



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.

<p>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.</p>	<p>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.</p>
	<p>3.3.2. Educators encourage students to connect to others' experiences, examine their own perspectives and biases, and develop a critical consciousness.</p>
	<p>3.3.3. Educators use high-quality, appropriately challenging materials that include multiple perspectives.</p>
<p>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.</p>	<p>3.4.1. Educators select, adapt, and use a repertoire of instructional strategies to differentiate instruction for students with gifts and talents.</p>
	<p>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.</p>
	<p>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.</p>
<p>3.5. Instructional Strategies. Students with gifts and talents become independent investigators.</p>	<p>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.</p>
	<p>3.5.2. Educators model and teach cognitive learning strategies such as rehearsal, organization, and elaboration.</p>
	<p>3.5.3. Educators scaffold independent research skills within students' domain(s) of talent.</p>
<p>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.</p>	<p>3.6.1. Educators use current, evidence-based curricular resources that are effective with students with gifts and talents.</p>
	<p>3.6.2. Educators use school and community resources to support differentiation and advanced instruction appropriate to students' interests, strengths, and academic learning needs.</p>