

2019
PRE-K-GRADE 12

GIFTED PROGRAMMING STANDARDS

Professional Standards Committee

P-12 Programming Standards Update Work Group

Susan Corwith, *Committee and Workgroup Chair*

Susan Johnsen Chin-Wen Lee Alicia Cotabish

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NATIONAL ASSOCIATION FOR Gifted Children

2019 Pre-K-Grade 12 Gifted Programming Standards

NAGC Professional Standards Committee (2018-2019)

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An Introduction to the Gifted Programming Standards

The initial Pre-K-Grade 12 Gifted Programming Standards were developed in 1998 and revised in 2010. Over the years, the standards have been enthusiastically welcomed and used by those in the field of gifted education as they provide a structure for defining benchmarks and establishing best practices. In fact, the Pre-K-Grade 12 Gifted Programming Standards have been one of the most downloaded resources from the NAGC website. It is important for standards to evolve with the field, so in 2017 the NAGC Professional Standards Committee was tasked with reviewing and updating the 2010 document. The 2019 revision of the standards includes the latest research and practices in the field of gifted education and reflects how conceptions of giftedness have continued to evolve. Below you will find a more thorough history of the Pre-K-Grade-12 Gifted Programming Standards and the 2018-19 revision process followed by the updated standards.

—Susan Corwith, NAGC Professional Standards Committee, Chair

Why does gifted education need standards?

Standards provide a basis for policies, rules, and procedures that are essential for providing systematic, continuous programs and services to any population of students. While standards may be addressed and implemented in a variety of ways, they provide a structure for making important decisions related to program development. They also help define the comprehensiveness necessary in designing and developing options for gifted learners at the local level so that they are identified and served in all contexts. 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 2019 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 policies, rules, and procedures
- Plan curriculum
- Provide professional learning
- Advocate
- Develop, improve, and evaluate state standards
- Approve gifted plans and programs and monitor for compliance with state regulations

How were the 2010 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 Programming 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 deliber-

ate effort was made to ensure that diversity was included across all standards. Diversity is defined as understanding and valuing the range and variety of characteristics and beliefs of individuals who demonstrate a wide range of characteristics. It includes race, ethnicity, culture, language, age, (dis)abilities, family status/composition, gender identity and expression, sexual orientation, socioeconomic status, religious and spiritual values, geographic location, and country of origin (Council for Exceptional Children, 2019).

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 to continue the approach adopted in 2010 and not identify acceptable versus exemplary standards. Such a distinction would be too 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 continue 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) not directly connected to students' identified interests, strengths, and needs.

What was the revision process for the 2019 standards?

In 2017, the Professional Standards Committee was tasked with revising the standards to incorporate new research, reflect updated practices and conceptions of giftedness, and focus renewed attention to issues of equity and inclusion. The principles underlying the work of the committee generally remained the same (giftedness is dynamic, equity and inclusion are priorities), and much of the core terminology remains in use (programming, educators as an inclusive term, etc.), which serves to unify the 2010 and 2019 documents.

During the revision process, the committee

- Examined new research since the 2010 standards were published;
- Surveyed and/or conducted focus groups with state directors, NAGC and CEC members, and NAGC Network leaders about their knowledge and use of the standards;
- Compared the current standards and proposed revisions to other gifted standards (e.g., teacher preparation standards);
- Drafted proposed changes to the standards and gathered feedback from state directors, NAGC and CEC-TAG members, and NAGC Network before submitting the final document to the NAGC Board of Directors for approval.

How are these standards different from the 2010 Programming Standards?

The key differences between the 2010 Gifted Programming Standards and the 2019 Pre-K-Grade 12 Gifted Programming Standards center on the following areas:

1. *The revised programming standards incorporate new research, evidence, and best practices*. While the NAGC Pre-K-Grade12 Gifted Programming Standards were developed to reflect the best research and practice at the time, the field has continued to evolve. The revised standards have support from research, literature, and practice-based studies for each of the evidence-based practices from both within and outside of gifted education.
2. *The revised programming standards continue to be aligned to both the NAGC-CEC teacher preparation standards and advanced standards, and now include elements from the Standards for Professional Learning and the ISTE Standards, as well as recommendations from CASEL (social emotional learning), the*

Bill of Rights for Gifted Students of Color, and the APA's Top 20 Principles from Psychology for PreK-12 Teaching and Learning. The revised programming standards continue to adhere closely to the language in the NAGC-CEC teacher standards and integrate them within the evidence-based practices. The revised programming standards also include language in student outcomes and evidence-based practices that reflect best practices in related fields, including technology, learning environments, psychosocial skill development, and diversity.

3. *The revised programming standards emphasize shared terminology across various fields, simplified language, and streamlined outcomes and evidence-based practices*. The revised standards stress the importance of connections and collaborations across fields and addressing the needs of all students.

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

The field of gifted education has continued to evolve since the 2010 standards were written and the original standards were developed in 1998. The 2019 standards continue to include only evidence-based practices that support the corresponding student outcomes. As in 2010, 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 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 2019 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 2019 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 standards 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.

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 are 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 above-level and adaptive 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 2019 standards?

The development of resources and support materials to accompany the 2019 Programming Standards will begin in 2020. Based on feedback from stakeholders, the committee aims to develop digital materials and tip sheets that offer examples of evidence-based practices.

Currently, 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 Pre-K-12, and assessment of gifted learners, among other key topics.

2019 Pre-K-Grade 12

Gifted Programming Standards



Programming Standard 1: Learning and Development

Introduction

Educators must understand the learning and developmental differences of students with gifts and talents in order to provide curriculum, instruction, assessment, and programming that will develop students' talents and abilities fully and help them become aware, self-directed learners. Learning and developmental differences provide the rationale for differentiated and specialized programming and services. While educators need to understand the cognitive development of students with gifts and talents, they also need to know about psychological and social and emotional needs that need to be addressed that support talent development in the contexts of school, home, and the larger community.

STANDARD 1: LEARNING AND DEVELOPMENT	
Description: Educators understand the variations in learning and development in cognitive, affective, and psychosocial areas between and among individuals with gifts and talents, creating learning environments that encourage awareness and understanding of interest, strengths, and needs; cognitive growth, social and emotional, and psychosocial skill development in school, home, and community settings.	
Student Outcomes	**Evidence-Based Practices**
1.1. Self-Understanding. Students with gifts and talents recognize their interests, strengths, and needs in cognitive, creative, social, emotional, and psychological areas.	1.1.1. Educators engage students with gifts and talents in identifying interests, strengths, and needs.
	1.1.2. Educators engage students with gifts and talents in identifying their intellectual, academic, creative, leadership, and/or artistic abilities.
	1.1.3. Educators engage students in developmentally appropriate activities that help them discover their talents and develop noncognitive skills that support their talent areas.
1.2. Self-Understanding. Students with gifts and talents demonstrate understanding of how they learn and recognize the influences of their identities, cultures, 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.
	1.2.2. Educators assist students with gifts and talents in developing identities consistent with their potential and areas of talent.
	1.2.3. Teachers create a learning environment that promotes high expectations for all children, support for perceived failures, positive feedback, respect for different cultures and values, and addresses stereotypes and biases.
1.3. Self-Understanding. Students with gifts and talents demonstrate understanding of and respect for similarities and differences between themselves and their cognitive and chronological peer groups and others in the general population.	1.3.1. Educators use evidence-based instructional and grouping practices to allow students with similar gifts, talents, abilities, and strengths to learn together, and also create opportunities for students to interact with individuals of various gifts, talents, abilities, strengths, and goals.
	1.3.2. Educators model respect for individuals with diverse abilities, interests, strengths, learning needs, and goals.
	1.3.3. Educators discuss and explain developmental differences and use materials and instructional activities matched to students' varied abilities, interests, and learning needs.
1.4. Awareness of Needs. Students identify and access supplemental, outside-of-school resources that support the development of their gifts and talents (e.g., families, mentors, experts, or programs).	1.4.1. Educators provide role models for students with gifts and talents that match their interests, strengths, and needs.
	1.4.2. Educators identify outside-of-school learning opportunities and community resources that match students' interests, strengths, and needs.
	1.4.3. Educators gather information and inform students and families about resources available to develop their child's talents.

1.5. Cognitive, Psychosocial, and Affective Growth. Students with gifts and talents demonstrate cognitive growth and psychosocial skills that support their talent development as a result of meaningful and challenging learning activities that address their unique characteristics and needs.	1.5.1. Educators use evidence-based approaches to grouping and instruction that promote cognitive growth and psychosocial and social-emotional skill development for students with gifts and talents.
	1.5.2. Educators design interventions for students that are based on research of effective practices and provide accommodations for learning differences to develop cognitive and noncognitive abilities that support growth and achievement.
	1.5.3. Educators develop specialized, research-supported intervention services for students with gifts and talents who are underachieving (whose learning is not commensurate with their abilities) to develop their talents.
1.6. Cognitive Growth and Career Development. Students with gifts and talents identify future career goals that match their interests and strengths. Students determine resources needed to meet those goals (e.g., supplemental educational opportunities, mentors, financial support).	1.6.1. Educators help students identify college and career goals that are consistent with their interests and strengths.
	1.6.2. Educators implement learning progressions that incorporate person/social awareness and adjustment, academic planning, psychosocial skill development and college and career awareness.
	1.6.3. Educators provide students with college and career guidance and connect students to college and career resources.



Programming Standard 2: Assessment

Introduction

Knowledge about different uses of assessment is essential for educators of students with gifts and talents. It is important to understand assessments when assessing abilities and achievement, designing services and identifying students in need of services, and assessing each student's learning progress. In order for assessment to yield useful information, the definition or operationalization of giftedness must align with the identification procedures, tools, and programming to be provided.

Educators need to create a classroom environment that encourages students to express their gifts and talents and collect multiple types of assessment information so that all students have equal access to the identification process. Educators' understanding of technically adequate and equitable approaches that minimize bias will enable them to select and use the assessment tools needed to identify students who represent diverse backgrounds. They also need to differentiate their curriculum and instruction by using data from pre- and post-, performance-based, product-based, and other assessments that measure student growth. As a result of each educator's use of ongoing assessments, students with gifts and talents are aware of their learning progress and demonstrate growth commensurate with their abilities.

STANDARD 2: ASSESSMENT	
Description: Assessments provide information about identification and learning progress for students with gifts and talents.	
Student Outcomes	**Evidence-Based Practices**
2.1. Identification. All students in Pre-K through grade 12 with gifts and talents have equal access to the identification process and proportionally represent each campus.	2.1.1. Educators develop environments and instructional activities that prepare and encourage students from diverse backgrounds to express characteristics and behaviors that are associated with giftedness.
	2.1.2. Educators provide parents/guardians with information in their preferred language for communication regarding behaviors and characteristics that are associated with giftedness and with information that explains the nature and purpose of gifted programming options.
	2.1.3. Educators use universal screening and multiple indicators of potential and achievement at various grade levels from Pre-K through grade 12 to provide multiple entry points to services designed to meet demonstrated needs.
2.2. Identification. Students with gifts and talents are identified for services that match their interests, strengths, and needs.	2.2.1. Educators establish comprehensive, cohesive, and ongoing policies and procedures for identifying and serving students with gifts and talents. These policies include referral, informed consent, the assessment process, review of all assessment information, student retention, student reassessment, student exiting, and appeals procedures for both entry and exit from gifted programming and services.
	2.2.2. Educators select and use assessments that relate to services provided and identify abilities, interests, strengths, and needs based on current research.
	2.2.3. Educators use assessments that provide qualitative and quantitative information from a variety of sources.
	2.2.4. Educators use assessments that provide information related to above-grade-level performance.

(Cont'd) ***2.2. Identification.*** Students with gifts and talents are identified for services that match their interests, strengths, and needs.	2.2.5. Educators select assessments that minimize bias by including information in the technical manual that describes content in terms of potential bias, includes norms that match national census information or local populations, shows how items discriminate equally well for each group, and provides separate reliability and validity information for each group.
	2.2.6. 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 (i.e., dynamic assessment).
	2.2.7. Educators interpret multiple assessments in different domains, and understand the uses and limitations of the assessments in identifying the interests, strengths and needs of students with gifts and talents.
	2.2.8. Educators inform all parents/guardians about the identification process. Educators 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 gifts and talents represent diverse backgrounds.	2.3.1. Educators select and use equitable approaches and assessments that minimize bias for referring and identifying students with gifts and talents, attending to segments of the population that are frequently hidden or under identified. Approaches and tools may include front-loading talent development activities, universal screening, using locally developed norms, assuring assessment tools are in the child's preferred language for communication or nonverbal formats, and building relationships with students to understand their unique challenges and needs.
	2.3.2. Educators understand and implement district, state, and/or national policies designed to foster equity in gifted programming and services.
2.4. Learning Progress. As a result of using multiple and ongoing assessments, students with gifts and talents demonstrate growth commensurate with abilities in cognitive, social-emotional, and psychosocial areas.	2.4.1. Educators use differentiated formative assessments to develop learning experiences that challenge students with gifts and talents.
	2.4.2. Educators use differentiated ongoing product-based and performance-based assessments to measure the academic and social-emotional progress of students with gifts and talents.
	2.4.3. Educators use standardized (e.g., adaptive, above-grade-level) and classroom assessments that can measure the academic 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 interests, strengths and needs of each student with gifts and talents to plan appropriate interventions.
	2.4.5. Educators interpret and communicate assessment information to students with gifts and talents and their parents/guardians, and assure information is provided in their preferred language for communication.
2.5. Learning Progress. Students self-assess their learning progress.	2.5.1. Educators provide opportunities for students to set personal goals, keep records, and monitor their own learning progress.



Programming Standard 3: Curriculum Planning and Instruction

Introduction

Educators need to develop and use a comprehensive and cohesive curriculum that is aligned with local, state, and national standards, then differentiate, accelerate, and/or expand it. Curriculum must emphasize advanced, conceptually challenging, in-depth, and complex content. Educators need to possess a repertoire of evidence-based instructional strategies in delivering the curriculum (a) to develop students' talents, 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 diverse and global society. The curriculum, instructional strategies, and materials and resources must engage a variety of gifted learners using practices that are responsive to diversity.

STANDARD 3: CURRICULUM PLANNING AND INSTRUCTION	
Description: Educators apply evidence-based models of curriculum and instruction related to students with gifts and talents and respond to their needs by planning, selecting, adapting, and creating curriculum that is responsive to diversity. Educators use a repertoire of instructional strategies to ensure specific student outcomes and measurable growth.	
Student Outcomes	**Evidence-Based Practices**
3.1. Curriculum Planning. Students with gifts and talents demonstrate academic growth commensurate with their abilities each school year.	3.1.1. Educators use local, state, and national content and technology standards to align, expand, enrich, and/or accelerate curriculum and instructional plans.
	3.1.2. Educators design a comprehensive and cohesive curriculum and use learning progressions to develop differentiated plans for Pre-K through grade 12 students with gifts and talents.
	3.1.3. Educators adapt, modify, or replace the core or standard curriculum to meet the interest, strengths, and 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 curriculum that incorporates advanced, conceptually challenging, in-depth, and complex content for students with gifts and talents.
	3.1.5. Educators regularly use pre-assessments, formative assessments, and summative assessments to identify students' strengths and needs, develop differentiated content, and adjust instructional plans based on progress monitoring.
	3.1.6. Educators pace instruction based on the learning rates of students with gifts and talents and compact, deepen, and accelerate curriculum as appropriate.
	3.1.7. Educators integrate a variety of technologies for students to construct knowledge, solve problems, communicate and express themselves creatively, and collaborate with others in teams locally and globally.
	3.1.8. Educators consider accommodations and/or assistive technologies to provide equal access to learning opportunities with twice-exceptional learners and other students with developmental differences.
3.2. Talent Development. Students with gifts and talents demonstrate growth in social and emotional and psychosocial skills necessary for achievement in their domain(s) of talent and/or areas of interest.	3.2.1. As they plan curriculum, educators include components that address goal setting, resiliency, self-management, self-advocacy, social awareness, and responsible decision making.
	3.2.2. Educators design learning experiences for each stage of talent development to cultivate social and emotional and psychosocial skills that support high achievement and talent development.

3.3. Responsiveness to Diversity. Students with gifts and talents develop knowledge and skills for living in and contributing to a diverse and global society.	3.3.1. Educators develop and use curriculum that is responsive and relevant to diversity that connects to students' real-life experiences and communities and includes multiple voices and perspectives.
	3.3.2. Educators encourage students to connect to others' experiences, examine their own perspectives and biases, and develop a critical consciousness.
	3.3.3. Educators use high-quality, appropriately challenging materials that include multiple perspectives.
3.4. Instructional Strategies. Students with gifts and talents demonstrate their potential or level of achievement in their domain(s) of talent and/or areas of interest.	3.4.1. Educators select, adapt, and use a repertoire of instructional strategies to differentiate instruction for students with gifts and talents.
	3.4.2. Educators provide opportunities for students with gifts and talents to explore, develop, or research in existing domain(s) of talent and/or in new areas of interest.
	3.4.3. Educators use models of inquiry to engage students in critical thinking, creative thinking, and problem-solving strategies, particularly in their domain(s) of talent, both to reveal and address the needs of students with gifts and talents.
3.5. Instructional Strategies. Students with gifts and talents become independent investigators.	3.5.1. Educators model and teach metacognitive models to meet the needs of students with gifts and talents such as self-assessment, goal setting, and monitoring of learning.
	3.5.2. Educators model and teach cognitive learning strategies such as rehearsal, organization, and elaboration.
	3.5.3. Educators scaffold independent research skills within students' domain(s) of talent.
3.6. Resources. Students with gifts and talents are able to demonstrate growth commensurate with their abilities as a result of access to high-quality curricular resources.	3.6.1. Educators use current, evidence-based curricular resources that are effective with students with gifts and talents.
	3.6.2. Educators use school and community resources to support differentiation and advanced instruction appropriate to students' interests, strengths, and academic learning needs.



Programming Standard 4: Learning Environments

Introduction

Effective educators of students with gifts and talents create safe learning environments that foster academic achievement, emotional well-being, positive social interaction, creativity, leadership development, and understanding for success in a diverse society.

Knowledge of the impact of giftedness and diversity on cognitive, psychosocial, and social-emotional development enables educators of students with gifts and talents to design environments that encourage academic growth, personal and social competence, responsibility, and the development of leadership skills. They understand the role of language and communication in talent development and the ways in which culture and identity affect communication and behavior. They use relevant strategies and technologies to enhance oral, written, and artistic communication of students whose needs vary based on area(s) and level(s) of ability, 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 a love for learning, personal and social responsibility, multicultural competence, and interpersonal and technical communication skills for leadership 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) and a love of learning.
	4.1.3. Educators create environments that establish trust, support, and collaborative action among diverse students.
	4.1.4. Educators provide feedback that promotes perseverance and resilience and 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 provide learning environments for both solitude and social interaction.
	4.2.2. Educators provide opportunities for interaction and learning with intellectual and artistic/creative peers as well as with chronological-age peers.
	4.2.3. Educators assess and provide instruction on psychosocial and social and emotional skills needed for success in school, their community, and society.
4.3. Responsibility and Leadership. Students with gifts and talents demonstrate personal and social responsibility.	4.3.1. Educators establish a safe and welcoming climate for addressing personal and social issues and give students a voice in shaping their learning environment.
	4.3.2. Educators provide environments for developing many forms of leadership and leadership skills.
	4.3.3. Educators provide opportunities to promote lifelong personal and social responsibility through advocacy and real world problem-solving, both within and outside of the school setting.

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. 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 model appropriate language and strategies to effectively address issues such as stereotyping, bias, and discriminatory language and behaviors.
	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 and creative expression. They display fluency with technologies that support effective communication and are competent consumers of media and technology.	4.5.1. Educators provide opportunities for advanced development and maintenance of first and second language(s).
	4.5.2. Educators provide resources that reflect the diversity of their student population to enhance oral, written, and artistic forms of communication.
	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.
	4.5.4. Educators provide an environment where students use technology to communicate responsibly and express themselves creatively using the platforms, tools, styles, formats, and digital media appropriate to their goals.



Programming Standard 5: Programming

Introduction

The term programming refers to a continuum of services that address the interests, strengths, and needs of students with gifts and talents in all settings. Educators develop policies and procedures to guide and sustain all components of comprehensive and aligned programming and services for Pre-K through grade 12 students with gifts and talents. Educators use a variety of programming options such as acceleration and enrichment (depth and complexity) in varied grouping arrangements (cluster grouping, resource rooms, special classes, special schools) and within individualized learning options (independent study, original research, mentorships, online courses, internships) to enhance students' performance in cognitive, psychosocial, and social-emotional areas and to assist them in identifying future post-secondary and career goals and talent development pathways. They augment and integrate current technologies within these learning opportunities to increase access to high level programming such as online 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 with students, parents/guardians, advocates, and community members to ensure that students' diverse interests, strengths, and needs are met. Administrators demonstrate their support by allocating sufficient resources for programming options and evaluation activities so that all students with gifts and talents receive appropriate educational services.

<table>
<tr><th colspan="2">STANDARD 5: PROGRAMMING</th></tr>
<tr><td colspan="2">Description: Educators use evidence-based practices to promote (a) the cognitive, social-emotional, and psychosocial skill development of students with gifts and talents and (b) programming that meets their interests, strengths, and needs. Educators make use of expertise systematically and collaboratively to develop, implement, manage, and evaluate services for students with a variety of gifts and talents to ensure specific student outcomes.</td></tr>
<tr><th>Student Outcomes</th><th>Evidence-Based Practices</th></tr>
<tr><td rowspan="5">5.1. Comprehensiveness. Students with gifts and talents demonstrate growth commensurate with their abilities in cognitive, social-emotional, and psychosocial areas as a result of comprehensive programming and services.</td><td>5.1.1. Educators use multiple approaches to accelerate learning within and outside of the school setting.</td></tr>
<tr><td>5.1.2. Educators use enrichment options to extend and deepen learning opportunities within and outside of the school setting.</td></tr>
<tr><td>5.1.3. Educators use multiple forms of evidence-based grouping, including clusters, resource rooms, special classes, or special schools.</td></tr>
<tr><td>5.1.4. Educators use individualized learning options such as mentorships, internships, online courses, and independent study.</td></tr>
<tr><td>5.1.5. Educators leverage technology to increase access to high-level programming by providing digital learning options and assistive technologies.</td></tr>
<tr><td rowspan="3">5.2. Cohesive and Coordinated Services. Students with gifts and talents demonstrate yearly progress commensurate with ability as a result of a continuum of Pre-K-12 services and coordination between gifted, general, special, and related professional services, including outside of school learning specialists and advocates.</td><td>5.2.1. Educators who provide gifted, general, special, and related professional services collaboratively plan, develop, implement, manage, and evaluate programming and services for students with gifts and talents.</td></tr>
<tr><td>5.2.2. Educators develop a Pre-K through grade 12 continuum of programming and services in relevant student talent areas that is responsive to students' different levels of need for intervention.</td></tr>
<tr><td>5.2.3. Educators plan coordinated learning activities within and across a specific grade level, content area, course, class, and/or programming option.</td></tr>
</table>

5.3. Career Pathways. Students with gifts and talents create future career-oriented goals and identify talent development pathways to reach those goals.	5.3.1. Educators provide professional guidance and counseling for individual students regarding their interests, strengths, challenges, needs, and values.
	5.3.2. Educators facilitate programming options involving mentorships, internships, and career and technology education programming and match these experiences to student interests, strengths, needs, and goals.
5.4. Collaboration. Students with gifts and talents are able to continuously advance their talent development and achieve their learning goals through regular collaboration among families, community members, advocates, and the school.	5.4.1. Educators regularly engage students, other educators, families, advocates, and community members in collaboration to plan, advocate for, implement, and evaluate systematic, comprehensive, and ongoing services.
5.5. Resources. Students with gifts and talents participate in gifted education programming that is adequately staffed and funded to meet students' interests, strengths, needs.	5.5.1. Administrators demonstrate support for gifted programming and services through equitable allocation of resources and demonstrated willingness to ensure that students with gifts and talents receive consistent educational services aligned to their interests, strengths, and needs.
	5.5.2. Administrators track expenditures at the school level to verify appropriate and sufficient funding for staffing, curriculum and materials, gifted programming, and services.
	5.5.3. Administrators hire a diverse pool of educators with knowledge and professional learning in gifted education and the issues affecting students with gifts and talents.
5.6. Policies and Procedures. Students with gifts and talents participate in general and gifted education programs 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. School policy-makers create and approve evidence-based policies and procedures to guide and sustain all components of the program, including assessment, identification, acceleration, and grouping practices.
	5.6.2. Educators align programming and services with local, state, or national laws, rules, regulations, and standards.
5.7. Evaluation of Programming and Services. Students with gifts and talents demonstrate yearly learning progress commensurate with abilities as a result of high-quality programming and services matched to their interests, strengths, and needs.	5.7.1. Educators assess the quantity and quality of programming and services provided for students with gifts and talents by disaggregating assessment and yearly progress data and making the results public.
	5.7.2. Educators ensure that the assessments used in program evaluation are reliable and valid for the purposes for which they are being used.
5.8. Evaluation of Programming and Services. Students with gifts and talents have access to programming and services required for the development of their gifts and talents as a result of ongoing evaluation and program improvements.	5.8.1. Administrators provide the necessary time and resources to implement an annual evaluation plan developed by persons with expertise in program evaluation and gifted education.
	5.8.2. Educators create and implement evaluation plans that are purposeful and evaluate how student-level outcomes are influenced by fidelity of implementation in 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 learning, (g) parent/guardian and community involvement, (h) programming resources, (i) programming design, management, and delivery, and (j) school equity efforts for underrepresented students.
	5.8.3. Educators disseminate the results of the evaluation, orally and in written form, and explain how they will use the results.



Programming Standard 6: Professional Learning

Introduction

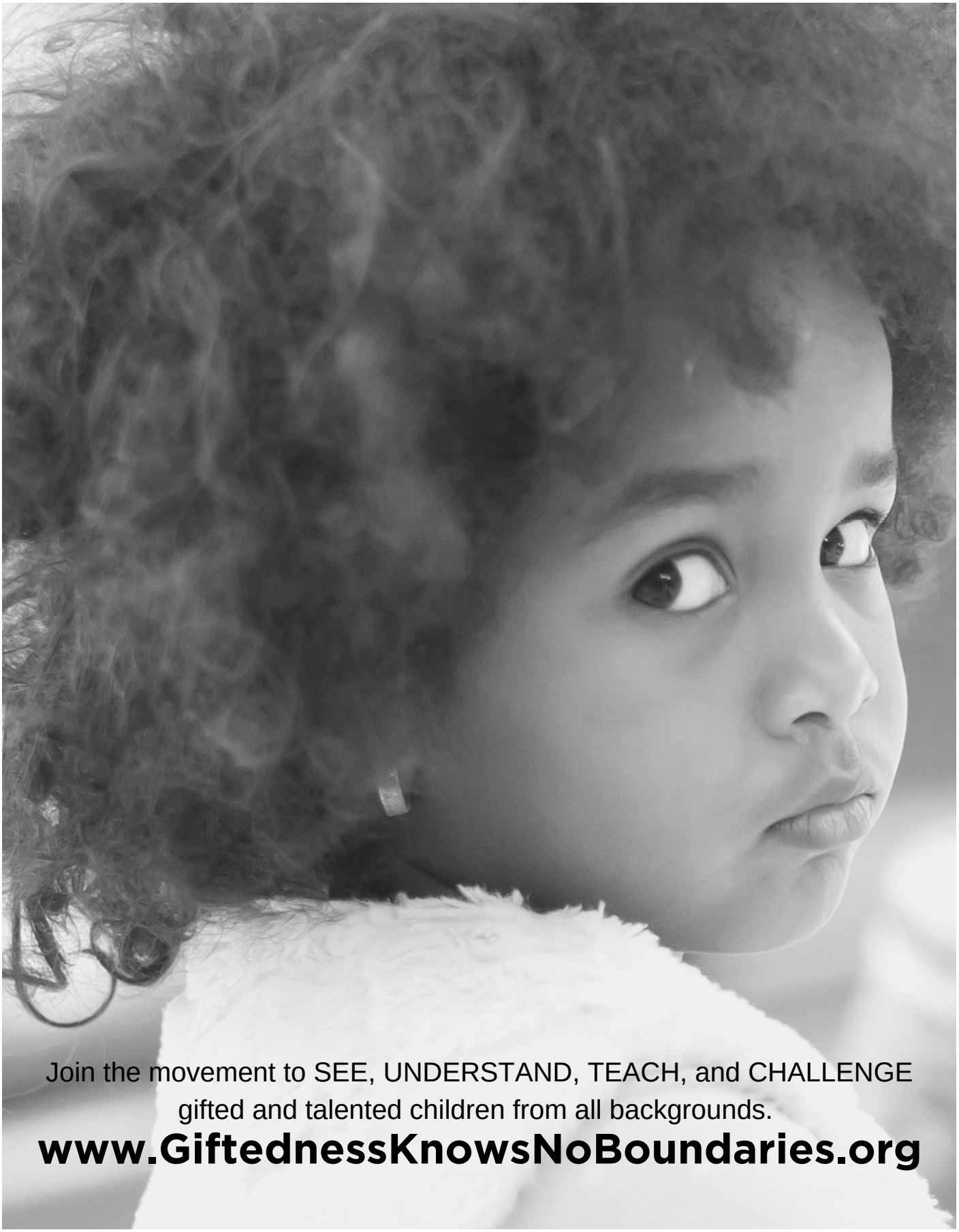
Professional learning is essential for all educators (administrators, teachers, counselors, and other instructional support staff) involved in the development and implementation of gifted programs and services. Professional learning is the intentional, sustained development of professional expertise as outlined by the NAGC-CEC Teacher Preparation Standards in Gifted and Talented Education and (NAGC-CEC) Advanced Standards in Gifted Education Teacher Preparation and is an integral part of gifted educators' professional and ethical practice. Professional learning should be based on systematic needs assessments and professional reflection.

Since students with gifts and talents spend much of their time within general education classrooms, general education teachers should receive instruction and coaching that enables them to recognize the characteristics of giftedness in diverse populations, understand the school or district referral and identification process, and implement an array of high quality, evidence-based practices that challenge all students including those with gifts and talents. Institutions of higher education should use these standards as a guide to address professional learning related to gifted education in their teacher preparation programs.

STANDARD 6: PROFESSIONAL LEARNING	
Description: All educators (administrators, teachers, counselors, and other instructional support staff) build their knowledge and skills using the NAGC-CEC Teacher Preparation Standards in Gifted and Talented Education, (NAGC-CEC) Advanced Standards in Gifted Education Teacher Preparation, and the Standards for Professional Learning. Institutions of higher education utilize these standards and the NAGC Faculty Standards to ensure quality professional learning experiences in pre-service, initial, and advanced educator preparation programs. Educators frequently assess their professional learning needs related to the standards, develop and monitor their professional learning plans, systematically engage in coaching and learning to meet their identified needs, and align outcomes with educator performance and student curriculum standards. Administrators assure educators have access to sustained, intensive collaborative, job-embedded, and data-driven learning and assure adequate resources to provide for release time, fund continuing education, and offer substitute support. The effectiveness of professional learning is assessed through relevant student outcomes.	
Student Outcomes	**Evidence-Based Practices**
6.1. Talent Development. Students identify and fully develop their talents and gifts as a result of interacting with educators who possess content pedagogical knowledge and meet national teacher preparation standards in gifted education and the Standards for Professional Learning.	6.1.1. State agencies, institutions of higher education, schools and districts provide comprehensive, research-supported professional learning programs for all educators involved in gifted programming and services. This professional learning addresses the foundations of gifted education, characteristics of diverse students with gifts and talents, identification, assessment, curriculum planning and instruction, learning environments, and programming. High-quality professional learning is delivered by those with expertise in gifted education as guided by the NAGC-CEC Teacher Preparation Standards in Gifted and Talented Education.
	6.1.2. State agencies, institutions of higher education, schools and districts provide sustained professional learning for educators that models how to develop learning environments responsive to diversity and instructional activities that lead to student expression of diverse characteristics and behaviors that are associated with giftedness.
	6.1.3. State agencies, institutions of higher education, schools and districts provide educators with professional learning opportunities that address social issues, including anti-intellectualism, equity, and access.
	6.1.4. Administrators plan for, budget and provide sufficient human and material resources needed for professional learning in gifted education (e.g., release time, funding for continuing education, substitute support, webinars, and/or mentors). Administrators access Title I and Title II funds as allowed under the Every Student Succeeds Act (ESSA) to meet this expectation.
	6.1.5. Educators use their awareness of local, state and national organizations and publications relevant to gifted education to promote learning for students with gifts and talents and their families.

6.2. Psychosocial and Social-Emotional Development. Students with gifts and talents develop critical psychosocial skills and show social-emotional growth as a result of educators and counselors who have participated in professional learning aligned with national standards in gifted education and Standards for Professional Learning.	6.2.1. Educators participate in ongoing professional learning to understand and apply research to practice with regard to psychosocial skills necessary for the development of gifts and talents and social-emotional development of individuals with gifts and talents.
6.3. Equity and Inclusion. All students with gifts and talents are able to develop their abilities as a result of educators who are committed to removing barriers to access and creating inclusive gifted education communities.	6.3.1. Educators participate in professional learning focused on curriculum and pedagogy that are responsive to diversity for individuals with gifts and talents.
	6.3.2. Educators recognize their biases, develop philosophies responsive to diversity, commit themselves to removing barriers, and create inclusive learning environments that meet the educational interests, strengths, and needs of diverse students with gifts and talents.
	6.3.3. Educators understand how knowledge, perspectives, and historical and current issues influence professional practice and the education and treatment of individuals with gifts and talents both in school and society.
6.4. Lifelong Learning. Students develop their gifts and talents as a result of educators who are lifelong learners, participating in ongoing professional learning and continuing education opportunities.	6.4.1. Educators regularly reflect on and assess their instructional practices, develop professional learning plans, and improve their practices by participating in continuing education opportunities.
	6.4.2. Educators participate in professional learning that is sustained over time, incorporates collaboration and reflection, is goal-aligned and data-driven, is coherent, embedded and transferable, includes regular follow-up, and seeks evidence of positive impact on teacher practice and on increased student learning.
6.5. Ethics. All students with gifts and talents, including those who may be twice exceptional, English language learners, or who come from underrepresented populations receive equal opportunities to be identified and served in high-quality gifted programming as a result of educators who are guided by ethical practices.	6.5.1. Educators use professional ethical principles and specialized program standards to guide their practice.
	6.5.2. Educators comply with rules, policies, and standards of ethical practice and advocate for rules, policies, and standards that promote equity and access.

In addition to the Pre-K-Grade 12 Gifted Programming Standards, NAGC has developed standards addressing gifted teacher preparation, skills and knowledge in gifted for all teachers, teacher preparation faculty qualifications, and advanced degrees in gifted education. You can learn more about these standards on the NAGC website.


Join the movement to SEE, UNDERSTAND, TEACH, and CHALLENGE
gifted and talented children from all backgrounds.
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