

NAGC – CEC Teacher Knowledge & Skill Standards for Gifted and Talented Education

Standard 1: Foundations

Educators of the gifted understand the field as an evolving and changing discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, diverse and historical points of view, and human issues. These perspectives continue to influence the field of gifted education and the education and treatment of individuals with gifts and talents both in school and society. They recognize how foundational influences affect professional practice, including assessment, instructional planning, delivery, and program evaluation. They further understand how issues of human diversity impact families, cultures, and schools, and how these complex human issues can interact in the delivery of gifted and talented education services.

K1	Historical foundations of gifted and talented education including points of view and contributions of individuals from diverse backgrounds.
K2	Key philosophies, theories, models, and research that supports gifted and talented education.
K3	Local, state/provincial and federal laws and policies related to gifted and talented education.
K4	Issues in conceptions, definitions, and identification of individuals with gifts and talents, including those of individuals from diverse backgrounds.
K5	Impact of the dominant culture's role in shaping schools and the differences in values, languages, and customs between school and home.
K6	Societal, cultural, and economic factors, including anti-intellectualism and equity vs. excellence, enhancing or inhibiting the development of gifts and talents.
K7	Key issues and trends, including diversity and inclusion, that connect general, special, and gifted and talented education.

Standard 2: Development and Characteristics of Learners

Educators of the gifted know and demonstrate respect for their students as unique human beings. They understand variations in characteristics and development between and among individuals with and without exceptional learning needs and capacities. Educators of the gifted can express how different characteristics interact with the domains of human development and use this knowledge to describe the varying abilities and behaviors of individuals with gifts and talents. Educators of the gifted also understand how families and communities contribute to the development of individuals with gifts and talents.

K1	Cognitive and affective characteristics of individuals with gifts and talents, including those from diverse backgrounds, in intellectual, academic, creative, leadership, and artistic domains.
K2	Characteristics and effects of culture and environment on the development of individuals with gifts and talents.
K3	Role of families and communities in supporting the development of individuals with gifts and talents.
K4	Advanced developmental milestones of individuals with gifts and talents from early childhood through adolescence.
K5	Similarities and differences within the group of individuals with gifts and talents as compared to the general population.

Standard 3: Individual Learning Differences

Educators of the gifted understand the effects that gifts and talents can have on an individual's learning in school and throughout life. Moreover, educators of the gifted are active and resourceful in seeking to understand how language, culture, and family background interact with an individual's predispositions to impact academic and social behavior, attitudes, values, and interests. The understanding of these learning differences and their interactions provides the foundation upon which educators of the gifted plan instruction to provide meaningful and challenging learning.

K1	Influences of diversity factors on individuals with gifts and talents.
K2	Academic and affective characteristics and learning needs of individuals with gifts, talents, and disabilities.
K3	Idiosyncratic learning patterns of individuals with gifts and talents, including those from diverse backgrounds.
K4	Influences of different beliefs, traditions, and values across and within diverse groups on relationships among individuals with gifts and talents, their families, schools, and communities.
S1	Integrate perspectives of diverse groups into planning instruction for individuals with gifts and talents.

Standard 4: Instructional Strategies

Educators of the gifted possess a repertoire of evidence-based curriculum and instructional strategies to differentiate for individuals with gifts and talents. They select, adapt, and use these strategies to promote challenging learning opportunities in general and special curricula and to modify learning environments to enhance self-awareness and self-efficacy for individuals with gifts and talents. They enhance the learning of critical and creative thinking, problem solving, and performance skills in specific domains. Moreover, educators of the gifted emphasize the development, practice, and transfer of advanced knowledge and skills across environments throughout the lifespan leading to creative, productive careers in society for individuals with gifts and talents.

K1	School and community resources, including content specialists, that support differentiation.
K2	Curricular, instructional, and management strategies effective for individuals with exceptional learning needs.
S1	Apply pedagogical content knowledge to instructing learners with gifts and talents.
S2	Apply higher-level thinking and metacognitive models to content areas to meet the needs of individuals with gifts and talents.
S3	Provide opportunities for individuals with gifts and talents to explore, develop, or research their areas of interest or talent.
S4	Preassess the learning needs of individuals with gifts and talents in various domains and adjust instruction based on continual assessment.
S5	Pace delivery of curriculum and instruction consistent with needs of individuals with gifts and talents.
S6	Engage individuals with gifts and talents from all backgrounds in challenging, multicultural curricula.
S7	Use information and/or assistive technologies to meet the needs of individuals with exceptional learning needs.

Standard 5: Learning Environments and Social Interactions

Educators of the gifted actively create learning environments for individuals with gifts and talents that foster cultural understanding, safety and emotional well being, positive social interactions, and active engagement. In addition, educators of the gifted foster environments in which diversity is valued and

individuals are taught to live harmoniously and productively in a culturally diverse world. Educators of the gifted shape environments to encourage independence, motivation, and self-advocacy of individuals with gifts and talents.

K1	Ways in which groups are stereotyped and experience historical and current discrimination and implications for gifted and talented education.
K2	Influence of social and emotional development on interpersonal relationships and learning of individuals with gifts and talents.
S1	Design learning opportunities for individuals with gifts and talents that promote self-awareness, positive peer relationships, intercultural experiences, and leadership.
S2	Create learning environments for individuals with gifted and talents that promote self-awareness, self-efficacy, leadership, and lifelong learning.
S3	Create safe learning environments for individuals with gifts and talents that encourage active participation in individual and group activities to enhance independence, interdependence, and positive peer relationships.
S4	Create learning environments and intercultural experiences that allow individuals with gifts and talents to appreciate their own and others' language and cultural heritage.
S5	Develop social interaction and coping skills in individuals with gifts and talents to address personal and social issues, including discrimination and stereotyping.

Standard 6: Language and Communication

Educators of the gifted understand the role of language and communication in talent development and the ways in which exceptional conditions can hinder or facilitate such development. They use relevant strategies to teach oral and written communication skills to individuals with gifts and talents. Educators of the gifted are familiar with assistive technologies to support and enhance communication of individuals with exceptional needs. They match their communication methods to an individual's language proficiency and cultural and linguistic differences. Educators of the gifted use communication strategies and resources to facilitate understanding of subject matter for individuals with gifts and talents who are English language learners.

K1	Forms and methods of communication essential to the education of individuals with gifts and talents, including those from diverse backgrounds.
K2	Impact of diversity on communication.
K3	Implications of culture, behavior, and language on the development of individuals with gifts and talents.
S1	Access resources and develop strategies to enhance communication skills for individuals with gifts and talents including those with advanced communication and/or English language learners.
S2	Use advanced oral and written communication tools, including assistive technologies, to enhance the learning experiences of individuals with exceptional learning needs.

Standard 7: Instructional Planning

Curriculum and instructional planning is at the center of gifted and talented education. Educators of the gifted develop long-range plans anchored in both general and special curricula. They systematically translate shorter-range goals and objectives that take into consideration an individual's abilities and needs, the learning environment, and cultural and linguistic factors. Understanding of these factors, as well as the implications of being gifted and talented, guides the educator's selection, adaptation, and creation of materials, and use of differentiated instructional strategies. Learning plans are modified based on ongoing assessment of the individual's progress. Moreover, educators of the gifted facilitate these actions in a collaborative context that includes individuals with gifts and talents, families, professional

colleagues, and personnel from other agencies as appropriate. Educators of the gifted are comfortable using technologies to support instructional planning and individualized instruction.

K1	Theories and research models that form the basis of curriculum development and instructional practice for individuals with gifts and talents.
K2	Features that distinguish differentiated curriculum from general curricula for individuals with exceptional learning needs.
K3	Curriculum emphases for individuals with gifts and talents within cognitive, affective, aesthetic, social, and linguistic domains.
S1	Align differentiated instructional plans with local, state/provincial, and national curricular standards.
S2	Design differentiated learning plans for individuals with gifts and talents, including individuals from diverse backgrounds.
S3	Develop scope and sequence plans for individuals with gifts and talents.
S4	Select curriculum resources, strategies, and product options that respond to cultural, linguistic, and intellectual differences among individuals with gifts and talents.
S5	Select and adapt a variety of differentiated curricula that incorporate advanced, conceptually challenging, in-depth, distinctive, and complex content.
S6	Integrate academic and career guidance experiences into the learning plan for individuals with gifts and talents.

Standard 8: Assessment

Assessment is integral to the decision-making and teaching of educators of the gifted as multiple types of assessment information are required for both identification and learning progress decisions. Educators of the gifted use the results of such assessments to adjust instruction and to enhance ongoing learning progress. Educators of the gifted understand the process of identification, legal policies, and ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction, and placement for individuals with gifts and talents, including those from culturally and linguistically diverse backgrounds. They understand measurement theory and practices for addressing the interpretation of assessment results. In addition, educators of the gifted understand the appropriate use and limitations of various types of assessments. To ensure the use of nonbiased and equitable identification and learning progress models, educators of the gifted employ alternative assessments such as performance-based assessment, portfolios, and computer simulations.

K1	Processes and procedures for the identification of individuals with gifts and talents.
K2	Uses, limitations, and interpretation of multiple assessments in different domains for identifying individuals with exceptional learning needs, including those from diverse backgrounds.
K3	Uses and limitations of assessments documenting academic growth of individuals with gifts and talents.
S1	Use non-biased and equitable approaches for identifying individuals with gifts and talents, including those from diverse backgrounds.
S2	Use technically adequate qualitative and quantitative assessments for identifying and placing individuals with gifts and talents.
S3	Develop differentiated curriculum-based assessments for use in instructional planning and delivery for individuals with gifts and talents.
S4	Use alternative assessments and technologies to evaluate learning of individuals with gifts and talents.

Standard 9: Professional and Ethical Practice

Educators of the gifted are guided by the profession's ethical and professional practice standards. They practice in multiple roles and complex situations across wide age and developmental ranges. Their practice requires ongoing attention to professional and ethical considerations. They engage in professional activities that promote growth in individuals with gifts and talents and update themselves on evidence-based best practices. Educators of the gifted view themselves as lifelong learners and regularly reflect on and adjust their practice. They are aware of how attitudes, behaviors, and ways of communicating can influence their practice. Educators of the gifted understand that culture and language interact with gifts and talents and are sensitive to the many aspects of the diversity of individuals with gifts and talents and their families.

K1	Personal and cultural frames of reference that affect one's teaching of individuals with gifts and talents, including biases about individuals from diverse backgrounds.
K2	Organizations and publications relevant to the field of gifted and talented education.
S1	Assess personal skills and limitations in teaching individuals with exceptional learning needs.
S2	Maintain confidential communication about individuals with gifts and talents.
S3	Encourage and model respect for the full range of diversity among individuals with gifts and talents.
S4	Conduct activities in gifted and talented education in compliance with laws, policies, and standards of ethical practice.
S5	Improve practice through continuous research-supported professional development in gifted education and related fields.
S6	Participate in the activities of professional organizations related to gifted and talented education.
S7	Reflect on personal practice to improve teaching and guide professional growth in gifted and talented education.

Standard 10: Collaboration

Educators of the gifted effectively collaborate with families, other educators, and related service providers. This collaboration enhances comprehensive articulated program options across educational levels and engagement of individuals with gifts and talents in meaningful learning activities and interactions. Moreover, educators of the gifted embrace their special role as advocate for individuals with gifts and talents. They promote and advocate for the learning and well-being of individuals with gifts and talents across settings and diverse learning experiences.

K1	Culturally responsive behaviors that promote effective communication and collaboration with individuals with gifts and talents, their families, school personnel, and community members.
S1	Respond to concerns of families of individuals with gifts and talents.
S2	Collaborate with stakeholders outside the school setting who serve individuals with exceptional learning needs and their families.
S3	Advocate for the benefit of individuals with gifts and talents and their families.
S4	Collaborate with individuals with gifts and talents, their families, general, and special educators, and other school staff to articulate a comprehensive preschool through secondary educational program.
S5	Collaborate with families, community members, and professionals in assessment of individuals with gifts and talents.
S6	Communicate and consult with school personnel about the characteristics and needs of individuals with gifts and talents, including individuals from diverse backgrounds.