NAGC Pre-K-Grade 12 Gifted Programming Standards

A Blueprint for Quality Gifted Education Programs

NATIONAL ASSOCIATION FOR
Gifted Children

November 2010

Table of Contents

November 1, 2010

Dear Gifted Education Supporter:

On behalf of NAGC, I am extremely pleased to present the *2010 Pre-K-Grade 12 Gifted Programming Standards*. The revised programming standards update the initial program standards developed in 1998.

Program standards provide a structure for defining important benchmarks and for identifying practices that are the most effective, in this case, for students with gifts and talents. A common set of standards helps to ensure consistency among schools and school districts so that all students who require advanced services receive ***quality*** services. Standards can guide our continual progress toward excellence and equity.

The 2010 programming standards have been developed with input from a variety of stakeholders over the past two years and integrate principles and concepts from the initial program standards and the national NAGC-CEC/TAG teacher preparation standards. You will note an increased focus on diversity and collaboration – two powerful principles that guide high quality programs and services. The new standards use student outcomes, rather than teacher practices, as goals. Both revisions create stronger standards and align them with current thinking in education standards generally.

With new standards come numerous questions from concerned gifted education professionals. This booklet addresses many of the frequently asked questions about the new programming standards to give us all a running start. In addition, NAGC will be delivering online and print resources in the coming year to assist school districts in implementing the new standards. We welcome your suggestions on the resources that will be most helpful.

My deepest thanks go to Susan Johnsen of Baylor University, chair of the standards revision workgroup, for her leadership and commitment. Thank you, also to the Pre-K-Grade 12 workgroup members: Alicia Cotabish, University of Arkansas at Little Rock; Todd Kettler, Coppell (TX) ISD; Margie Kitano, San Diego State University; Sally Krisel, Hall County (GA) Public Schools; Wayne Lord, Augusta State University; Michael S. Matthews, University of North Carolina at Charlotte; Chrystyna Mursky, Wisconsin Department of Public Instruction; Christine Nobbe, Center for Creative Learning (MO); Elizabeth Shaunessy, University of South Florida; and Joyce VanTassel-Baska, College of William and Mary who gave both their expertise and time to producing the new standards. The group continues its work as they make presentations and develop resources to accompany the standards.

NAGC looks forward to working with educators across the country in using these standards to improve services for our most able learners. In advance, I thank you for your commitment to serving students with gifts and talents with the best possible programs and services.

Sincerely,

Ann Robinson, Ph.D.
Center for Gifted Education
University of Arkansas at Little Rock
President

An Introduction to the Gifted Programming Standards

Why does gifted education need standards?

Standards provide a basis for policies, rules, and procedures that are essential for providing systematic programs and services to any special population. While standards may be addressed and implemented in a variety of ways, they provide important direction and focus to the endeavor of program development. They also help define the comprehensiveness necessary in designing and developing options for gifted learners at the local level. Because these standards are grounded in theory, research, and practice paradigms, they provide an important base for all efforts on behalf of gifted learners at all stages of development.

How may the standards be used?

There are a variety of ways in which the *2010 Pre-K-Grade 12 Gifted Programming Standards* may be used in schools and districts across the country. The uses fall into six categories:

- Assess, evaluate, and improve local plans and programming
- Plan curriculum
- Provide professional development
- Advocate
- Develop, improve, and evaluate state standards
- Approve gifted plans and programs and monitor for compliance with state regulations

How were these standards developed?

In 2007, the NAGC Board created the Professional Standards Committee to align the 1998 Gifted Program Standards with the NAGC-CEC Teacher Preparation Standards. After an initial alignment, a Pre-K-Grade 12 Gifted Program Standards Revision Workgroup was formed to undertake the revision. In revising the standards, the workgroup was guided by these principles:

1. Giftedness is dynamic and is constantly developing; therefore, students are defined as those with gifts and talents rather than those with stable traits.
2. Giftedness is found among students from a variety of backgrounds; therefore, a deliberate effort was made to ensure that diversity was included across all standards. Diversity was defined as differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area.
3. Standards should focus on student outcomes rather than practices. The number of practices used or how they are used is not as important as whether or not the practice is effective with students. Consequently, the workgroup decided not to identify acceptable vs. exemplary standards. Moreover, such a distinction would be difficult to support with the research.
4. Because all educators are responsible for the education of students with gifts and talents, educators were broadly defined as administrators, teachers, counselors, and other instructional support staff from a variety of professional backgrounds (e.g., general education, special education, and gifted education).
5. Students with gifts and talents should receive services throughout the day and in all environments based on their abilities, needs, and interests. Therefore, the Workgroup decided to use the word "programming" rather than the word "program," which might connote a one-dimensional approach (e.g., a once-a-week type of program option).

How are these standards different from the 1998 Program Standards?

The major differences between the 1998 Gifted Program Standards and the *2010 Pre-K-Grade 12 Gifted Programming Standards* center on the following areas:

1. The revised programming standards focus on student outcomes.
2. The revised programming standards reflect a stronger emphasis on diversity.
3. The revised programming standards emphasize stronger relationships between gifted education, general education, and special education and integrate cognitive science research.
4. The revised programming standards emphasize evidence-based practices that are based on research.

(See: Matthews & Shaunessy, 2010)

How do the programming standards relate to other professional standards?

The 2010 programming standards adhere very closely to the language in the NAGC-CEC/TAG Teacher Preparation Standards and the 1998 Gifted Program Standards and integrate the two sets of standards within evidence-based practices. The 2010 Programming Standards include areas from the NAGC-CEC/TAG teacher preparation standards that were minimally addressed or were omitted in the 1998 Gifted Program Standards, such as language and communication, learning environments and social interaction, diversity, collaboration between gifted education and special education, and ongoing assessment. Moreover, the 2010 Programming

Standards retain criteria that were not addressed in the NAGC-CEC/TAG teacher preparation standards such as program evaluation and professional development.

(NOTE: See the NAGC website for tables illustrating the relationship and alignment among the 2010 Pre-K-Grade 12 Gifted Programming Standards*, the 1998 Gifted Program Standards, and the NAGC-CEC/TAG Teacher Preparation Standards.)*

How are the standards supported by research and current effective practices?

The field of gifted education has evolved since the original gifted program standards were developed in 1998. The 2010 standards include only evidence-based practices that support the corresponding student outcomes. This support falls into three categories: (a) research-based, (b) practice-based, and (c) literature-based.

Research-based studies provide the most compelling evidence and are peer-reviewed, use qualitative or quantitative methodologies to address questions of cause and effect, and have been independently replicated and found to be effective. Practice-based strategies are practices that have been used widely with success, so there is a professional assumption that the practice is effective. Practice-based studies also include strategies that classroom teachers use and validate through some degree of action research. Literature-based studies are those that are based on theories or philosophical reasoning.

(NOTE: See the NAGC website for the research citations and references for all of the recommended practices.)

My school/district doesn't have a formal gifted education program, although we do offer services in several grades to advanced students. How can we use these standards? My school/district's gifted education program is just being launched. How do you recommend we get started with these standards?

The early stages of program planning and development are ideal times to study and use the 2010 Programming Standards. Before you get too far along in a journey that, without careful planning, may not serve gifted and talented students well or, in the worst-case scenario, may actually diminish support for gifted education in your school or district, use the 2010 Programming Standards to conduct an internal analysis of the comprehensiveness and defensibility of your plans/program at this point in time. If a school doesn't have a gifted education program or is just getting started, the stan-

GAP ANALYSIS CHART

Standard	Evidence-Based Practices	What We Do To Support This Practice	Desired Student Outcomes	What Evidence do We Have that Current Practices are Leading to Desired Student Outcomes?	What Additional Evidence do We Need? (Gaps)

dards will help document the need for the program and/or justify the case for a particular programming approach. As the program grows, the standards will help identify program strengths and weaknesses, focus on potential trouble spots, determine new directions or new components, or provide support to maintain current programs and services. Schools may continue to use the standards as a roadmap for evaluation or to set goals and plan strategically for meeting those goals.

My school district uses the 1998 Program Standards. How might we transition to the new standards?

The *1998 Gifted Program Standards* have been aligned with the *2010 NAGC Pre-K-Grade 12 Gifted Programming Standards*, and this alignment demonstrates that all of the 1998 standards are represented in the 2010 document. The revised standards, however, are framed as student outcomes instead of best practices. So all the work school districts have done with the 1998 standards is not wasted; rather it will serve as the foundation for continuous improvement. The revised standards will elucidate the next steps toward excellence in gifted programming by helping school districts move beyond the focus on practices alone to the relationship between certain practices and desired student outcomes. The 2010 standards invite educators to address these important questions related to student outcomes in each area:

- What is it that individuals with gifts and talents need other than the excellent core curriculum we want all students to have in school?
- If these unique needs are met, how is school and life better for students with gifts and talents?
- What do those changes look like in terms of student behavior?

In other words, what difference does gifted education programming make in the lives of participating students?

To summarize the progress districts have already made using the 1998 standards and chart a course for continued program improvement, program personnel might elect to use a gap analysis chart and the related action planning chart below. These two tools will help planners acknowledge specific strategies/activities already used for each evidence-based practice, identify gaps, and develop an action plan to address those gaps.

The decision to focus on student growth mirrors current practice in most schools, so the 2010 standards should connect without difficulty to state and local ini-

ACTION PLAN CHART

Standard	Evidence-Based Practices	Desired Student Outcomes	Identified Gaps	Information To Be Collected	Person(s) Responsible	Timeline

tiatives. This approach is the key to using the *2010 Pre-K-Grade 12 Gifted Programming Standards*.

How can my school/district use these standards for program evaluation purposes?

The student outcomes and evidence-based practices in the programming standards serve as criteria on which to collect data to make informed judgments about the quality and effectiveness of their programming for learners with gifts and talents. Once the data is in hand, school leaders may establish benchmarks or set goals and timelines to ensure that they are on track to achieving the desired student outcomes.

How do we know that the student outcomes are being met?

The task of assessing the standards' student outcomes becomes a major part of program design and development annually through the use of appropriate and varied measures. In general, use off-level measures to assess the achievement level of gifted students. To assess deeper and more complex learning behaviors, more tailored performance-based or product-based instruments should be employed. To assess critical and creative thinking, the use of tests that focus on these higher skills would be recommended. Finally, if one wants to assess affective behavioral change, the use of products (i.e. journals, written essays, talent development plans), examined over time in a pre-post or portfolio model may be most desirable. Assessing gifted student learning also requires matching the desired outcome to the student's knowledge and skills and level of interest. Exams like AP and IB are carefully crafted performance-based assessments that tap into advanced learning in traditional and free response modes. They may be used as models for thinking about appropriate approaches at earlier stages of development in a gifted program as would other examples of Performance-Based Assessments (e. g., see the College of William and Mary Units of study).

What resources does NAGC have and will develop to assist in implementing the 2010 standards?

A new publication to accompany the 2010 Programming Standards is underway. However, NAGC has resources available now to assist school leaders in implementing the new standards.

- The NAGC website contains the full glossary of terms used with the 2010 Programming Standards as well as tables that show the relationship and alignment among the 2010 programming standards, the previous gifted program standards, and the NAGC-CEC/TAG Teacher Preparation Standards. See the "Standards in Gifted Education" section of the website at www.nagc.org.
- The NAGC website also contains information and links to references for many of the strategies recommended in the 2010 programming standards. The online bookstore includes publications that address special populations of gifted students, best practices in gifted education, designing services in P-12, and assessments of gifted learners, among other key topics.
- A guidebook for P-12 educators that was developed to implement the teacher education standards is available in the online bookstore. See Kitano, M., Montgomery, D., VanTassel-Baska, J., & Johnsen, S. (2008). *Using the national gifted education standards for PreK-12 professional development.* Thousand Oaks, CA: Corwin Press.
- A publication on CD is available in the online store that addresses critical state policies in gifted education, such as identification, personnel preparation, and programs and curriculum, and includes links to actual state policies in each key area. See Clinkenbeard, P. R., Kolloff, P. B., & Lord, E. W. (2007). *A guide to state policies in gifted education*. Washington, DC: National Association for Gifted Children.
- NAGC plans a series of webinars in 2011 that will focus on each of the standards to provide additional support for implementation.

NAGC Pre-K-Grade 12 Gifted Programming Standards

Gifted Education Programming Standard 1: Learning and Development

Introduction

To be effective in working with learners with gifts and talents, teachers and other educators in PreK-12 settings must understand the characteristics and needs of the population for whom they are planning curriculum, instruction, assessment, programs, and services. These characteristics provide the rationale for differentiation in programs, grouping, 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 standard emphasize affective development linked to self-understanding and social awareness.

STANDARD 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 to ensure specific student outcomes.*

STUDENT OUTCOMES	EVIDENCE-BASED PRACTICES
1.1. Self-Understanding. Students with gifts and talents 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.	1.1.1. Educators engage students with gifts and talents in identifying interests, strengths, and gifts. 1.1.2. Educators assist students with gifts and talents in developing identities supportive of achievement.
1.2. Self-Understanding. Students with gifts and talents 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.	1.2.1. Educators develop activities that match each student's developmental level and culture-based learning needs.
1.3. Self-Understanding. 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.	1.3.1. Educators provide a variety of research-based grouping practices for students with gifts and talents that allow them to interact with individuals of various gifts, talents, abilities, and strengths. 1.3.2. Educators model respect for individuals with diverse abilities, strengths, and goals.
1.4. Awareness of Needs. Students with gifts and talents 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.	1.4.1. Educators provide role models (e.g., through mentors, bibliotherapy) for students with gifts and talents that match their abilities and interests. 1.4.2. Educators identify out-of-school learning opportunities that match students' abilities and interests.
1.5. Awareness of Needs. 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.	1.5.1. Educators collaborate with families in accessing resources to develop their child's talents.
1.6. Cognitive and Affective Growth. Students with gifts and talents benefit from meaningful and challenging learning activities addressing their unique characteristics and needs.	1.6.1. Educators design interventions for students to develop cognitive and affective growth that is based on research of effective practices. 1.6.2. Educators develop specialized intervention services for students with gifts and talents who are underachieving and are now learning and developing their talents.
1.7. Cognitive and Affective Growth. Students with gifts and talents recognize their preferred approaches to learning and expand their repertoire.	1.7.1 Teachers enable students to identify their preferred approaches to learning, accommodate these preferences, and expand them.
1.8. Cognitive and Affective Growth. Students with gifts and talents 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).	1.8.1. Educators provide students with college and career guidance that is consistent with their strengths. 1.8.2. Teachers and counselors implement a curriculum scope and sequence that contains person/social awareness and adjustment, academic planning, and vocational and career awareness.

Gifted Education Programming Standard 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 ongoing assessments, students with gifts and talents 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.

STANDARD 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
2.1. Identification. 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.	2.1.1. Educators develop environments and instructional activities that encourage students to express diverse characteristics and behaviors that are associated with giftedness. 2.1.2. Educators provide parents/guardians with information regarding diverse characteristics and behaviors that are associated with giftedness.
2.2. Identification. Each student reveals his or her exceptionalities or potential through assessment evidence so that appropriate instructional accommodations and modifications can be provided.	2.2.1. 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. 2.2.2. Educators select and use multiple assessments that measure diverse abilities, talents, and strengths that are based on current theories, models, and research. 2.2.3 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. 2.2.4. 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. 2.2.5. 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. 2.2.6. Educators inform all parents/guardians about the identification process. Teachers obtain parental/guardian permission for assessments, use culturally sensitive checklists, and elicit evidence regarding the child's interests and potential outside of the classroom setting.
2.3. Identification. Students with identified needs represent diverse backgrounds and reflect the total student population of the district.	2.3.1. 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. 2.3.2. Educators understand and implement district and state policies designed to foster equity in gifted programming and services. 2.3.3. Educators provide parents/guardians 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.
2.4. Learning Progress and Outcomes. Students with gifts and talents demonstrate advanced and complex learning as a result of using multiple, appropriate, and ongoing assessments.	2.4.1. Educators use differentiated pre- and post- performance-based assessments to measure the progress of students with gifts and talents. 2.4.2. Educators use differentiated product-based assessments to measure the progress of students with gifts and talents. 2.4.3. Educators use off-level standardized assessments to measure the progress of students with gifts and talents. 2.4.4. 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. 2.4.5. Educators communicate and interpret assessment information to students with gifts and talents and their parents/guardians.
2.5. Evaluation of Programming. Students identified with gifts and talents demonstrate important learning progress as a result of programming and services.	2.5.1. Educators ensure that the assessments used in the identification and evaluation processes are reliable and valid for each instrument's purpose, allow for above-grade-level performance, and allow for diverse perspectives. 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. 2.5.3. 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.
2.6. Evaluation of Programming. Students identified with gifts and talents have increased access and they show significant learning progress as a result of improving components of gifted education programming.	2.6.1. Administrators provide the necessary time and resources to implement an annual evaluation plan developed by persons with expertise in program evaluation and gifted education. 2.6.2. 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/guardian and community involvement, (h) programming resources, and (i) programming design, management, and delivery. 2.6.3. Educators disseminate the results of the evaluation, orally and in written form, and explain how they will use the results.

Gifted Education Programming Standard 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.

STANDARD 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 to ensure specific student outcomes.*

STUDENT OUTCOMES	EVIDENCE-BASED PRACTICES
3.1. Curriculum Planning. Students with gifts and talents demonstrate growth commensurate with aptitude during the school year.	3.1.1. Educators use local, state, and national standards to align and expand curriculum and instructional plans. 3.1.2. Educators design and use a comprehensive and continuous scope and sequence to develop differentiated plans for PK-12 students with gifts and talents. 3.1.3. 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. 3.1.4. Educators design differentiated curricula that incorporate advanced, conceptually challenging, in-depth, distinctive, and complex content for students with gifts and talents. 3.1.5. 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. 3.1.6. 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. 3.1.7. Educators use information and technologies, including assistive technologies, to individualize for students with gifts and talents, including those who are twice-exceptional.
3.2. Talent Development. Students with gifts and talents become more competent in multiple talent areas and across dimensions of learning.	3.2.1. Educators design curricula in cognitive, affective, aesthetic, social, and leadership domains that are challenging and effective for students with gifts and talents. 3.2.2. Educators use metacognitive models to meet the needs of students with gifts and talents.
3.3. Talent Development. Students with gifts and talents develop their abilities in their domain of talent and/or area of interest.	3.3.1. Educators select, adapt, and use a repertoire of instructional strategies and materials that differentiate for students with gifts and talents and that respond to diversity. 3.3.2. Educators use school and community resources that support differentiation. 3.3.3. Educators provide opportunities for students with gifts and talents to explore, develop, or research their areas of interest and/or talent.
3.4. Instructional Strategies. Students with gifts and talents become independent investigators.	3.4.1. Educators use critical-thinking strategies to meet the needs of students with gifts and talents. 3.4.2. Educators use creative-thinking strategies to meet the needs of students with gifts and talents. 3.4.3. Educators use problem-solving model strategies to meet the needs of students with gifts and talents. 3.4.4. Educators use inquiry models to meet the needs of students with gifts and talents.
3.5. Culturally Relevant Curriculum. Students with gifts and talents develop knowledge and skills for living and being productive in a multicultural, diverse, and global society.	3.5.1. Educators develop and use challenging, culturally responsive curriculum to engage all students with gifts and talents. 3.5.2. Educators integrate career exploration experiences into learning opportunities for students with gifts and talents, e.g. biography study or speakers. 3.5.3. Educators use curriculum for deep explorations of cultures, languages, and social issues related to diversity.
3.6. Resources. Students with gifts and talents benefit from gifted education programming that provides a variety of high quality resources and materials.	3.6.1. Teachers and administrators demonstrate familiarity with sources for high quality resources and materials that are appropriate for learners with gifts and talents.

Gifted Education Programming Standard 4: Learning Environments

Introduction

Effective educators of students 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 students 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 exceptionality, language proficiency, and cultural and linguistic differences. They recognize the value of multilingualism in today's global community.

STANDARD 4: LEARNING ENVIRONMENTS

Description: *Learning environments foster personal and social responsibility, multicultural competence, and interpersonal and technical communication skills for leadership in the 21st century to ensure specific student outcomes.*

STUDENT OUTCOMES	EVIDENCE-BASED PRACTICES
4.1. Personal Competence. 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.	4.1.1. Educators maintain high expectations for all students with gifts and talents as evidenced in meaningful and challenging activities. 4.1.2. 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. 4.1.3. Educators create environments that support trust among diverse learners. 4.1.4. Educators provide feedback that focuses on effort, on evidence of potential to meet high standards, and on mistakes as learning opportunities. 4.1.5. Educators provide examples of positive coping skills and opportunities to apply them.
4.2. Social Competence. Students with gifts and talents develop social competence manifested in positive peer relationships and social interactions.	4.2.1. Educators understand the needs of students with gifts and talents for both solitude and social interaction. 4.2.2. Educators provide opportunities for interaction with intellectual and artistic/creative peers as well as with chronological-age peers. 4.2.3. Educators assess and provide instruction on social skills needed for school, community, and the world of work.
4.3. Leadership. Students with gifts and talents demonstrate personal and social responsibility and leadership skills.	4.3.1. Educators establish a safe and welcoming climate for addressing social issues and developing personal responsibility. 4.3.2. Educators provide environments for developing many forms of leadership and leadership skills. 4.3.3. Educators promote opportunities for leadership in community settings to effect positive change.
4.4. Cultural Competence. 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.	4.4.1. Educators model appreciation for and sensitivity to students' diverse backgrounds and languages. 4.4.2. Educators censure discriminatory language and behavior and model appropriate strategies. 4.4.3. Educators provide structured opportunities to collaborate with diverse peers on a common goal.
4.5. Communication Competence. Students with gifts and talents develop competence in interpersonal and technical communication skills. They demonstrate advanced oral and written skills, balanced bilitteracy or multiliteracy, and creative expression. They display fluency with technologies that support effective communication.	4.5.1. Educators provide opportunities for advanced development and maintenance of first and second language(s). 4.5.2. Educators provide resources to enhance oral, written, and artistic forms of communication, recognizing students' cultural context. 4.5.3. Educators ensure access to advanced communication tools, including assistive technologies, and use of these tools for expressing higher-level thinking and creative productivity.

[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 Standard 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/guardians 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.

STANDARD 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 meets 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 to ensure specific student outcomes.*

STUDENT OUTCOMES	EVIDENCE-BASED PRACTICES
5.1. Variety of Programming. Students with gifts and talents participate in a variety of evidence-based programming options that enhance performance in cognitive and affective areas.	5.1.1. Educators regularly use multiple alternative approaches to accelerate learning. 5.1.2. Educators regularly use enrichment options to extend and deepen learning opportunities within and outside of the school setting. 5.1.3. Educators regularly use multiple forms of grouping, including clusters, resource rooms, special classes, or special schools. 5.1.4. Educators regularly use individualized learning options such as mentorships, internships, online courses, and independent study. 5.1.5. Educators regularly use current technologies, including online learning options and assistive technologies to enhance access to high-level programming. 5.1.6. 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.
5.2. Coordinated Services. 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.	5.2.1. 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.
5.3. Collaboration. Students with gifts and talents' learning is enhanced by regular collaboration among families, community, and the school.	5.3.1. Educators regularly engage families and community members for planning, programming, evaluating, and advocating.
5.4. Resources. Students with gifts and talents participate in gifted education programming that is adequately funded to meet student needs and program goals.	5.4.1. Administrators track expenditures at the school level to verify appropriate and sufficient funding for gifted programming and services.
5.5. Comprehensiveness. Students with gifts and talents develop their potential through comprehensive, aligned programming and services.	5.5.1. Educators develop thoughtful, multi-year program plans in relevant student talent areas, PK-12.
5.6. Policies and Procedures. 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).	5.6.1. 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.
5.7. Career Pathways. Students with gifts and talents identify future career goals and the talent development pathways to reach those goals.	5.7.1. Educators provide professional guidance and counseling for individual student strengths, interests, and values. 5.7.2. Educators facilitate mentorships, internships, and vocational programming experiences that match student interests and aptitudes.

Gifted Education Programming Standard 6: Professional Development

Introduction

Professional development is essential for all educators involved in the development and implementation of gifted programs and services. Professional development is the intentional development of professional expertise as outlined by the NAGC-CEC teacher preparation standards and is an ongoing part of gifted educators' professional and ethical practice. Professional development may take many forms ranging from district-sponsored workshops and courses, university courses, professional conferences, independent studies, and presentations by external consultants and should be based on systematic needs assessments and professional reflection. Students participating in gifted education programs and services are taught by teachers with developed expertise in gifted education. Gifted education program services are developed and supported by administrators, coordinators, curriculum specialists, general education, special education, and gifted education teachers who have developed expertise in gifted education. Since students with gifts and talents spend much of their time within general education classrooms, general education teachers need to receive professional development in gifted education that enables them to recognize the characteristics of giftedness in diverse populations, understand the school or district referral and identification process, and possess an array of high quality, research-based differentiation strategies that challenge students. Services for students with gifts and talents are enhanced by guidance and counseling professionals with expertise in gifted education.

STANDARD 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. These practices are judged through the assessment of relevant student outcomes.*

STUDENT OUTCOMES	EVIDENCE-BASED PRACTICES
6.1. Talent Development. Students develop their talents and gifts as a result of interacting with educators who meet the national teacher preparation standards in gifted education.	6.1.1. 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. 6.1.2. 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. 6.1.3. Educators participate in ongoing professional development addressing key issues such as anti-intellectualism and trends in gifted education such as equity and access. 6.1.4. Administrators provide human and material resources needed for professional development in gifted education (e.g. release time, funding for continuing education, substitute support, webinars, or mentors). 6.1.5. Educators use their awareness of organizations and publications relevant to gifted education to promote learning for students with gifts and talents.
6.2. Socio-emotional Development. 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.	6.2.1. Educators participate in ongoing professional development to support the social and emotional needs of students with gifts and talents.
6.3. Lifelong Learners. 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.	6.3.1. Educators assess their instructional practices and continue their education in school district staff development, professional organizations, and higher education settings based on these assessments. 6.3.2. 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. 6.3.3. Educators use multiple modes of professional development delivery including online courses, online and electronic communities, face-to-face workshops, professional learning communities, and book talks. 6.3.4. Educators identify and address areas for personal growth for teaching students with gifts and talents in their professional development plans.
6.4. Ethics. Students develop their gifts and talents as a result of educators who are ethical in their practices.	6.4.1. Educators respond to cultural and personal frames of reference when teaching students with gifts and talents. 6.4.2. Educators comply with rules, policies, and standards of ethical practice.

Glossary of Terms

An abridged version of the glossary used in the NAGC Pre-K-Grade 12 Gifted Programming Standards

(Note: a full glossary is available at www.nagc.org)

Ability. Capacity to develop competence in an area of human endeavor; also referred to as 'potential'. Abilities can be developed through appropriate formal and informal education experiences and typically are assessed by measures such as intelligence tests, though environmental factors such as schooling, self-concept, and trust can lead to inaccurate results.

Aptitude. Ability to learn material at advanced rates and levels of understanding in a specific area (e.g., humanities, mathematics, science). Measured by tests of knowledge, speed and accuracy in reasoning, and information retrieval in the content area (Reis & Housand, 2008).

Assessment. Process of gathering data or using instruments for this purpose, typically to determine an individual's status with respect to a characteristic or behavior. Strictly speaking, assessment refers to the data that are collected or the collection process, while evaluation refers to making a judgment of some kind based on the assessment data.

Cognitive and affective growth. Cognitive growth refers to the development of concepts and thinking skills, while affective growth relates to the development of social-emotional needs.

Collaboration. Stakeholders purposefully working together and sharing responsibility for achieving a common goal; reaching out to engage others in responding to needs (e.g., educators responsible for G/T and bilingual education together planning instruction for English language learners with gifts and talents).

Coordinated services. Instruction and resources within and outside of programming specifically for students with gifts and talents (e.g., general, special, bilingual, or arts education) that are intentionally connected and articulated with each other to effectively support learners with gifts and talents.

Cultural competence. Skills and dispositions for establishing and maintaining positive relationships and working effectively with individuals and communities from diverse backgrounds. Includes an open mind, willingness to accept alternative perspectives, critical self-examination, and acquisition and use of information (Shaunessy & Matthews, 2009).

Culturally relevant. Describes elements (e.g., curriculum, materials) within culturally responsive classrooms that are rigorous and multicultural, engage culturally different students and have meaning for them, and enable them to connect new learning with their interests (Ford, 2010).

Differentiated assessment. The practice of varying assessment in such a way that it reflects differentiation in the curriculum and/or the instruction. Differentiated assessment implies that as students experience differences in their learning, they should experience differences in their assessment. For example, students with gifts and talents may require off level/above grade-level tests to accurately assess their level of ability or achievement.

Differentiated curriculum. Adaptation of content, process, and concepts to meet a higher level of expectation appropriate for advanced learners. Curriculum can be differentiated through acceleration, complexity, depth, challenge, and creativity (VanTassel-Baska & Wood, 2008).

Differentiated instruction. Multiple ways to structure a lesson so that each student is challenged at an appropriate level. Differentiated instruction may include such features as learner centeredness; planned assignments and lessons based on pre-assessment; and flexible grouping, materials, resources, and pacing (Tomlinson & Hockett, 2008).

Diversity. Differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area (Matthews & Shaunessy, 2008; NCATE, 2010).

Identification. A needs assessment whose primary purpose is the placement of students into educational programs designed to develop their intellectual, emotional, and social potential (Richert, 2003). The identification process moves from screening to placement (Matthews & Shaunessy, 2010) and involves use of multiple measures to assess high-level ability, aptitude, achievement, or other constructs of interest in one or more areas of learning (Johnsen, 2008).

Individual learning options. Specific and unique academic plans developed for a student to include a range of possibilities such as grade acceleration, advanced study of a particular academic area, off-campus instruction, or resource programs. Individualized learning options may be called IEPs in some states; they generally include goals, outcomes, and assessments for each student with gifts and talents and are reviewed and revised annually.

Off-level/above-grade level. Tests normed for students at a higher grade level than the students who are being tested. Widely used in talent search testing (Matthews, 2008) to provide an accurate picture of the relative ability level of students whose abilities exceed those that can be measured using on-grade level instruments. Individually administered assessments such as IQ tests often can also provide this information.

Programs/programming. Formally structured, regularly scheduled, ongoing services provided to students with gifts and talents in school or community settings (e.g., museum, laboratory, or university). Programming includes goals, student outcomes, strategies to accomplish them, and procedures for assessing and evaluating these over time. The Committee prefers the term "programming" because it indicates the ongoing nature of these services, while "program" could refer to a one-time event.

Qualitative instruments. Measures that use primarily words rather than numbers to describe or investigate student, teacher, parent, or other stakeholders' reactions to or perceptions of strengths or weaknesses of gifted programming and related phenomena. Interviews and portfolios (Johnsen, 2008) are two commonly used types of qualitative instruments.

Quantitative instruments. Measures that use numerical data (Johnsen, 2008) to describe performance in relation to others (e.g., norm referenced intelligence tests) or in relation to a standard of performance (e.g., criterion referenced achievement tests).

Services/servicing. Educational and related interventions that are provided to students in or outside of the regular school setting. A given service may be one-time-only, annual, or ongoing, and may be provided even in the absence of formal gifted programming. Examples may include counseling, tutoring, and mentoring.

Social competence. The ability to interact effectively with others. Component skills include creating and maintaining positive interpersonal relationships, communicating, listening, and feeling empathy. Related dispositions include appreciation of human diversity, commitment to social justice, and holding high ethical standards (Moon, 2008).

Socio-emotional development. Those factors from a psychological perspective that assert an affective influence on an individual's self-image, behavior, and motivation; issues such as but not limited to peer relationships, emotional adjustment, stress management, perfectionism, and sensitivity (Moon, 2003).

Special Educator. In a handful of states, gifted education is included within special education (NAGC, 2009) and teachers of students with gifts and talents in these states are special educators. In other locations, state law does not consider gifted education to be a part of special education and teachers of students with gifts and talents are not considered special education staff.

Students with gifts and talents. This phrasing is currently preferred over "gifted and talented students" because it emphasizes the person rather than the exceptionality and is consistent with usage in the field of special education. It includes those students whose abilities are latent as well as students whose abilities already are manifest. Individuals with gifts and talents also includes 'gifted and talented students,' 'high-ability students,' 'academically advanced students,' 'gifted students with potential,' and so on.

Technical adequacy. This term refers to the psychometric properties of an assessment instrument. Instruments with technical adequacy demonstrate validity for the identified purpose, reliability in providing consistent results, and minimal bias, and have been normed on a population matching the census data (Johnsen, 2008).

Twice exceptional. A learner who evidences high performance or potential in a gift, talent, or ability area combined with one or more disabilities that may affect achievement (e.g., learning disability, attention deficit hyperactive disorder, Asperger's syndrome, or a physical or sensory disability).

Underachieving. This term refers to students who demonstrate a discrepancy between ability and performance (Reis & Housand, 2008). Underachieving students exhibit a severe discrepancy between expected achievement as measured by standardized assessments and actual achievement as measured by class grades or teacher evaluations (McCoach & Siegle, 2003). The discrepancy must persist over time and must not be the direct result of a diagnosed learning disability.

Glossary References

Ford, D. Y. (2010). Culturally responsive classrooms: Affirming culturally different gifted students. *Gifted Child Today, 33*(1), 50-53.

Johnsen, S. K. (2008). Identifying gifted and talented learners. In F. A. Karnes & K. R. Stephens (Eds.), *Achieving excellence: Educating the gifted and talented* (pp. 135-153). Upper Saddle River, NJ: Pearson.

Matthews, M. S. (2008). Talent search programs. In J. A. Plucker & C. M. Callahan (Eds.), *Critical issues and practices in gifted education: What the research says (*pp. 641-654). Waco, TX: Prufrock Press.

Matthews, M. S., & Shaunessy, E. (2008). Culturally, linguistically, and economically diverse gifted students. In F. A. Karnes & K. R. Stephens (Eds.), *Achieving excellence: Educating the gifted and talented* (pp. 99-115). Upper Saddle River, NJ: Pearson.

Matthews, M. S., & Shaunessy, E. (2010). Putting standards into practice: Evaluating the utility of the NAGC Pre-K —Grade 12 Gifted Program Standards. *Gifted Child Quarterly, 54*, 159-167.

McCoach, D. B., & Siegle, D. (2003). Factors that differentiate underachieving gifted students from high-achieving gifted students. *Gifted Child Quarterly, 47*, 144-154.

Moon, S. M. (2003). Counseling families. In N. Colangelo & G. A. Davis (Eds.), *Handbook of gifted education* (3rd ed., pp. 388-402). Boston, MA: Allyn & Bacon.

Moon, S. (2008). Personal and social development. In F. A. Karnes & K. R. Stephens (Eds.), *Achieving excellence: Educating the gifted and talented* (pp. 83-98). Upper Saddle River, NJ: Pearson.

National Association for Gifted Children & Council of State Directors of Programs for the Gifted. (2009). *2008-2009 State of the States in Gifted Education* [CD]. Washington, DC: Author.

National Council for Accreditation of Teacher Education (2010). Unit Standards Glossary downloaded 8/22/10 from http://www.ncate.org/public/glossary.asp?ch=155.

Reis, S. M., & Housand, A. M. (2008). Characteristics of gifted and talented learners: Similarities and differences across domains. In F. A. Karnes & K. R. Stephens (Eds.), *Achieving excellence: Educating the gifted and talented* (pp. 62-81). Upper Saddle River, NJ: Pearson.

Richert, E. S. (2003). Excellence and justice in identification and programming. In N. Colangelo & G. A. Davis (Eds.) *Handbook of gifted education* (3rd ed., pp. 146-158). Boston, MA: Allyn & Bacon.

Shaunessy, E., & Matthews, M. S. (2009). Preparing culturally competent teachers of the gifted: The role of racial consciousness. In Castellano, J.A. (Ed.), *Perspectives in Gifted Education: Diverse Gifted Learners* [monograph series], *4*, 5-26. Denver, CO: University of Denver, Institute for the Development of Gifted Education.

Tomlinson, C. A., & Hockett, J. A. (2008). Instructional strategies and programming models for gifted learners. In F. A. Karnes & K. R. Stephens (Eds.), *Achieving excellence: Educating the gifted and talented* (pp. 154-169). Upper Saddle River, NJ: Pearson.

VanTassel-Baska, J., & Wood, S. (2008). Curriculum development in gifted education: A challenge to provide optimal learning experiences. In F. A. Karnes & K. R. Stephens (Eds.), *Achieving excellence: Educating the gifted and talented* (pp. 209-229). Upper Saddle River, NJ: Pearson.

NATIONAL ASSOCIATION FOR
Gifted Children

1331 H St., NW, Suite 1001, Washington, DC 20005
202-785-4268 | www.nagc.org