

Standards for Academically and Intellectually Gifted Teacher Candidates

Preparing gifted learners for the 21st century presents a unique opportunity for teachers. Gifted/talented¹ students must be appropriately identified and supported with a challenging curriculum designed to enhance their critical thinking skills and problem-solving abilities, which will prepare them to become capable, valuable, effective, and successful contributors to our global society. In order to do this Academically and Intellectually Gifted (AIG) licensure candidates must understand the social, emotional, and cognitive needs and characteristics of gifted learners from diverse backgrounds and special populations; key issues and trends; legislation and policies that relate to gifted learners; and theories, research-based delivery models, and exemplary pedagogical practices that lead to effective curricular, instructional, and management strategies for these learners.

These standards and elements are aligned with the research-supported knowledge standards of the National Association for Gifted Children and Council for Exceptional Children (NAGC-CEC) Teacher Preparation Standards (2006) and the National Council for the Accreditation of Teacher Education (NCATE).

Standard 1: AIG licensure candidates demonstrate knowledge of the historical foundations, key issues and trends, legislation and policies of gifted and talented education as well as the need to become an advocate for gifted learners and their families.

- Historical foundations of gifted education including theories, models, points of view and individuals contributions and research supporting gifted education.
- Key issues and trends enhancing or inhibiting the development of gifts and talents such as diversity; inclusion; societal, cultural, and economic factors, including anti-intellectualism and equity vs. excellence.
- Legislation and policies at local, state and national levels related to gifted and talented education.
- Advocacy for gifted learners and their families in multiple venues.
- Role of environment, families, and communities in supporting the development and education of individuals with gifts.
- Role of collaboration with school personnel and families in order to facilitate the implementation, evaluation, and revision of the local plan for gifted education.

Standard 2: AIG licensure candidates demonstrate knowledge of multiple non-biased assessment measures used to identify learners with gifts including those from diverse backgrounds and special populations.

- Issues in conceptions, definitions, and identification of gifts and talents, including those of individuals from diverse backgrounds and special populations i.e., English Language Learners (ELL), and twice exceptional learners.
- Uses, limitations, interpretations, and technical adequacy of multiple assessments in different domains for screening and identifying students with exceptional learning needs including those from diverse backgrounds and special populations.

¹ As defined by NAGC-CEC Standards and the Federal Title IX, A, definition 22 (2002).

Standard 3: AIG licensure candidates demonstrate knowledge of the cognitive, affective, and socio-cultural characteristics of gifted learners including those from diverse backgrounds and special populations.

- Developmental differences in individuals with gifts manifested in various learning domains.
- Similarities and differences in learning patterns of individuals with gifts, as compared to the general population.
- Influence of socio-emotional development on learning and interpersonal relationships of individuals with gifts.

Standard 4: AIG licensure candidates demonstrate knowledge of effective curricular, instructional, management, and assessment strategies for gifted learners.

- Resources, theories, and research-based service delivery models that form the basis of curriculum development and differentiated instructional practice for gifted learners and talents.
- Resources, theories, and research-based curricular, instructional, management, and assessment strategies for gifted and talented learners, including but not limited to complex instruction, independent learning, critical thinking, and advanced problem solving.

References and Resources

NAGC. (2006). NAGC-CEC Teacher Knowledge & Skill Standards for Gifted and Talented Education. Retrieved July 11, 2008, from [http://www.nagc.org/uploadedFiles/Information_andResources/NCATE_standards/final%20standards%20\(2006\).pdf](http://www.nagc.org/uploadedFiles/Information_andResources/NCATE_standards/final%20standards%20(2006).pdf)

NCATE. (2006). NCATE Standards Revision. Retrieved July 11, 2008, from http://www.ncate.org/documents/Standards/May06_revision/GlossaryAdditionsEdits.doc

NC Department of Public Instruction. Academically and Intellectually Gifted. Retrieved July 11, 2008, from <http://www.ncpublicschools.org/ec/development/gifted/>