



# 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

**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.

### Evidence-Based Practices

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.

<p><b>6.2. Psychosocial and Social-Emotional Development.</b> 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.</p>	<p>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.</p>
<p><b>6.3. Equity and Inclusion.</b> 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.</p>	<p>6.3.1. Educators participate in professional learning focused on curriculum and pedagogy that are responsive to diversity for individuals with gifts and talents.</p>
	<p>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.</p>
	<p>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.</p>
<p><b>6.4. Lifelong Learning.</b> Students develop their gifts and talents as a result of educators who are lifelong learners, participating in ongoing professional learning and continuing education opportunities.</p>	<p>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.</p>
	<p>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.</p>
<p><b>6.5. Ethics.</b> 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.</p>	<p>6.5.1. Educators use professional ethical principles and specialized program standards to guide their practice.</p>
	<p>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.</p>

*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.*