Chapter 1
Certification and Endorsement in Gifted and Talented Education: What the Teacher Educator Should Know

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ABSTRACT

Although endorsement and certification in gifted was a prevalent topic in the 1970s and 1980s, certification and endorsement needs for gifted and talented education (GATE) teachers has not been discussed extensively in the recent literature. This chapter provides an updated look at endorsement and certification through a review of teacher, parent, student, school counselor, and mental health professional perceptions regarding training needs in gifted education. Thematically, identification and characteristics of the gifted, differentiation for gifted learners, and the social and emotional needs of the gifted are discussed, and recommendations are made regarding pre-service coursework.

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INTRODUCTION

Certification and endorsement needs for gifted and talented education (GATE) teachers have been discussed in the literature extensively. Perhaps the most prolific writer on gifted education training and endorsement needs, Francis Karnes, has been advocating on the topic since the early 1980s and throughout the 1990s. (Karnes and Parker, 1983; Karnes and Parker, 1987; Karnes and Marquardt, 1995; Karnes and Lewis, 1996; Karnes and Whorton, 1996; Karnes and Marquardt, 1997). Karnes focus has consistently established a lack of training opportunities for teachers in the field of gifted. However, although the literature of the 1990s established a need for teacher training and certification in gifted (Karnes and Marquardt, 1995), recent research is sparse. According to Cannaday and Courduff, (forthcoming), less research is available today regarding certification and endorsement needs in gifted than was available ten years ago, although both the National Association for Gifted Children (NAGC) and the Council for State Directors of the Gifted (CSDG) recommend certification and endorsement as a critical need in gifted education. This chapter provides a clear description of current gifted certification and endorsement needs in the United States. It further discusses best practices in identification, differentiation, and the social and emotional development of gifted students that University teacher educators should focus on curricularly when preparing new teachers.

BACKGROUND

According to the most recent State of the States in Gifted Education survey (NAGC-CSDG, 2014/15) only 17 of 41 States participating in the bi-annual survey have at least one full time employee devoted to gifted education policy and practice. Moreover only 15 State respondents report having teacher training for gifted as required practice, and only 19 of responding States require gifted education credentials or certification for those teachers who teach primarily in gifted education classrooms. Finally, the State of the States in gifted education survey indicates that a majority of general education teachers have little to no training in gifted education, and only 12 responding States indicated required gifted education coursework in teacher training programs.

The lack of training opportunities in gifted education available to teacher candidates is known to contribute to several problems in gifted education;
All the Light We Cannot See: Novel and Properties of Waves Study
Erica Lynn Johnson, Marsha Buck and Sarah A. Rhymer (2019). Handbook of Research on Science Literacy Integration in Classroom Environments (pp. 183-202). www.igi-global.com/chapter/all-the-light-we-cannot-see/214298?camid=4v1a