

## Faculty Standards for Teacher Preparation Programs in Gifted & Talented Education

Faculty in teacher preparation programs in gifted and talented education assume responsibility for the development of preK-12 teachers who are well-prepared in recognizing and responding to the needs of gifted, talented, and high-potential students. The responsibilities may include the development of gifted education coursework and clinical experiences, including mentoring teacher candidates in the field. In addition to their scholarly activities, these professionals model best practices in their courses and identify classroom teachers who implement best practices in their classrooms, based on national standards.<sup>1</sup> The expectation is that faculty employed full or part-time in high-quality programs preparing preK-12 gifted education professionals will meet each of the following four standards.

### Standard 1: Education

***Individuals preparing preK-12 gifted education professionals have advanced academic preparation and extensive knowledge of the field of gifted education.***

1.1 *Individuals preparing preK-12 gifted education professionals have a terminal degree in gifted education in a closely related field with a concentration or specialization in gifted education, conferred by an accredited institution of higher education.*

To position pre-K-12 gifted education professionals for success in the academic program and their careers, faculty must be experts in the subject matter they teach. Individuals developing or teaching courses that primarily address gifted education have a comprehensive knowledge of gifted education as an evolving and changing discipline based on philosophies, evidence-based principles and theories, research, relevant laws and policies, diverse and historical points of view, and issues that have influenced and continue to influence gifted education and the education of and services for gifted, talented and high-potential students in school and in society.

### Standard 2: Professional Experience

***Individuals preparing preK-12 gifted education professionals have teaching or leadership experience serving gifted, talented, and high-potential students in varied settings with students from diverse backgrounds.***

2.1 *Individuals preparing preK-12 gifted education professionals have a minimum of three years of professional teaching and/or leadership experience in the field or demonstrate competency in gifted education through a similar level of experience.*

2.2 *Individuals preparing preK-12 gifted education professionals understand characteristics of giftedness and the influence of diversity on learning and development and have experience in planning meaningful and challenging learning opportunities in varied settings based on student differences.*

Individuals preparing preK-12 gifted education professionals are able to connect their extensive knowledge of the field of gifted education to their own clinical- and field-based practices. Experience in varied settings is necessary to understand the diversity of and among gifted and talented students and to connect to preK-12 professionals who work in such settings. This understanding and connection provide opportunities for the development of learning experiences that are engaging and relevant to practitioners at the classroom, school, and system-wide levels.

<sup>1</sup> The national standards are the *NAGC-CEC Teacher Preparation Standards in Gifted and Talented Education* and the *NAGC Pre-K to Grade 12 Gifted Programming Standards*. Both are available at [www.nagc.org](http://www.nagc.org).

### Standard 3: Contribution to the Field of Gifted Education

***Individuals preparing preK-12 gifted education professionals have contributed to the field of gifted education through their research-based publications, presentations, or service.***

3.1	<i>Individuals preparing preK-12 gifted education professionals have an impact on the field as evidenced by their research-based contributions.</i>
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Individuals preparing preK-12 gifted education professionals make contributions to the field of gifted education that reflect familiarity with current research in the field of gifted education or in closely aligned areas directly related to meeting the needs of gifted, talented, and high-potential children or youth. Evidence of productivity may include authorship or co-authorship of peer-reviewed publications, presentations, books, and/or curriculum; assessment tools for use with gifted learners; needs analyses, strategic plans, and evaluations of gifted programs and services; recommendation reports; and white papers.

### Standard 4: Planning and Implementation of Teacher Preparation Programs in Gifted Education

***Individuals preparing preK-12 gifted education professionals have developed or implemented a comprehensive and coherent program of study that meets national teacher preparation standards in gifted education and regularly engage with others in the gifted education community and related fields.***

4.1	<i>Individuals preparing preK-12 gifted education professionals use curricula in their programs of study that reflect current research and practice and meet national teacher preparation standards in gifted education.</i>
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4.2	<i>Individuals preparing preK-12 gifted education professionals engage with the gifted education community and related fields through professional associations, collaboration, professional learning opportunities, and advocacy.</i>
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Faculty are effective in developing and implementing teacher preparation programs in gifted education that are based on national standards, comprehensive and cohesive, and structured administratively as programs or specializations, rather than being offered in isolation. This structure supports excellence by fostering support within the institution, ensuring continuity and allocation of appropriate resources and staff time, and by supporting external evaluation of teacher preparation programming through accreditation and outcome monitoring requirements. As part of the larger gifted education and teacher preparation community, program faculty benefit from their colleagues' expertise to remain current in both research and pedagogical strategies for the benefit of the candidates in their courses and clinical settings and ultimately the children they teach.

### Glossary

*Diversity* means differences among students based on ethnicity, race, socioeconomic status, gender, language, or religion identity, sexual orientation, and/or geographic origin.

*Related fields* include educational psychology, special education, leadership, or curriculum and instruction. If educators were to major in one of these fields then they would need to provide evidence that they had a specialization or minor in gifted education (e.g., four to five courses).