifted students in the district. He cites findings from current research in the field to support his argument.
 - D. Mr. Cabrera has recently read several articles about a new instructional technique to use with gifted and talented elementary students. He decides to try the technique with his third-grade students on a trial basis and analyze the results.

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

Suggested Approach

Read the question carefully and critically. Think about what it is asking and the situation it is describing. Eliminate any obviously wrong answers, select the correct answer choice and mark your answer.

In this situation, Mr. Cabrera is a gifted education teacher for elementary school students. This question requires you to analyze four situations and choose the one in which Mr. Cabrera is acting as a facilitator. Now look at the response options and consider which of them describes a situation in which Mr. Cabrera serves in the role of a facilitator.

Option A describes a situation in which Mr. Cabrera is working together with other gifted education teachers to develop a new program. In this role, Mr. Cabrera is collaborating with others to reach a goal. Therefore, he is serving in the role of a collaborator rather than as a facilitator. Thus option A can be eliminated as the correct response to this item.

Option B describes a situation in which Mr. Cabrera's students are involved in independent research projects. He meets with his students weekly to discuss their progress and to provide support in the form of resources and guidance. During these projects, Mr. Cabrera provides a learner-centered environment in which he serves as a support and guide rather than as an authority figure; he enables students to pursue their own learning goals. Therefore, he is serving in the role of a facilitator. Thus option B would be the correct response to this item.

Option C describes a situation in which Mr. Cabrera attends a school board meeting to present information about the need to increase services for gifted students in the district. He presents an argument in favor of expanding services for gifted students. Therefore, he is serving in the role of an advocate rather than as a facilitator. Thus option C can be eliminated as the correct response to this item.

Option D describes a situation in which Mr. Cabrera has read several articles about a new instructional technique to use with gifted and talented elementary students. He decides to conduct action research by using the technique with his students on a trial basis and analyzing the results. Therefore, he is serving in the role of a researcher rather than as a facilitator. Thus option D can be eliminated as the correct response to this item.

Of the alternatives offered, only response B describes a situation in which Mr. Cabrera acts as a facilitator. Therefore, **the correct response is option B.**

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

Multiple-Choice Practice Questions

This section presents some sample test questions for you to review as part of your preparation for the test. To demonstrate how each competency may be assessed, each sample question is accompanied by the competency that it measures. While studying, you may wish to read the competency before and after you consider each sample question. Please note that the competency statements do not appear on the actual test.

For each sample test question, there is at least one correct answer and a rationale for each answer option. Please note that the sample questions are not necessarily presented in competency order.

The sample questions are included to illustrate the formats and types of questions you will see on the test; however, your performance on the sample questions should not be viewed as a predictor of your performance on the actual test.

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 005

1. The teacher of an eighth-grade gifted English class gives an assignment requiring each student to present to the class both sides of an argument about a controversial issue of his or her choice. After the presentation, the student leads the class in a discussion about the issue. Which of the following actions by the teacher will most likely ensure a positive classroom environment in this student-directed activity?
 - A. Having ample resources available for students to use in preparing for their presentations
 - B. Requiring students to follow a strict format in planning their presentations
 - C. Providing questions that students must answer as they listen to the presentations
 - D. Discussing expectations for appropriate behavior with students before the presentations

Answer and Rationale

COMPETENCY 001

2. Ms. Farrell, a teacher of the gifted, requests a meeting with the principal to share new research on the education of gifted students. She prepares a list of suggested improvements to the gifted-education program that are based on the research findings and requests that the principal present the list to the superintendent for consideration. Ms. Farrell is primarily acting in which of the following roles?
 - A. An advocate
 - B. A collaborator
 - C. A facilitator
 - D. A researcher

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 003

3. A second-grade student recently tested in the 99th percentile on two different assessments. The gifted and talented coordinator plans to discuss the results with the student's parents. In terms of testing, the gifted program coordinator should first discuss the
- A. probable margin of error that exists when examining standardized test results.
 - B. scoring breakdown for each area of intelligence on both of the tests.
 - C. likelihood of placement in a higher grade level with more challenging work.
 - D. possibility of administering a test with a higher ceiling to the student.

Answer and Rationale

COMPETENCY 005

4. A teacher of the gifted and talented assigns the class a project to develop a commercial product. The teacher wants to give students an opportunity to market the product to consumers outside the school and wants to identify the best way to begin. To best meet the desired goal, the teacher should seek advice from
- A. the local chamber of commerce.
 - B. a neighborhood homeowners association.
 - C. a regional community college.
 - D. the parent-teacher association.

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 001

5. Which THREE of the following program types are most recommended for gifted and talented students?
- A. Pull-out instruction
 - B. Extra work outside of class
 - C. Instructional delivery to classmates
 - D. Accelerated learning in a cluster
 - E. Advanced-level coursework

Answer and Rationale

COMPETENCY 001

6. A gifted and talented program design that best fits the modern understanding of giftedness is one that
- A. provides opportunities for students to develop in a variety of areas.
 - B. focuses primarily on improving students' cognitive skills.
 - C. requires all students to participate in arts and sciences.
 - D. expects students to show giftedness in two or more academic areas.

Answer and Rationale

COMPETENCY 005

7. A fourth-grade teacher wants to modify a unit on children's authors for a group of gifted students in the class. Which of the following is the best activity to differentiate their instruction?
- A. Creating heterogeneous groups and providing a list of tasks for each group to complete
 - B. Compacting the unit to allow the students to progress at their own pace in class
 - C. Assigning the students an author study to complete independently at home
 - D. Asking the students to research the life of an author of interest to them

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 001

8. According to current research, which of the following approaches to creative arts in relation to a gifted-education program is best?
- A. Allowing students in the gifted-education program to participate in the arts if they are interested
 - B. Making the arts an integral part of the gifted-education program for participating students
 - C. Requiring students in the gifted-education program to become proficient in some form of creative art
 - D. Giving the parents of students in the gifted-education program information about art programs outside of school

Answer and Rationale

COMPETENCY 005

9. A gifted and talented middle school English class recently completed a unit on leadership. Students examined the actions and writings of historical leaders and identified their effective traits. Which of the following avenues will best provide interested students further training to develop their own leadership skills?
- A. Taking a high school public speaking course
 - B. Completing online independent study coursework about leadership
 - C. Participating with cluster groups in a summer leadership program
 - D. Listening to recordings of famous effective speeches

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 005

10. A teacher is starting a new unit of study and wants students to buy in to the project's value. The best way to increase a sense of educational value for students is
- A. giving students choices in how to present their work.
 - B. making the project 40 percent of the students' grade.
 - C. introducing the project to students using instructional videos.
 - D. requiring students to work with others in collaborative groups.

Answer and Rationale

COMPETENCY 001

11. A teacher is conducting an informational meeting for parents of newly identified gifted and talented students. The *Texas State Plan for the Education of Gifted/Talented Students* requires which of the following pieces of information to be relayed to parents of gifted and talented students?
- A. Ways for students to access an array of learning opportunities in the school
 - B. How gifted and talented students can develop strong relationships with the general student population
 - C. Methods for budgeting time for students to handle the increased workload of the program
 - D. How students can recognize opportunities for personal advancement outside the school day

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 004

12. Which of the following assignments best addresses the needs of a student for whom the science curriculum has been compacted?
- A. Researching topics based on gaps in the student’s knowledge revealed during formative assessment
 - B. Conducting independent research on a topic of the student’s choice within a unit
 - C. Using texts and other curricular resources that are written for adults to conduct research
 - D. Listening to podcasts that feature interviews of scientific experts

Answer and Rationale

COMPETENCY 003

13. Which of the following will best identify the current skill level of a gifted student for the purpose of planning the student’s future individualized instruction?
- A. Standardized achievement test
 - B. Developmental portfolio
 - C. Preassessment
 - D. End-of-unit assessment

Answer and Rationale

NOTE: After clicking on a link, right click and select “Previous View” to go back to original text.

COMPETENCY 001

14. The *Texas State Plan for the Education of Gifted/Talented Students* requires school districts to
- A. reassess gifted and talented students at least once in elementary school, once in middle school, and once in high school.
 - B. include parent feedback in the annual evaluation of the effectiveness of the gifted and talented program.
 - C. ensure that all campuses use the same instruments and criteria for identifying gifted and talented students.
 - D. mandate that teachers who serve gifted and talented students pass a gifted and talented teacher certification exam.

Answer and Rationale

COMPETENCY 003

15. Which TWO of the following practices are local education authorities required to implement when evaluating a kindergarten student who is an English-language learner for gifted and talented services?
- A. Giving an oral-language proficiency test in the home language of the eligible student
 - B. Assessing for a language disorder prior to testing the student for the gifted and talented program
 - C. Holding Language Proficiency Assessment Committee (LPAC) meetings and collecting all required signatures on LPAC paperwork before providing gifted and talented services
 - D. Having the student's data be evaluated by a committee of at least three trained gifted and talented district or campus educators

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 005

16. Which of the following strategies best helps gifted students manage their time effectively?
- A. Studying for a predetermined amount of time each day
 - B. Self-monitoring the amount of time it takes to complete tasks
 - C. Programming reminders into a daily planner
 - D. Learning to complete more than one task at a time

Answer and Rationale

COMPETENCY 002

17. A seventh-grade student, Jayden, who has been receiving gifted services, is underachieving in several classes. Which of the following approaches best addresses Jayden's underachievement?
- A. Informing Jayden that if her grades do not improve, she can no longer participate in the gifted program
 - B. Working with Jayden to evaluate her goals and connect them to expected achievement in school
 - C. Trusting that natural giftedness will allow Jayden to meet the expectations her teachers and parents have set for her
 - D. Using a functional behavioral assessment to determine and address the cause of Jayden's lack of success

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 004

18. Which of the following program designs is an appropriate acceleration technique for gifted students?
- A. Asking gifted students to tutor underachieving students
 - B. Implementing continuous progress controlled by the gifted-education teacher
 - C. Allowing gifted students to control the pace of learning using their chosen curriculum
 - D. Using parent-selected instructional programs to ensure engagement of gifted students

Answer and Rationale

COMPETENCY 005

19. The Texas Essential Knowledge and Skills (TEKS) Vertical Alignment documents provide a complete listing of the TEKS curriculum from prekindergarten through the end of the course. The TEKS documents provide a total overview of the knowledge and skills statements and align student expectations in the form of
- A. prerequisite skills.
 - B. models of inquiry.
 - C. problem-based learning approaches.
 - D. advanced-placement options.

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 001

20. A teacher of gifted and talented students is conducting a meeting with parents and plans to discuss students' rights and responsibilities. It is most appropriate for the teacher to declare that gifted students have the right to
- A. be isolated in classes separate from typical peers.
 - B. refuse to participate in classes taught at a typical level.
 - C. study advanced work in the foundational curricular areas.
 - D. develop any area of giftedness in a specialized class.

Answer and Rationale

COMPETENCY 003

21. A high school teacher wants to appropriately challenge a group of gifted students in class. Which of the following approaches best ensures the students remain challenged?
- A. Surveying students to identify the curriculum they are interested in learning about
 - B. Providing extra worksheets to students to sharpen their critical-thinking ability
 - C. Using ongoing formative assessment to revise the curriculum to meet students' needs
 - D. Asking parents to provide feedback on students' engagement with the curriculum

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 002

22. Which of the following is a prominent internal conflict commonly experienced by exceptionally gifted adolescents?
- A. Anxiety about appearing abnormal to peers at school
 - B. Difficulty communicating truthful statements to friends
 - C. Complacency when turning in completed work
 - D. Concern about taking on leadership roles in school

Answer and Rationale

COMPETENCY 003

23. According to Texas state requirements, the instruments included in the assessment process for identification for each area of giftedness served by a district must include
- A. a standardized achievement test.
 - B. an intelligence score.
 - C. data collected from multiple sources.
 - D. a genetic profile.

Answer and Rationale

COMPETENCY 004

24. A teacher who wants to achieve the state goal of developing advanced-level products and performances must ensure that instruction is seamless and
- A. vertically aligned.
 - B. based on the group strengths.
 - C. includes student participation in all four curricular areas.
 - D. commensurate with teacher goals.

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 002

25. François Gagné's Differentiated Model of Giftedness and Talent suggests that gifted students
- A. demonstrate fixed, innate abilities that are superior to those of their peers.
 - B. retain above-average aptitude throughout the rest of their lives.
 - C. achieve primarily because of natural intelligence and creativity.
 - D. excel only if their strengths and skills are effectively cultivated.

Answer and Rationale

COMPETENCY 005

26. Which of the following is the only state limitation on advanced measures in the Distinguished Achievement Program (DAP) ?
- A. Students must use a specific combination of four advanced measures to receive credit.
 - B. A district must offer students all of the options included as advanced measures.
 - C. No more than two advanced measures may be earned through original research projects.
 - D. A district may not require that certain measures are used or limit the number of times a student can count other measures.

Answer and Rationale

COMPETENCY 005

27. The complexity of tiered activities is determined primarily by
- A. the activity that students find most interesting.
 - B. the students' aptitude for working with technology.
 - C. the specific needs of the students in a class.
 - D. the students' capacity for recalling complex ideas.

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 002

28. Javier is a third grader who demonstrates an unusual capacity for mathematical reasoning and has received gifted and talented services since kindergarten. Toward the end of third grade, he is identified as a twice-exceptional learner, resulting in a change in his instructional program. Which of the following best explains the program change?
- A. He demonstrates giftedness in the visual and performing arts.
 - B. He shows above-average mathematical computational ability.
 - C. He is diagnosed with a disability that qualifies him for special education services.
 - D. His giftedness in psychomotor tasks overrides his capacity for mathematical reasoning tasks.

Answer and Rationale

COMPETENCY 002

29. Which of the following environmental factors most affects the emotional development of preschool-aged gifted and talented children?
- A. Peer pressure
 - B. Parental support
 - C. Remoteness from gifted peers
 - D. Availability of special curricula

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 005

30. Which of the following is the most appropriate way for a sixth-grade teacher to increase the rigor of classroom instruction to challenge and engage the gifted and talented students in the class?
- A. Integrating critical thinking skills into activities specially adapted for gifted students
 - B. Giving gifted students more opportunities to practice skills during each class period
 - C. Asking gifted students to assist other students when they have completed their work
 - D. Using adult resources to extend the concepts the gifted students are learning

Answer and Rationale

COMPETENCY 001

31. In which of the following situations is it permissible to use only qualitative measures to identify a student for gifted-education services?
- A. A student in prekindergarten participates in migrant-education services.
 - B. An eighth-grade student transfers from a school without a gifted-education program.
 - C. A third-grade student shows a discrepancy between intelligence and achievement scores.
 - D. A kindergarten student shows potential for performing at a remarkably high level.

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 004

32. Students in a gifted and talented class are working on an independent study project that will result in a professional-level product. Which of the following is the teacher's best method for supporting students as they complete their project?
- A. Allocating time for students to work on the projects after completing regular classwork
 - B. Planning interim evaluations that grade different aspects of the students' progress
 - C. Providing students with access to digital resources for completing any research or planning related to their projects
 - D. Scheduling regular one-on-one teacher-student conferences to discuss the progress of the project

Answer and Rationale

COMPETENCY 005

33. Which of the following best aligns the objectives of gifted education with the requirements for the education of gifted and talented students as set forth by the state of Texas?
- A. Students are given a wide array of independent learning opportunities and are provided as much time as necessary to collaborate with the teacher on each topic.
 - B. The teacher supplies groups of students with resource packets, and the students work together to complete the questions in the packets as they relate to the curriculum.
 - C. Students are asked to research topics while working with peers and are expected to present findings to an authentic audience of their choosing.
 - D. The teacher provides the majority of content via lecture, and students are given ample time to study on their own to meet the goals of the course.

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 002

34. Which of the following social scenarios is most characteristic of highly gifted students in the general education classroom?
- A. They establish strong relationships with students who are developmentally delayed because of their similar status with same-age peers.
 - B. They create numerous friendships with nongifted, same-age peers who share similar beliefs and values.
 - C. They maintain several deep friendships with same-age peers while isolating themselves completely from others owing to their selective nature.
 - D. They demonstrate difficulty in maintaining friendships with same-age peers because of asynchronous development.

Answer and Rationale

COMPETENCY 004

35. Which of the following provides the best rationale for administering periodic standardized benchmarks in school?
- A. Providing a method for securing a reasonable number of grades
 - B. Assuring stakeholders that they will receive a return on their investment
 - C. Allowing for quick comparison of students' progress and providing parents with information about the class
 - D. Ensuring that the curriculum mirrors the state standards and confirming that vertical alignment is maintained

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 002

36. Which of the following types of giftedness best describes a student who is an independent thinker, improvises often, and prefers to develop new products instead of imitating someone else's work?
- A. Creative
 - B. Leadership
 - C. Psychomotor
 - D. Visual

Answer and Rationale

COMPETENCY 004

37. When considering the inclusion of students in gifted programs, it is most important that gifted students be
- A. placed in full-day gifted education where they can be intellectually challenged in all academic subjects.
 - B. included in advanced academic programs consistent with their gifted abilities in specific content areas.
 - C. enrolled in gifted programs containing commensurate skills such as math and science or language arts and social studies.
 - D. served exclusively in regular classrooms but given accelerated instruction consistent with their abilities.

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 005

38. A history class comprised of gifted students is preparing a special presentation as part of a larger community-wide celebration. Their teacher plans to guide them in creating a performance event that showcases their abilities. Which of the following strategies most assists the teacher in meeting this objective?
- A. Developing a project with assigned tasks for the students to prepare and present at the community program
 - B. Giving students a template to follow from previously presented programs at the high school
 - C. Showing a film about a potential performance content so that students can formulate artistic responses
 - D. Contacting members of the community that students can interview to generate content for their performance

Answer and Rationale

COMPETENCY 001

39. State initiatives and funding for gifted programs vary in type and complexity. Which of the following actions is best addressed at the state level to ensure that gifted programs are effective?
- A. Identifying the responsibilities of gifted students' parents and/or guardians
 - B. Providing a definition of giftedness for school districts to apply to gifted students
 - C. Choosing appropriate awards to give students upon completion of four years of high school
 - D. Offering the required annual parent meeting so that the district is in compliance

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 005

40. Which of the following services is most commonly offered to gifted and talented high school students to help them further their learning in target areas?
- A. Accelerating to a higher grade level
 - B. Interning in a relevant community group
 - C. Pursuing independent studies at home
 - D. Assisting in the design of a course of study

Answer and Rationale

COMPETENCY 005

41. Which of the following teacher questions best promotes the use of students' metacognition?
- A. "Does the character in this story remind you of anyone you know?"
 - B. "Can you repeat what you just learned by putting it into different words?"
 - C. "If you were asked to develop a solution to a problem, which process would you use?"
 - D. "What was most confusing to you about the material explored in class today?"

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 002

42. A classroom teacher wants to improve delivery of curriculum by applying theories of educational psychology. Which of the following options is best when choosing how to apply educational-psychology theories to actual learners?
- A. Applying one theory in the classroom gradually and recording observations to assess efficacy
 - B. Consulting the gifted-and-talented coordinator to model a sample lesson that uses one theory
 - C. Synthesizing various theories to offer an inclusive approach that will reach the most learners
 - D. Comparing several theories to decide in what order the ideas should be applied to the gifted-and-talented students

Answer and Rationale

COMPETENCY 005

43. Which of the following best illustrates the practice of differentiation based on learning styles?
- A. Assigning students to groups for a full semester to encourage cohesion among them
 - B. Allowing students to move frequently among groups according to their specific learning needs
 - C. Organizing students with heterogeneous abilities into groups to complete a research project
 - D. Designating groups of students to rotate through the same activity stations within a specified time period

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 005

44. Marlena, a gifted student in a sixth-grade advanced science class, refuses to complete assignments because her grades on previous assignments have been lower than those of her classmates. Which of the following will most likely help increase Marlena's motivation to complete assignments?
- A. Establishing an economy reward system for all students who complete assignments on time
 - B. Focusing discussions with Marlena on assignments where she has outperformed classmates
 - C. Reminding Marlena of the importance of meeting firm deadlines for turning in classwork
 - D. Providing Marlena with private individual feedback in relation to her academic growth over time

Answer and Rationale

COMPETENCY 002

45. A principal is concerned that a new teacher is not offering differentiated instruction for gifted and talented students in the classroom. A common cause of the problem, which the principal can help to resolve, is that the teacher
- A. focuses on the outcomes of lessons to ensure that state standards are met.
 - B. declines the opportunity to acquire the hours required for gifted training.
 - C. validates using homogeneous instruction due to the needs of most students in class.
 - D. needs to develop the content knowledge to support students with advanced academic needs.

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 003

46. Which of the following best aligns with exemplary practice in student assessment under the *Texas State Plan for the Education of Gifted/Talented Students*?
- A. The population of the total district is reflected in the population of the program for gifted and talented students.
 - B. All populations of gifted and talented students in the district have equal access to assessments.
 - C. Final determination of students' need for gifted and talented services is made by a committee of at least three campus educators.
 - D. Data collected from multiple sources for each area of giftedness served by the district are included in the assessment process for the program for gifted and talented students.

Answer and Rationale

COMPETENCY 005

47. A primary advantage of cluster grouping for gifted and talented students is that it
- A. guarantees classes are comprised entirely of students with similar abilities.
 - B. permits teachers to offer instruction suited solely for gifted students.
 - C. gives students the opportunity to work with peers demonstrating comparable ability.
 - D. allows teachers to provide uniform instruction to all students in class.

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 002

48. Fitzgerald has recently been identified as gifted and is experiencing a significant amount of failure since his transition into the gifted program. He is receiving lower grades and is demonstrating behaviors inconsistent with defined expectations. Which of the following will provide the best support to help Fitzgerald regain success?
- A. Conducting a meeting with Fitzgerald to determine if he perceives a problem with his performance
 - B. Developing alternative assignments for Fitzgerald based on learning style and product preferences
 - C. Informing his parents of the areas where Fitzgerald will benefit from additional at-home support
 - D. Convening a trusted team of individuals who know Fitzgerald to create an individualized intervention plan

Answer and Rationale

COMPETENCY 003

49. Bias on assessment instruments for students in gifted and talented education programs most commonly leads to which of the following outcomes?
- A. Students from diverse backgrounds are underserved in gifted and talented education programs.
 - B. Large groups of students from diverse backgrounds are chosen for gifted and talented education programs.
 - C. Opportunities for professional development decrease for teachers in gifted education programs.
 - D. Teacher satisfaction ratings from students increase in gifted and talented education programs.

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 002

50. A common assumption about gifted students that often affects the level of support they receive in school is that they
- A. lack the ability to focus on instruction.
 - B. are without instructional disabilities.
 - C. display difficulty completing assignments.
 - D. are less imaginative than most of their peers.

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

Answer Key and Rationales

Question Number	Competency Number	Correct Answer	Rationales
1	005	D	<p>Option D is correct because a teacher can best ensure a positive learning environment by clearly communicating student expectations that promote productive behavior, motivation, and focus. Options A and C are incorrect because clear communication of student expectations is more effective in ensuring a positive classroom environment than providing ample resources or providing questions for students to answer. Option B is incorrect because requiring students to follow a strict format in planning their presentation does not ensure a positive learning environment.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
2	001	A	<p>Option A is correct because advocacy is any action performed on behalf of others that supports or defends a cause. In requesting improvements to the gifted program, the teacher is acting as an advocate for gifted students and gifted education. Option B is incorrect because the teacher has undertaken the advocacy on her own, not in collaboration with others. Option C is incorrect because in this case, the principal is acting as a facilitator, not the teacher. Option D is incorrect because even though the teacher uses research to support her request to improve the gifted education program, she is acting primarily as an advocate. Advocacy goals that require new initiatives or changes in funding, school services, or teacher training require the concerted effort of many activists. Therefore, it is imperative that advocates find ways to get others to join the cause.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
3	003	D	<p>Option D is correct because the ceiling effect often poses a problem for highly gifted students because most standardized tests are designed to work best within three standard deviations of the average score. The closer a score comes to the test's ceiling, the less accurate it is as an indicator of the student's ability.</p> <p>Option A is incorrect because although standardized tests do come with a margin of error, it is not generally statistically significant enough to invalidate two very high test results. Option B is incorrect because the scoring breakdown is likely to be high in all areas since the student scored in the 99th percentile on both tests. If a test with a higher ceiling is used, it will give teachers and parents more information about what type and level of schoolwork the student should be doing. Option C is incorrect because placing the student in a higher grade level is part of an educational placement conversation and not directly related to testing and identification.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
4	005	A	<p>Option A is correct because the chamber of commerce, an organization of businesspeople with the purpose of promoting commercial enterprises, is most likely to have the expertise and experience to advise the teacher about marketing the students' product. Options B, C, and D are incorrect because these entities do not possess the specific expertise and experience to provide the teacher with the most helpful advice.</p> <p>Back to Question</p>
5	001	A, D, E	<p>Option A is correct because pull-out programs for gifted students allow them to experience a curriculum designed for their advanced learning levels. Option D is correct because giving gifted students accelerated work leads to greater learning overall and fosters inquiry and independence. Option E is correct because when available, more difficult coursework challenges students who are academically ahead of their age-level peers. Option B is incorrect because giving gifted students extra work without taking into consideration their level or learning needs serves no educational purpose. Option C is incorrect because though gifted students often master material before their classmates, they should not be expected to assume the role of the teacher.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
6	001	A	<p>Option A is correct because the current definition of giftedness includes proficiency in cognitive, creative, or psychomotor areas, among others. The opportunity to develop in a variety of areas will best meet the needs of the most students.</p> <p>Option B is incorrect because giftedness does not focus primarily on improving cognitive areas but on the area of giftedness such as creative, psychomotor, visual, performing, and/or leadership abilities. Option C is incorrect because requiring students to participate in a gifted class in an area in which their giftedness does not lie is likely to create frustration and a lack of motivation. Option D is incorrect because students may not be gifted in a variety of areas.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
7	005	B	<p>Option B is correct because content and learning experiences can be modified through compacting, which is a technique for differentiating instruction that allows teachers to adjust the curriculum for students who have mastered the content being taught. Option A is incorrect because heterogeneous grouping places students of all levels together, completing the same tasks; it does not differentiate learning for the gifted students. Option C is incorrect because giving students an assignment to complete at home does not differentiate instruction within the classroom. Option D is incorrect because gathering factual information is not an appropriate means of stimulating gifted students' advanced critical or creative thinking skills.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
8	001	B	<p>Option B is correct because current research indicates that including the creative arts in the gifted-education curriculum increases both academic and cognitive functioning. Option A is incorrect because research indicates that programs should have the arts integrated into the curriculum rather than allowing students to do only what interests them. Option C is incorrect because achieving proficiency in art may not be possible for some students. Research indicates that mere participation in the program, even if a student does not achieve proficiency, has beneficial effects. Option D is incorrect because access to the arts should be part of the school curriculum and not only available outside of school.</p> <p>Back to Question</p>
9	005	C	<p>Option C is correct because cluster groups are comprised of students who are interested in the same topic. Combined with a summer program, where intensive learning can occur, students who want to pursue advanced leadership learning are best served by this option. Options A, B, and D are incorrect because taking a public speaking course, studying online, and listening to effective speeches are passive activities and do not provide opportunities for students to identify or develop their own leadership skills.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
10	005	A	<p>Option A is correct because giving students choices in how to present their work will help them see value in the end results. Option B is incorrect because while the grade may motivate some gifted learners to complete the project, it does not increase their sense of the project's value. Option C is incorrect because while using videos to introduce a project may engage learners, it does not address the project's value from the gifted learners' perspective. Option D is incorrect because while collaboration may motivate students to complete the project, it does not increase their understanding of the value of the project.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
11	001	A	<p>Option A is correct because the <i>Texas State Plan for the Education of Gifted/Talented Students</i> requires that the school inform parents of the array of learning opportunities available for gifted and talented students in K–12 schools. Option B is incorrect because while social needs are important, the development of relationships with students throughout the school is not a required element of discussion for new gifted and talented parents. Option C is incorrect because while time management is a helpful topic to discuss with parents of gifted and talented students, it is not a required component of communication with gifted and talented students and their families. Option D is incorrect because while recognizing opportunities for personal advancement is a worthwhile skill, it is not something that needs to be covered in a meeting intended to introduce families to a gifted and talented education program.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
12	004	B	<p>Option B is correct because allowing the student to conduct independent research in an area of interest within the unit is a research-based strategy for adapting curricula for gifted students. Option A is incorrect because the student would not be receiving a compacted curriculum if he or she had not demonstrated mastery of the content within the unit. Option C is incorrect because reading materials written for adults may not provide more depth of study. Option D is incorrect because while listening to experts may provide information, the information alone may not lead to deeper learning.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
13	003	C	<p>Option C is correct because administering a pretest allows the teacher to quickly gauge what a student already knows to plan for future instruction. Option A is incorrect because standardized achievement tests assess generalized skills and knowledge gained in a certain grade level. They are neither specific enough nor given frequently enough to determine current skill levels or guide instructional planning. Option B is incorrect because a developmental portfolio gives a teacher an idea about cumulative knowledge and performance rather than a picture of specific skills to be taught in an upcoming unit. Option D is incorrect because an end-of-unit assessment allows a teacher to determine a student’s progress in mastering content that has already been taught.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
14	001	B	<p>Option B is correct because Texas law requires districts to evaluate their gifted and talented (G/T) programs annually and to include parents in the process. Option A is incorrect because Texas law does not require districts to reassess G/T students. Option C is incorrect because Texas law does not require individual campuses within a district to use the same identification instruments and criteria. Option D is incorrect because Texas law requires that teachers who serve G/T students have the 30-hour training plus the 6-hour annual updates, but currently does not require teachers to have the G/T Supplemental Certificate issued by the State Board for Educator Certification (SBEC).</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
15	003	A, D	<p>Option A is correct because students should be tested for gifted and talented services using a nonverbal method or using a test in a language that the student understands. Option D is correct because the <i>Texas State Plan for the Education of Gifted/Talented Students</i> requires that at least three trained gifted and talented district or campus educators serve on the committee for evaluating the student’s need for gifted and talented services.</p> <p>Option B is incorrect because ELL or ESL students are not required to be evaluated for a language disorder before being tested for the gifted and talented program. Option C is incorrect because the law does not require an LPAC meeting and LPAC signatures before providing gifted and talented services. LPACs have primary responsibility for recommending placement of ELL and ESL students in special language programs and their exit from those programs.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
16	005	B	<p>Option B is correct because many gifted students become absorbed in tasks and are unaware of the passage of time, which may lead to a shortage of time to complete other necessary activities. Option A is incorrect because although studying each day may be necessary for some students, it is likely less necessary for students who are academically gifted. Option C is incorrect because although reminders are useful, they are not likely to help with the development of intrinsic time management skills. Option D is incorrect because multitasking may compound time management problems if students become absorbed in several tasks simultaneously.</p> <p>Back to Question</p>
17	002	D	<p>Option D is correct because analyzing Jayden’s behaviors will allow the teachers to understand the root cause of her underachievement and develop interventions to address it. Option A is incorrect because threatening her with removal from the program may decrease motivation rather than increase it. Option B is incorrect because research has not shown a causal relationship between goal setting and greater achievement in school. Option C is incorrect because Jayden’s natural giftedness has not yet compensated for her lack of motivation, and it would be irresponsible of her teachers to assume it will compensate in the future.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
18	004	B	<p>Option B is correct because research supports that implementing continuous progress controlled by the teacher is an effective method for accelerating learning for gifted students. Option A is incorrect because using gifted students as tutors does not accelerate their learning. Option C is incorrect because while it may be appropriate for the student to control the pace of the accelerated learning, the content studied should still be grounded in the appropriate grade-level curriculum. Option D is incorrect because, while having parents involved in the education process is valuable, instructional programs should be selected by education professionals.</p> <p>Back to Question</p>
19	005	A	<p>Option A is correct because prerequisite skills link student expectations on the Vertical Alignment documents for each grade and subject or high school course. Options B, C, and D are incorrect because inquiry models, problem-based learning approaches, and the concept of advanced-placement options are not aspects of vertical alignment.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
20	001	C	<p>Option C is correct because the <i>Texas State Plan for the Education of Gifted/Talented Students</i> requires that content modifications of the Texas Essential Knowledge and Skills (TEKS) are offered in the four foundational curricular areas of language arts, mathematics, science, and social studies. Option A is incorrect because although gifted students may be separated from typical peers for instruction occasionally, they are still considered part of the mainstream student body. Option B is incorrect because students often do not have a choice about what classes they must take. If the school does not offer advanced courses, gifted students must take the same classes as everyone else. Option D is incorrect because the school is not required to provide specialized classes in every area of giftedness.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
21	003	C	<p>Option C is correct because the use of formative assessment to revise the curriculum to meet students' needs allows the teacher to track the students' learning and adjust instruction to keep them challenged. Option A is incorrect because student interest in the curriculum does not ensure that students remain challenged. Option B is incorrect because providing extra worksheets will not enhance students' critical-thinking ability and ensure student engagement and challenge. Option D is incorrect because while parent feedback can be valuable, parents may not have adequate or correct information regarding how challenged and engaged their children are.</p> <p>Back to Question</p>
22	002	A	<p>Option A is correct because many exceptionally gifted adolescents, like their typical peers, do not like to stand out in any way that makes them different from others. They want to fit in and have friends, just like everyone else. Option B is incorrect because gifted and talented students are no more (or less) prone to lying than other adolescents. Option C is incorrect because many exceptionally gifted students are perfectionists and have a hard time feeling that their work is good enough. Option D is incorrect because most adolescents experience concern about taking on leadership roles at one time or another. It is not specific to the experience of exceptionally gifted people.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
23	003	C	<p>Option C is correct because in order to comply with the <i>Texas State Plan for the Education of Gifted/Talented Students</i>, the assessment process for identification must include data collected from multiple sources.</p> <p>Options A, B, and D are incorrect because compliance necessitates data collected from multiple sources, as no single test, score, or profile is adequate for measuring the range of exceptionalities found in different individuals.</p> <p>Back to Question</p>
24	004	A	<p>Option A is correct because instruction must be seamless and vertically aligned in order to achieve the state goal of developing advanced-level products and performances. Option B is incorrect because instruction should be served based on individual strengths rather than on group strengths. Option C is incorrect because students should be served on individual strengths and should not be required to participate in all four foundation curricular areas. Option D is incorrect because instruction must be seamless and vertically aligned based on student strengths, not commensurate with teacher goals.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
25	002	D	<p>Option D is correct because Gagné’s model suggests that natural gifts will not develop into talents unless they are appropriately cultivated. Option A is incorrect because Gagné’s research does not suggest that students’ abilities are “fixed.” Option B is incorrect because Gagné’s research suggests that talents may deteriorate or not develop at all during a person’s life if the gifts are not appropriately cultivated. Option C is incorrect because Gagné’s research suggests that aptitude alone is not enough to ensure that the gifted student will excel.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
26	005	C	<p>Option C is correct because the only state limitation on acceptable combinations of advanced measures is that no more than two may be earned through original research projects. Option A is incorrect because a student may earn the four advanced measures using any combination of advanced measures. Option B is incorrect because the list adopted by the state board of education reflects all of the possible advanced measures, but individual districts may determine whether they will offer the Distinguished Achievement Program (DAP) and which of the advanced measures they will offer students. Option D is incorrect because a district may require that certain measures are used and may limit the number of times a student can count other measures.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
27	005	C	<p>Option C is correct because the complexity of tiered activities is determined by the specific needs of the learners in a class. Tiered assignments incorporate appropriately challenging tasks that vary in the content level of information, the thinking processes required, and the complexity of products students must create. The assignments provide for varying learner differences by modifying learning conditions through leveled activities. Option A is incorrect because determining student interest is part of the procedure for developing a tiered activity but is not the primary consideration in choosing the complexity of the tiered activity. Option B is incorrect because students' aptitude for working with technology is not a primary consideration in choosing the complexity of tiered assignments. Option D is incorrect because students' capacity for recalling complex ideas is not the primary consideration in choosing the complexity of tiered activities.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
28	002	C	<p>Option C is correct because twice-exceptional learners demonstrate giftedness in at least one area, and they also demonstrate a disability in at least one area. Options A, B, and D are incorrect because none are related to a disability that would classify Javier as twice exceptional.</p> <p>Back to Question</p>
29	002	B	<p>Option B is correct because parents are their child’s first advocates and cheerleaders. They have the most influence in early childhood over whether a child develops coping and other emotional skills related to giftedness. Option A is incorrect because peer pressure does not become a factor until children are beyond preschool age. Option C is incorrect because remoteness from gifted peers affects social development more than it affects emotional development, especially in the case of young children. Option D is incorrect because availability of special curricula affects cognitive development more than it does emotional development.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
30	005	A	<p>Option A is correct because requiring students to apply critical thinking increases depth of understanding. Option B is incorrect because gifted students are less likely than their classmates to require practice to acquire new knowledge and skills. Option C is incorrect because while there is social value in having students work cooperatively, it does not increase rigor or extend learning for gifted students. Option D is incorrect because using adult resources does not automatically increase rigor, and the content of adult resources may not be appropriate for sixth graders, even those who are gifted.</p> <p>Back to Question</p>
31	001	D	<p>Option D is correct because using qualitative measures exclusively is allowable in kindergarten only. All other grades must also include quantitative measures. Option A is incorrect because migrant-education services are not related to gifted-education services. Option B is incorrect because a transfer student from any grade other than kindergarten must be evaluated using both quantitative and qualitative measures. Option C is incorrect because qualitative measures must still be used, regardless of the discrepancy between IQ and achievement.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
32	004	D	<p>Option D is correct because meeting with students individually is important to monitor the students' progress and facilitate different stages of the project. Option A is incorrect because an independent project should not be an addition to a regular program but part of it. Option B is incorrect because grading students' progress is not a means of support. Additionally, too many evaluations may cause students to lose motivation and work to receive the desired grade rather than undertake the challenge of the project. Option C is incorrect because access to digital resources may be helpful to students in fulfilling certain aspects of the project, but it is not as helpful as the teacher's guidance throughout the project.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
33	005	C	<p>Option C is correct because gifted students are expected to engage at high levels in diverse processes, supported so they can learn concepts and skills, and required to produce high-end products that evidence relevant, sophisticated content while collaborating with peers in alignment with Texas state requirements.</p> <p>Option A is incorrect because The <i>Texas State Plan for the Education of Gifted/Talented Students</i> recommends that gifted students need to collaborate with peers.</p> <p>Option B is incorrect because providing resource packets is not as engaging and does not require the students to engage in upper-level thought processes or produce advanced products. Option D is incorrect because primarily using lecture for delivery of content is not best practice, is not as engaging, and does not require the students to engage in upper-level thought processes or produce advanced products.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
34	002	D	<p>Option D is correct because gifted students will typically seek friendships with students who are at the same developmental, rather than chronological, age. Option A is incorrect because gifted students will seek out others who share not only intellectual compatibility but who also share a similar conception and expectation of friendship. This will typically mean students who are either more developmentally advanced or chronologically older. Option B is incorrect because gifted children have an advanced concept of friendship. This concept is typically not as developed in non-gifted students of the same age. Sharing of beliefs and values does not alleviate the differences in what gifted and non-gifted students seek from a friend relationship. Option C is incorrect because asynchronous development will frequently preclude the development of friendships with same-age peers who are not also gifted. Gifted students become frustrated when others fail to act, speak, and think the same as they do, making the development of friendships with non-gifted, same-age peers difficult.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
35	004	D	<p>Option D is correct because ensuring that the curriculum mirrors state standards and that vertical alignment is maintained are primary purposes of a benchmark assessment. Options A and B are incorrect because acquiring grades and encouraging stakeholders are not the primary purposes of a benchmark. Option C is incorrect because although comparing student progress and giving parents assessment data are both important benefits of a benchmark, they are not the most significant reasons for administering one.</p> <p>Back to Question</p>
36	002	A	<p>Option A is correct because creative thinking is one type of giftedness in which students are independent thinkers, have the ability to improvise often, and prefer to develop new products. Option B is incorrect because gifted students displaying leadership qualities will often take charge and assume responsibility for various projects. Option C is incorrect because gifted students displaying psychomotor strengths will be well-coordinated and possess a high energy level. Option D is incorrect because gifted students with visual strengths will have strong spatial ability and will be extremely observant.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
37	004	B	<p>Option B is correct because students may exhibit giftedness in specific content areas based on their abilities. Option A is incorrect because programs that assume that giftedness will be exhibited across all contents and require advanced education in all areas are less effective and fail to meet the needs of students. Option C is incorrect because giftedness in one academic area does not equate to giftedness in others. While there may be similarity in skills required for success in commensurate content areas, they are not completely consistent. Option D is incorrect because studies demonstrate that students who are gifted achieve higher levels of advancement when homogeneously grouped with other gifted students.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
38	005	D	<p>Option D is correct because involving expert community members and leaders in an oral dialogue with recorded information provides a foundation for the development of sophisticated products and presentations. Option A is incorrect because the teacher must not drive the instruction. If the teacher creates the project and assigns the tasks, students will not maximize their creativity or individuality due to lack of student choice. The project must be student centered. Option B is incorrect because having students recycle previous programs does not foster creativity or innovation. It places the students in a position to duplicate previous programs without stimulating new ideas. Option C is incorrect because while students are asked to create artistic responses, they should be based on their own inquiry and not on one film they were shown to give them background information. Furthermore, the phrase “artistic responses” is nebulous—some students are not gifted in art and therefore may resist that type of assignment, preferring instead to speak, write, or move.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
39	001	B	<p>Option B is correct because the state must identify the concept of giftedness for school districts to develop effective gifted plans and programming. Option A is incorrect because the development of the program is not based on the parents' responsibilities. Parent responsibilities can be discussed by local districts and schools, but even if a parent does not meet his or her identified responsibilities, the student's receipt of gifted services will not be affected. Option C is incorrect because gifted students should not be required to complete four years of high school if accelerated opportunities are available. Parents should be informed of the options for their children to obtain honors and finish early. Furthermore, it is not up to the state to identify rewards granted to students based on diploma attainment. Option D is incorrect because for a district to be in compliance with the State Plan, no annual parent meeting is required. Please note that school districts are required to provide certain information to parents. This includes informing parents of the array of learning opportunities available for gifted students in kindergarten to grade 12 (State Plan 5.2C) and disseminating written policies on student identification to parents (State Plan 5.1C).</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
40	005	A	<p>Option A is correct because of all the options, this is the most common service offered to gifted and talented students. Option B is incorrect because though some gifted students may participate in internships, it is not the most commonly available option. Option C is incorrect because gifted students more often thrive in social situations rather than in secluded settings. Option D is incorrect because helping to design the curriculum is not a common service offered to gifted students.</p> <p>Back to Question</p>
41	005	D	<p>Option D is correct because asking the students about any confusion they had of the material explored in class has students consider their own thought process which develops their metacognition. Option A is incorrect because asking the students about their connection with the character develops their text-versus-self perspective, not their metacognition. Option B is incorrect because asking the students to repeat what they learned does not help them think about their own thought processes. They are just using different words to demonstrate their understanding. Option C is incorrect because asking the students about the process they would use for problem solving is not a metacognitive activity. It requires the students to demonstrate knowledge and insight but not think about their own thought processes.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
42	002	C	<p>Option C is correct because an approach that blends the strongest elements of multiple theories and models is most comprehensive and uniquely suited to meet the needs of the group. Option A is incorrect because focusing on a single theory in small increments will not yield results that make the greatest impact. It could also be confusing to the students. Option B is incorrect because the G/T coordinator's role is not to deliver the curriculum in lieu of the teacher. This option also limits the teacher to using a single theory approach. Option D is incorrect because a comparative analysis of other models should not determine which is selected first. Models are not exclusive. They should be synthesized to provide meaningful, clear direction.</p> <p>Back to Question</p>
43	005	B	<p>Option B is correct because the teacher differentiates according to student learning styles and uses flexible groupings by presenting the same information to different groups in different ways. Option A is incorrect because groups that are assigned for a semester or longer are not flexible groups. Option C is incorrect because flexible grouping usually involves grouping students based on one or more similar characteristics. Option D is incorrect because assigning students to complete the same learning stations in groups does not display differentiation.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
44	005	D	<p>Option D is correct because it provides Marlana with a mastery standard toward which she should strive and bolsters her self-esteem through demonstration of growth. Option A is incorrect because using an economy reward system fails to address intrinsic motivation, which tends to be stronger in gifted students than external motivation. This option also fails to address Marlana’s reasons for failing to engage. Option B is incorrect because focusing a discussion on where Marlana did better than classmates fails to address the issue of the student performing at a lower level than that of classmates on certain assignments, which is the source of the problem. Option C is incorrect because reminding Marlana of firm deadlines does not address the student’s internal conflict with completing assignments.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
45	002	D	<p>Option D is correct because in many instances where differentiation is nonexistent, the educator may not have the grasp of the content necessary to effectively support an advanced student. Option A is incorrect because all educators are expected to meet state standards through the lessons they teach. If their lessons aren't doing so, they are failing as a teacher. Furthermore, many gifted and talented students are easily able to achieve grade-level content standards and require differentiation to work on the appropriate advanced level to continue growing as a learner. Option B is incorrect because teachers are required to complete an initial 30 hours of GT training followed by an annual 6 hours of continued GT training if they work with any gifted students. This requirement is not based on interest. Option C is incorrect because using homogeneous instruction is not a best practice for any student whether they are classified as GT (or special education) or not. This option simply restates the problem from the stem.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
46	003	A	<p>Option A is correct because under 1.6E of the <i>Texas State Plan for the Education of Gifted and Talented Students</i>, it is exemplary practice for the population of the total district to be reflected in the population of the gifted and talented services program.</p> <p>Option B is incorrect because under 1.6C of the <i>Texas State Plan for the Education of Gifted and Talented Students</i>, access to assessment is available to all populations of the district for gifted and talented students and it reflects compliant, not exemplary, practice.</p> <p>Option C is incorrect because under 1.7C of the <i>Texas State Plan for the Education of Gifted and Talented Students</i>, final determination of student need for gifted and talented services by a committee of at least (3) campus educators is compliant, but not exemplary, practice. Exemplary practice would be for the selection committee to be formed by a majority of members who have completed thirty (30) hours of training and are current with the six-hour training update as required by 19 TAC §89.2(2).</p> <p>Option D is incorrect because under 1.5.1.C of the <i>Texas State Plan for Gifted and Talented Students</i>, collecting data from multiple sources for each area of giftedness served by the district and including the data in the assessment process for gifted and talented services is recommended, but not exemplary, practice.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
47	005	C	<p>Option C is correct because when gifted students are clustered together in one class instead of several classes, they have the benefit of working with other students of similar ability. Option A is incorrect because clustered classes contain gifted and nongifted students. Option B is incorrect because offering instruction suited only to gifted students ignores the needs of the nongifted students. Option D is incorrect because the opposite is true. Clustering allows the teacher the opportunity to differentiate instruction.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
48	002	D	<p>Option D is correct because a team of individuals who have a vested interest in the student's success are best positioned to develop, monitor, and oversee an individualized intervention plan. Option A is incorrect because the assessment of the seriousness of the problem should not be limited to the student's perspective. The teacher should verify the impact with other individuals directly involved with the student's academic development. Option B is incorrect because developing alternate assignments does not allow for the analysis of the root of the student's problems. This is best discerned by data collection of the function of the student's behavior and the student's needs. Option C is incorrect because parental support will not provide elements that parallel the teacher's instructional capacity. Primary intervention should take place in the classroom with parental support as a supplement.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
49	003	A	<p>Option A is correct because testing bias can affect the equal selection of students from particular ethnic groups or those diagnosed with disabilities. Option B is incorrect because bias usually has the effect of making eligible groups smaller. Option C is incorrect because bias on an instrument and teacher professional development are not closely related. Option D is incorrect because biased testing leads to a less diverse group of students. This cannot be correlated to teacher satisfaction unless the teacher is biased against certain groups of people, which is frowned upon for educators.</p> <p>Back to Question</p>
50	002	B	<p>Option B is correct because gifted students are often unidentified if they also possess a learning disability. Recognizing the unique characteristics of twice-exceptional students may help teachers and other school personnel to identify students earlier and provide the necessary interventions for success. Option A is incorrect because most teachers expect gifted students to be more alert than their peers. Option C is incorrect because most teachers expect gifted students to easily complete all assignments. Option D is incorrect because most teachers expect gifted students to be more imaginative than their peers.</p> <p>Back to Question</p>

Study Plan Sheet

STUDY PLAN						
Content covered on test	How well do I know the content?	What material do I have for studying this content?	What material do I need for studying this content?	Where can I find the materials I need?	Dates planned for study of content	Date Completed

Preparation Resources

The resources listed below may help you prepare for the TExES test in this field. These preparation resources have been identified by content experts in the field to provide up-to-date information that relates to the field in general. You may wish to use current issues or editions to obtain information on specific topics for study and review.

JOURNALS

Gifted Child Quarterly, National Association for Gifted Children.

Journal for the Education of the Gifted, Association for the Gifted.

OTHER RESOURCES

Colangelo, N., and Davis, G. A. (Eds.). (2003). *Handbook of Gifted Education*, Third Edition. Boston, Mass.: Pearson.

Delisle, J., and Lewis, B. A. (2003). *The Survival Guide for Teachers of Gifted Kids: How to Plan, Manage, and Evaluate Programs for Gifted Youth K–12*. Minneapolis, Minn.: Free Spirit Publishing, Inc.

DeNisco, A. (2015) *How Schools Maximize Gifted Talent*. Education Digest, Vol. 81 Issue 3 (pp 42-48).

Frazier, A.D., Castellano, J.A., National Association for Gifted Children. (2011). *Special Populations in Gifted Education: Understanding Our Most Able Students From Diverse Backgrounds*. Waco, Texas: Sourcebooks, Inc.

Kettler, T. (Ed.). (2015). *Modern Curriculum for Gifted and Advanced Academic Students*. Washington, D.C.: Prufrock Press, Inc.

Kim, K.L. (2013). *Creatively Gifted Students Are Not Like Other Gifted Students: Research, Theory, and Practice*. Boston, Mass.: Sense Publishers.

Peters, S. J., Matthews, M. S., McBee, M. T., & McCoach, D. B. (2014). *Beyond gifted education: Designing and implementing advanced academic programs*. Waco, Texas: Prufrock Press, Inc.

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Sweeney, M. E., and Bilewski, T. (2014). *Gifted Education Resource Guide*. Elevated Educational Resources, LLC.

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VanTassel-Baska, J. S. (2008). *Using performance-based assessment to document authentic learning*. In J. L. VanTassel-Baska (Ed.), *Alternative assessments with gifted and talented students* (pp. 285–308). Waco, Texas: Prufrock Press, Inc.

VanTassel-Baska, J. L. (2009). Introduction. In J. L. VanTassel-Baska, T. L. Cross, & F. R. Olenchak (Eds.) *Social-emotional curriculum with gifted and talented students* (pp. 1–10). Waco, Texas: Prufrock Press, Inc.

ONLINE RESOURCES

Council for Exceptional Children, The Association for the Gifted — <http://www.cectag.org>

GT World Homepage — <http://www.gtworld.org>

Hoagies' Gifted Education — <http://www.hoagiesgifted.org>

National Association for Gifted Children — <http://www.nagc.org>

Texas Education Agency — <http://www.tea.texas.gov>

Texas Association for the Gifted and Talented — <http://www.txgifted.org>