

Gifted Education Programming Criterion 1: Learning and Development

Introduction

For teachers and other educators in PreK-12 settings to be effective in working with learners with gifts and talents, they must understand the characteristics and needs of the population for whom they are planning curriculum, instruction, assessment, and programs. These characteristics provide the rationale for differentiation in programs and services for this population and are translated into appropriate differentiation choices made at curricular and program levels in schools and school districts. While cognitive growth is important in such programs, affective development is also necessary. Thus many of the characteristics addressed in this introduction to the standards emphasize affective development linked to self understanding and social awareness. The teacher education standards governing these indicators are not addressed explicitly in the 1998 Pre-K-Grade 12 Gifted Program Standards. Moreover, because the teacher standards on learner characteristics are not programmatic in nature, the Professional Standards Workgroup chose to treat them as the foundational basis for all programs and services developed in subsequent standards that impact on student learning as seen in the student outcomes forged for each criterion.

This criterion bridges the NAGC Pre-K-Grade 12 Gifted Program Standard 3 (Socio-Emotional Guidance and Counseling) and Standards 2 and 3 of the NAGC-CEC teacher preparation standards (Development and Characteristics and Individual Learning Differences). The latter two focus on learning and developmental characteristics of students with gifts and talents, including those learners with special needs (e.g., twice exceptional, underachieving, low-income, culturally diverse, and second language learners). Educators who develop programs and services for these students need to recognize and apply these understandings to evolving programmatic initiatives. Knowledge of learner characteristics also represent part of the core learnings for pre-service teachers and a substantial piece of the graduate level introductory course in gifted education offered for teachers to receive endorsement or certification in their state.

Gifted Education Programming Criterion 1: Learning and Development	
Description: Educators, recognizing the learning and developmental differences of students with gifts and talents, promote ongoing self understanding, awareness of their needs, and cognitive and affective growth of these students in school, home, and community settings.	
Student Outcomes	Evidence-Based Practices
1. <i>Self Understanding.</i> Students demonstrate self-knowledge with respect to their interests, strengths, identities, and needs in socio-emotional development and in intellectual, academic, creative, leadership, and artistic domains.	1.1 Educators engage students in identifying interests, strengths, and gifts. (NAGC/CEC: 2.K1, 3.K2)
	1.2 Educators assist students in developing identities supportive of achievement.
2. <i>Self Understanding.</i> Students possess a developmentally-appropriate understanding of how they learn and grow; they recognize the influences of their beliefs, traditions, and values on their learning and behavior.	2.1 Educators develop activities that match each student's developmental level and culture-based learning needs. (NAGC/CEC: 2.K2, 2.K4, 3.K1, 3.K4)
3. <i>Self Understanding.</i> Students with gifts and talents demonstrate understanding of and respect for similarities and differences between themselves and their peer group and others in the general population.	3.1 Educators provide opportunities for students to interact with individuals of various gifts, talents, abilities and strengths (NAGC/CEC: 5.S1, 5.S3, 5.S4).
	3.2. Educators model respect for individuals with diverse abilities, strengths, and goals. (NAGC/CEC: 2.K5)

<p><u>4. Awareness of Needs.</u> Students access resources from the community to support cognitive and affective needs, including social interactions with others having similar interests and abilities or experiences, including same-age peers and mentors, or experts.</p>	4.1 Educators provide role models (e.g., through mentors, bibliotherapy) for students that match their abilities and interests. (NAGC/CEC: 2.K3, 2K.5)
	4.2 Educators identify out-of-school learning opportunities that match their abilities and interests.
<p><u>5. Awareness of Needs.</u> Students' families and communities understand similarities and differences with respect to the development and characteristics of advanced and typical learners and support students with gifts and talents' needs.</p> <p><u>6. Cognitive and Affective Growth.</u> Students benefit from meaningful and challenging learning activities addressing their unique characteristics and needs.</p>	5.1. Educators collaborate with families in accessing resources to develop their child's talents. (NAGC/CEC: 2.K 3; 2.K5; 3.K4)
	6.1. Educators design interventions to develop cognitive and affective growth that are based on research of effective practices. (PK-12: 3.1; NAGC/CEC: 1.K2; 3.K2)
	6.2. Educators develop specialized intervention services for students who are underachieving and now learning and developing their talents. (PK-12: 3.3; NAGC/CEC: 2.K1, 3.S1)
<p><u>7. Cognitive and Affective Growth.</u> Students recognize their preferred approaches to learning and expand their repertoire.</p> <p><u>8. Cognitive and Affective Growth.</u> Students identify future career goals that match their talents and abilities and resources needed to meet those goals (e.g., higher education opportunities, mentors, financial support, etc.)</p>	7.1 Teachers enable students to identify their preferred approaches to learning, accommodate these preferences, and expand them. (NAGC/CEC: 3.K3)
	8.1. Educators provide students with college and career guidance that is consistent with their strengths. (PK-12: 3.2)
	8.2. Teachers and counselors implement a curriculum scope and sequence that contains person/social awareness and adjustment, academic planning, and vocational and career awareness. (PK-12: 3.4)

Gifted Education Programming Criterion 2: Assessment

Introduction

Knowledge about all forms of assessment is essential for educators of students with gifts and talents. It is integral to identification, assessing each student’s learning progress, and evaluation of programming. Educators need to establish a challenging environment and collect multiple types of assessment information so that all students are able to demonstrate their gifts and talents. Educators’ understanding of non-biased, technically adequate, and equitable approaches enables them to identify students who represent diverse backgrounds. They also differentiate their curriculum and instruction by using pre- and post-, performance-based, product-based, and out-of-level assessments. As a result of each educator’s use of on-going assessments, students demonstrate advanced and complex learning. Using these student progress data, educators then evaluate services and make adjustments to one or more of the school’s programming components so that student performance is improved.

This criterion combines Standard 8, Assessment, of the NAGC-CEC teacher preparation standards with Student Identification and Program Evaluation from the NAGC Pre-K-Grade 12 Gifted Program Standards. This combination emphasizes the cyclical role that assessment assumes in the educators’ decision-making process—beginning with identifying the needs of students with gifts and talents, then providing services, monitoring student progress, improving the programming components to ensure continued student progress, then returning to the identification of more students who need services and beginning the process again. Educators who use varied types of assessments need to be well-informed about measurement theory, legal policies, ethical principles, practices, and interpretation of results related to identification, progress monitoring, and evaluation, particularly as these types of assessments relate to students with gifts and talents from culturally and linguistically diverse backgrounds.

Gifted Education Programming Criterion 2: Assessment	
Description: Assessments provide information about identification, learning progress and outcomes, and evaluation of programming for students with gifts and talents in all domains.	
Student Outcomes	Evidence-Based Practices
1. <i>Identification</i> . All students in grades PK-12 have equal access to a comprehensive assessment system that allows them to demonstrate diverse characteristics and behaviors that are associated with giftedness.	1.1. Educators develop environments and instructional activities that encourage students to express diverse characteristics and behaviors that are associated with giftedness. (PK-12: 1.0; NAGC/CEC: 8.K1)
	1.2. Educators provide parents with information regarding diverse characteristics and behaviors that are associated with giftedness. (PK-12: 1.3)
2. <i>Identification</i> . Each student reveals his or her exceptionalities or potential through assessment evidence so that appropriate instructional accommodations and modifications can be provided.	2.1. Educators establish comprehensive, cohesive, and ongoing procedures for identifying and serving students with gifts and talents. These provisions include informed consent, committee review, student retention, student reassessment, student exiting, and appeals procedures for both entry and exit from gifted program services. (PK-12: 5.0, 5.1; NAGC-CEC: 8.K1)
	2.2. Educators select and use multiple assessments that measure diverse abilities, talents, and strengths that are based on current theories, models, and research. (PK-12: 4.0; NAGC-CEC: 1.K2; 8.K2)
	2.3 Assessments provide qualitative and quantitative information from a variety of

	sources, including off-level testing, are nonbiased and equitable, and are technically adequate for the purpose. (PK-12: 4.1; NAGC-CEC: 8.S1; 8.S2)
	2.4. Educators have knowledge of student exceptionalities and collect assessment data while adjusting curriculum and instruction to learn about each student's developmental level and aptitude for learning. (PK-12: 1.0, 2.2, 2.3)
	2.5. Educators interpret multiple assessments in different domains and understand the uses and limitations of the assessments in identifying the needs of students with gifts and talents. (NAGC-CEC: 8.K2)
	2.6. Educators inform all parents/guardians about the identification process. Teachers obtain parental permission for assessments, use culturally sensitive checklists, and elicit evidence regarding the child's interests and potential outside of the classroom setting. (PK-12: 1.2, 1.3; NAGC-CEC: 8.S1, 10.S5)
3. <i>Identification.</i> Students with identified needs represent diverse backgrounds and reflect the total student population of the district.	3.1. Educators select and use non-biased and equitable approaches for identifying students with gifts and talents, which may include using locally developed norms or assessment tools in the child's native language or in nonverbal formats. (PK-12: 2.0, 2.1; NAGC-CEC: 8.S1)
	3.2. Educators understand and implement district and state policies designed to foster equity in gifted programming and services. (PK-12: 5.0, 5.1; NAGC-CEC: 8.K1)
	3.3. Educators provide parents with information in their native language regarding diverse behaviors and characteristics that are associated with giftedness and with information that explains the nature and purpose of gifted programming options. (PK-12: 1.2, 1.3, 2.1)
4. <i>Learning Progress and Outcomes.</i> Students with gifts and talents demonstrate advanced and complex learning as a result of using multiple, appropriate, and ongoing assessments.	4.1. Educators use differentiated pre- and post- performance-based assessments to measure the progress of students with gifts and talents. (NAGC-CEC: 4.S4, 8.S3)
	4.2. Educators use differentiated product-based assessments to measure the progress of students with gifts and talents. (NAGC-CEC: 8.S3, 8.S4)
	4.3. Educators use off-level standardized assessments to measure the progress of students with gifts and talents. (NAGC-CEC: 8.S3)
	4.4. Educators use and interpret qualitative and quantitative assessment information to develop a profile of the strengths and weaknesses of each student with gifts and talents to plan appropriate intervention. (PK-12: 3.0, 3.1; NAGC-CEC: 8.K3)
	4.5. Educators communicate and interpret assessment information to students with gifts and talents and their parents/guardians. (NAGC-CEC: 10.S5)
5. <i>Evaluation of Programming.</i> Students identified with gifts and talents demonstrate important learning progress as a result of programming and services.	5.1. Educators ensure that the instruments used in the evaluation process are reliable and valid, allow for above-grade-level performance, and allow for diverse perspectives. (PK-12: 3.2)
	5.2. Educators ensure that the assessment of the progress of students with gifts and talents uses multiple indicators that measure mastery of content, higher level thinking skills, achievement in specific program areas, and affective growth. (PK-12: 3.3)
	5.3. Educators assess the quantity, quality, and appropriateness of the programming and services provided for students with gifts and talents by disaggregating assessment data and yearly progress data and making the results public. (PK-12: 4.0)
6. <i>Evaluation of Programming.</i> Students identified with	6.1. Administrators provide the necessary time and resources to implement an annual

<p>gifts and talents have increased access and they show significant learning progress as a result of improving components of gifted education programming.</p>	<p>evaluation plan developed by persons with expertise in program evaluation and gifted education. (PK-12: 2.0, 3.0)</p>
	<p>6.2. The evaluation plan is purposeful and evaluates how student-level outcomes are influenced by one or more of the following components of gifted education programming: (a) identification, (b) curriculum, (c) instructional programming and services, (d) ongoing assessment of student learning, (e) counseling and guidance programs, (f) teacher qualifications and professional development, (g) parent/ community involvement, (h) programming resources, and (i) programming design, management, and delivery. (PK-12: 1.0)</p>
	<p>6.3. Educators disseminate the results of the evaluation, orally and in written form, and explain how they will use the results. (PK-12: 4.0)</p>

Gifted Education Programming Criterion 3: Curriculum Planning and Instruction

Introduction

Assessment is an integral component of the curriculum planning process. The information obtained from multiple types of assessments informs decisions about curriculum content, instructional strategies, and resources that will support the growth of students with gifts and talents. Educators develop and use a comprehensive and sequenced core curriculum that is aligned with local, state, and national standards, then differentiate and expand it. In order to meet the unique needs of students with gifts and talents, this curriculum must emphasize advanced, conceptually challenging, in-depth, distinctive, and complex content within cognitive, affective, aesthetic, social, and leadership domains. Educators must possess a repertoire of evidence-based instructional strategies in delivering the curriculum (a) to develop talent, enhance learning, and provide students with the knowledge and skills to become independent, self-aware learners and (b) to give students the tools to contribute to a multicultural, diverse society. The curriculum, instructional strategies, and materials and resources must engage a variety of learners using culturally responsive practices.

This criterion combines Standard 4, Instructional Strategies, and Standard 7, Instructional Planning, from the NAGC-CEC teaching preparation standards with the Curriculum and Instruction criterion from the NAGC Pre-K-Grade 12 Gifted Program Standards. This combination acknowledges the interrelationship among assessment, content, and instruction. Educators must understand theories and research-based models that form the basis of curriculum development and instructional practice for students with gifts and talents. They must also be adept at responding to individual abilities and needs, including cultural and linguistic factors, to select, adapt, and create appropriate materials and select appropriate instructional strategies and resources.

Gifted Education Programming Criterion 3: Curriculum Planning and Instruction	
Description: Educators apply the theory and research-based models of curriculum and instruction related to students with gifts and talents and respond to their needs by planning, selecting, adapting, and creating culturally relevant curriculum and by using a repertoire of evidence-based instructional strategies.	
Student Outcomes	Evidence-Based Practices
1. <i>Curriculum Planning</i> . Students with gifts and talents demonstrate growth commensurate with aptitude during the school year.	1.1. Educators use local, state, and national standards to align and expand curriculum and instructional plans. (PK-12: 1.0; NAGC/CEC: 1.K3; 7.S1)
	1.2. Educators design and use a comprehensive and continuous scope and sequence to develop differentiated plans for PK-12 students. (PK-12: 2.1; NAGC/CEC: 7.S2; 7.S3)
	1.3. Educators adapt, modify, or replace the core or standard curriculum to meet the needs of students with gifts and talents and those with special needs such as twice-exceptional, highly gifted, and English language learners. (PK-12: 2.0; 5.1; NAGC/CEC: 4.K2; 7.K2; 7.S2)

	1.4. Educators design differentiated curricula that incorporate advanced, conceptually challenging, in-depth, distinctive, and complex content for students with gifts and talents. (PK-12: 5.0; NAGC/CEC: 7.S5)
	1.5. Educators use a balanced assessment system, including pre-assessment and formative assessment, to identify students' needs, develop differentiated education plans, and adjust plans based on continual progress monitoring. (PK-12: 2.2; 2.3; NAGC/CEC: 4.S4)
	1.6. Educators use pre-assessments and pace instruction based on the learning rates of students with gifts and talents and accelerate and compact learning as appropriate. (PK-12: 2.2; 3.0; 4.0; 5.0; NAGC/CEC: 4.S4; 4.S5; 7.K2)
	1.7. Educators use information and technologies, including assistive technologies, to individualize for students with gifts and talents, including those who are twice-exceptional. (PK-12: 5.1; NAGC/CEC: 4.S7; 7.S4)
2. <u>Talent Development</u> . Students with gifts and talents become more competent in multiple talent areas and across dimensions of learning.	2.1. Educators design curricula in cognitive, affective, aesthetic, social, and leadership domains that are challenging and effective for students with gifts and talents. (PK-12: 2.05.1; NAGC/CEC: 4.K2; 4.S1; 7.K1; 7.K3)
	2.2. Educators use metacognitive models to meet the needs of students with gifts and talents. (NAGC/CEC: 4.S2)
3. <u>Talent Development</u> . Students with gifts and talents develop their abilities in their domain of talent and/or area of interest.	3.1. Educators select, adapt, and use a repertoire of instructional strategies and materials that differentiate for students with gifts and talents and that respond to their diversity. (PK-12: 2.2; 5.1; NAGC/CEC: 4.K1; 4.K2; 7.S2; 7.S4)
	3.2. Educators use school and community resources that support differentiation. (NAGC/CEC: 4.K1)
	3.3. Educators provide opportunities for students with gifts and talents to explore, develop, or research their areas of interest and/or talent. (PK-12: 3.0; 5.1; NAGC/CEC: 4.S3)
4. <u>Instructional Strategies</u> . Students with gifts and talents become independent investigators.	4.1. Educators use critical thinking strategies to meet the needs of students with gifts and talents. (NAGC/CEC: 4.K2; 4.S2; 7.K1; 7.S5)
	4.2. Educators use creative thinking strategies to meet the needs of students with gifts and talents. (NAGC/CEC: 4.K2; 4.S2; 7.K1; 7.S5)
	4.3. Educators use problem solving models strategies to meet the needs of students with gifts and talents. (NAGC/CEC: 4.K2; 4.S2; 7.K1; 7.S5)
	4.4. Educators use inquiry models to meet the needs of students with gifts and talents.

	(NAGC/CEC: 4.K2; 4.S2; 7.K1; 7.S5)
5. <u>Culturally Relevant Curriculum</u> . Students with gifts and talents develop knowledge and skills for living and being productive in a multicultural, diverse society.	5.1. Educators develop and use challenging, culturally responsive curriculum to engage all students with gifts and talents. (NAGC/CEC: 4.S6; 7.S4)
	5.2. Educators integrate career exploration experiences into learning opportunities for students with gifts and talents, e.g. biography study, speakers, etc. (NAGC/CEC: 7.S6)
	5.3. Educators use curriculum for deep explorations of cultures, languages, and social issues related to diversity. (NAGC/CEC: 4.S6; 7.S4)
6. <u>Resources</u> . Students with gifts and talents benefit from gifted education programming that provides a variety of high-quality resources and materials.	6.1. Teachers and administrators demonstrate familiarity with sources for high-quality resources and materials that are appropriate for learners with gifts and talents. (NAGC/CEC: 4.K1; 7.S4)

Gifted Education Programming Criterion 4: Learning Environments

Introduction

Effective educators of the learners with gifts and talents create safe learning environments that foster emotional well being, positive social interaction, leadership for social change, and cultural understanding for success in a diverse society. Knowledge of the impact of giftedness and diversity on social-emotional development enables educators of the learners with gifts and talents to design environments that encourage independence, motivation, and self-efficacy of individuals from all backgrounds. They understand the role of language and communication in talent development and the ways in which culture affects communication and behavior. They use relevant strategies and technologies to enhance oral, written, and artistic communication of learners whose needs vary based on exceptionalism, language proficiency, and cultural and linguistic differences. They recognize the value of multilingualism in today's global community.

This criterion addresses NAGC-CEC teacher preparation Standards 5 (Learning Environment and Social Interactions) and 6 (Language and Communication). The NAGC Pre-K-Grade 12 Gifted Program Standards have no similar content. Educators of students with gifts and talents require knowledge and skills to create learning environments that support the affective, social, and communicative needs of learners with gifts and talents, including those from diverse backgrounds, defined to include differences based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area.

Gifted Education Programming Criterion 4: Learning Environments	
Description: Learning environments foster personal and social responsibility, multicultural* competence, and interpersonal and technical communication skills for leadership in the 21 st century.	
Student Outcomes	Evidence-Based Practices
1. <i>Personal Competence</i> . Students with gifts and talents demonstrate growth in personal competence and dispositions for exceptional academic and creative productivity. These include self awareness, self advocacy, self efficacy, confidence, motivation, resilience, independence, curiosity, and risk taking.	1.1. Educators maintain high expectations for all students as evidenced in meaningful and challenging activities. (NAGC/CEC: 5.K1)
	1.2. Educators provide opportunities for self-exploration, development and pursuit of interests, and development of identities supportive of achievement, e.g., through mentors and role models. (NAGC/CEC: 5.S1)
	1.3. Educators create environments that support trust among diverse learners. (NAGC/CEC: 1.K7; 5.S3, 6.K1-3)
	1.4. Educators provide feedback that focuses on effort, on evidence of potential to meet high standards, and on errors as learning opportunities. (NAGC/CEC: 5.S2)
	1.5. Educators provide examples of positive coping skills and opportunities to apply them. (NAGC/CEC: 5.S5)

2. <i>Social Competence</i> . Students with gifts and talents develop social competence manifested in positive peer relationships and social interactions.	2.1. Educators understand the needs of students with gifts and talents for both solitude and social interaction. (NAGC/CEC: 5.K2)
	2.2. Educators provide opportunities for interaction with intellectual and artistic/creative peers as well as with chronological-age peers. (NAGC/CEC: 5.S3)
	2.3. Educators assess and provide instruction on social skills needed for school, community, and the world of work. (NAGC/CEC: 5.S5)
3. <i>Leadership</i> . Students with gifts and talents demonstrate personal and social responsibility and leadership skills.	3.1 Educators establish a safe and welcoming climate for addressing social issues and developing personal responsibility. (NAGC/CEC: 5.S1, S4)
	3.2. Educators provide environments for developing many forms of leadership and leadership skills. (NAGC/CEC: 5.S2)
	3.3. Educators promote opportunities for leadership in community settings to effect positive change. (NAGC/CEC: 5.S5)
4. <i>Cultural Competence</i> . Students with gifts and talents value their own and others' language, heritage, and circumstance. They possess skills in communicating, teaming, and collaborating with diverse individuals and across diverse groups ¹ . They use positive strategies to address social issues, including discrimination and stereotyping.	4.1. Educators model appreciation for and sensitivity to students' diverse backgrounds and languages. (NAGC/CEC: 1.K5; 5.S4)
	4.2. Educators sanction discriminatory language and behavior and model appropriate strategies. (NAGC/CEC: 1.K5; 5.S4)
	4.3. Educators provide structured opportunities to collaborate with diverse peers on a common goal. (NAGC/CEC 5.S1)
5. <i>Communicative Competence</i> . Students with gifts and talents develop competence in interpersonal and technical communication skills. They demonstrate advanced oral and written skills, balanced biliteracy or multiliteracy, and creative expression. They display fluency with technologies that support effective communication.	5.1. Educators provide opportunities for advanced development and maintenance of first and second language(s). (NAGC/CEC 6.S1)
	5.2. Educators provide resources to enhance oral, written, and artistic forms of communication, recognizing students' cultural context. (NAGC/CEC 6.K1-3)
	5.3. Educators ensure access to advanced communication tools, including assistive technologies, and use of these tools for expressing higher-level thinking and creative productivity. (NAGC/CEC 6.S2)

¹ Differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area.

Gifted Education Programming Criterion 5: Programming

Introduction

The term programming refers to a continuum of services that address students with gifts and talents' needs in all settings. Educators develop policies and procedures to guide and sustain all components of comprehensive and aligned programming and services for PreK-12 students with gifts and talents. Educators use a variety of programming options such as acceleration and enrichment in varied grouping arrangements (cluster grouping, resource rooms, special classes, special schools) and within individualized learning options (independent study, mentorships, online courses, internships) to enhance students' performance in cognitive and affective areas and to assist them in identifying future career goals. They augment and integrate current technologies within these learning opportunities to increase access to high level programming such as distance learning courses and to increase connections to resources outside of the school walls. In implementing services, educators in gifted, general, special education programs and related professional services collaborate with one another and parents and community members to ensure that students' diverse learning needs are met. Administrators demonstrate their support of these programming options by allocating sufficient resources so that all students within gifts and talents receive appropriate educational services.

This criterion combines Standard 10, Collaboration, of the NAGC-CEC teacher preparation standards with Program Design and Program Administration and Management from the NAGC Pre-K-Grade 12 Gifted Program Standards. The combination focuses on the strong relationships among coordinated and comprehensive services, administrative resources, and collaboration that are needed to develop the talents of all students with gifts and talents.

Gifted Education Programming Criterion 5: Programming	
Description: Educators are aware of empirical evidence regarding (a) the cognitive, creative and affective development of learners with gifts and talents and (b) programming that meet their concomitant needs. Educators use this expertise systematically and collaboratively to develop, implement and effectively manage comprehensive services for students with a variety of gifts and talents.	
Student Outcomes	Evidence-Based Practices
1. <i>Variety of Programming</i> . Students' participation in a variety of programming options based on a strong evidence-based foundation in gifted education enhances performance in cognitive and affective areas.	1.1. Educators regularly use multiple alternative approaches to accelerate learning. (PK-12: 5.1; NAGC/CEC: 4.S5)
	1.2. Educators regularly use enrichment options to extend and deepen learning opportunities within and outside of the school setting. (PK-12: 5.1)
	1.3. Educators regularly use multiple forms of grouping, including clusters, resource rooms, special classes, special schools, and so on. (PK-12: 5.5)
	1.4. Educators regularly use individualized learning options such as mentorships, internships, online courses, and independent study. (PK-12: 5.1; NAGC/CEC: 7.S6)
	1.5. Educators regularly use current technologies, including online learning options and assistive technologies to enhance access to high level programming. (PK-12: 5.1; NAGC/CEC: 4.S7, 6.S2)
	1.6. Administrators demonstrate support for gifted programs through equitable allocation of resources and demonstrated willingness to ensure that learners with gifts and talents receive appropriate educational services. (PK-12: 5.2, 6.4)

<p>2. <u>Coordinated Services</u>. Students with gifts and talents demonstrate progress as a result of the shared commitment and coordinated services of gifted education, general education, special education, and related professional services, such as school counselors, school psychologists, and social workers.</p>	<p>2.1. Educators in gifted, general, and special education programs, as well as those in specialized areas, collaboratively plan, develop, and implement services for learners with gifts and talents. (PK-12: 5.4, 6.2; NAGC/CEC: 10.S4, 10.S6)</p>
<p>3. <u>Collaboration</u>. Students with gifts and talents' learning are enhanced by regular collaboration among families, community, and the school.</p>	<p>3.1. Educators regularly engage families and community members for planning, programming, evaluating, and advocating. (PK-12: 6.3; NAGC/CEC: 10.K1, 10.S1, 10.S2, 10S.5)</p>
<p>4. <u>Resources</u>. Students with gifts and talents participate in gifted education programming that is adequately funded to meet student needs and program goals.</p>	<p>4.1. Administrators track expenditures at the school level to verify appropriate and sufficient funding for gifted programming and services. (PK-12: 5.2, 6.4)</p>
<p>5. <u>Comprehensive</u>. Students with gifts and talents develop their potential through comprehensive, aligned programming and services.</p>	<p>5.1. Educators develop thoughtful, multi-year program plans in relevant student talent areas, PK-12. (PK-12: 5.1; NAGC/CEC: 7.S3)</p>
<p>6. <u>Policies and Procedures</u>. Students with gifts and talents participate in regular and gifted education programs that are guided by clear policies and procedures that provide for their advanced learning needs (e.g., early entrance, acceleration, credit in lieu of enrollment).</p>	<p>6.1. Educators create policies and procedures to guide and sustain all components of the program, including assessment, identification, acceleration practices, and grouping practices, that is built on an evidence-based foundation in gifted education. (PK-12: 5.3, 5.6; NAGC/CEC: 1.K3, 9.S4)</p>
<p>7. <u>Career Pathways</u>. Students with gifts and talents identify future career goals and the talent development pathways to reach those goals.</p>	<p>7.1. Educators provide professional guidance and counseling for individual student strengths, interests, and values. (PK-12: 3.2; NAGC/CEC: 7.S6)</p>
	<p>7.2. Educators facilitate mentorships, internships, and vocational programming experiences that match student interests and aptitudes. (PK-12: 5.1; NAGC/CEC: 7.S6)</p>

Gifted Education Programming Criterion 6: Professional Development

Introduction

Professional development is essential for all educators involved in the development and implementation of gifted program services. Professional development is the intentional development of professional expertise as outlined by the NAGC-CEC teacher preparation standards. Professional development may take many forms ranging from district-sponsored workshops and courses, university courses, professional conferences, independent studies, and presentations by external consultants. Students participating in gifted education program services are taught by teachers with developed expertise in gifted education. Gifted education program services are developed and supported by administrators, coordinators, and curriculum specialists who have developed expertise in gifted education. Student services for students with gifts and talents are also enhanced by guidance and counseling professionals with expertise in gifted education. Professional development is an ongoing part of gifted educators' professional and ethical practices. It is based on systematic needs assessments from both program and personnel evaluations.

This criterion combines Standards 9 and 10 of the NAGC-CEC teacher preparation standards with Professional Development from the NAGC Pre-K-Grade 12 Gifted Program Standards. This combination emphasizes the foundational role of ongoing professional development guided by the established standards of the field and supporting evidence-based practices in all aspects of gifted program services.

Gifted Education Programming Criterion 6: Professional Development	
Description: All educators (administrators, teachers, counselors, and other instructional support staff) build their knowledge and skills using the NAGC/CEC Teacher Standards for Gifted and Talented Education and the National Staff Development Standards. They formally assess professional development needs related to the standards, develop and monitor plans, systematically engage in training to meet the identified needs, and demonstrate mastery of standard. They access resources to provide for release time, funding for continuing education, and substitute support.	
Student Outcomes	Evidence-Based Practices
1. <i>Talent Development</i> . Students develop their talents and gifts as a result of interacting with educators who meet the national teacher preparation standards in gifted education.	<p>1.1. Educators systematically participate in ongoing, research- supported professional development that addresses the foundations of gifted education, characteristics of students with gifts and talents, assessment, curriculum planning and instruction, learning environments, and programming. (PK-12: 1-4; NAGC/CEC: 1.0, 9.S5, 10.S6)</p> <p>1.2. The school district provides professional development for teachers that models how to develop environments and instructional activities that encourage students to express diverse characteristics and behaviors that are associated with giftedness. (PK-12: 1, 3, 4; NAGC/CEC: 4.S3)</p> <p>1.3. Educators participate in ongoing professional development addressing key issues and trends in gifted education such as anti-intellectualism and equity and access. (PK-12: 1, 2; NAGC/CEC: 1.K6, 9.S5)</p> <p>1.4. Administrators provide human and material resources needed for professional development in gifted education (e.g. release time, funding for continuing education, substitute support, webinars, mentors, etc.). (PK-12: 3, 4)</p>

	1.5. Educators use their awareness of organizations and publications relevant to gifted education to promote learning for students with gifts and talents. (PK-12: 1.0; NAGC/CEC: 9.K2)
2. <u>Socio-emotional Development</u> . Students with gifts and talents develop socially and emotionally as a result of educators who have participated in professional development aligned with national standards in gifted education and National Staff Development Standards.	2.1. Educators participate in ongoing professional development to support the social and emotional needs of students with gifts and talents. (PK-12: 1, 2, 3, 4; NAGC/CEC: 9.S5)
3. <u>Lifelong Learners</u> . Students develop their gifts and talents as a result of educators who are life-long learners, participating in ongoing professional development and continuing education opportunities.	3.1. Educators assess their instructional practices and continue their education in school district staff development, professional organizations, and higher education settings based on these assessments. (NAGC/CEC: 9.S1, 9.S7)
	3.2. Educators participate in professional development that is sustained over time, that includes regular follow-up, and that seeks evidence of impact on teacher practice and on student learning. (NAGC/CEC: 9.S5)
	3.3. Educators use multiple modes of delivery including online courses, online and electronic communities, face-to-face workshops, professional learning communities, book talks, etc. (NAGC/CEC: 9)
	3.4. Educators identify and address areas for personal growth for teaching students with gifts and talents in their professional development plans. (NAGC/CEC: 9.S1, 9.S7)
4. <u>Ethics</u> . Students develop their gifts and talents as a result of educators who are ethical in their practices.	4.1. Educators respond to cultural and personal frames of reference when teaching students with gifts and talents. (PK-12: 1.0; NAGC/CEC: 9.K1).
	4.2. Educators comply with rules, policies, and standards of ethical practice. (NAGC/CEC: 1.K3, 9.S4)