



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.

<p>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.</p>	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.
<p>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.</p>	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.