 **National Association for Gifted Children**

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**Reviewing the K-6 Elementary Teacher Standards through the Lens of Gifted Education**

Below are the draft elementary teacher preparation standards alongside the [knowledge and skill standards in gifted education for all teachers](http://www.nagc.org/resources-publications/resources/national-standards-gifted-and-talented-education/knowledge-and), which were distilled from the NAGC-CEC teacher preparation standards in gifted education.

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| **K-6 Standard** | **K-6 Standard Description + Key Elements** | **Knowledge & Skills in GT for All Teachers** |
| **Standard 1:** Understand-ing and Addressing Each Child’s Develop- mental and Learning Needs | *Candidates use their understanding of child growth and development, individual differences, and diverse families, cultures and communities to plan and implement inclusive learning environments that provide each learner with equitable access to high quality learning experiences that engage and enable each learner to meet high standards. They work collaboratively with families, colleagues and other professionals to gain a full perspective on learners’ strength and needs and how to motivate their learning.* **Key Elements** **1.a -** Candidates know how each learner grows and develops, recognizing that patterns of development and learning vary individually within and across cognitive, linguistic, social, emotional, ethical, and physical domains; they regularly assess individual development and learning and use these data to plan and implement developmentally appropriate and challenging learning experiences and environments that take into account individual learners’ strengths and needs in each developmental domain. **1.b -** Candidates use their understanding of individual differences and diverse families, cultures, and communities to plan and implement inclusive learning experiences and environments that address learners’ needs and build on learners’ strengths, prior knowledge and experiences, abilities, talents, language, culture, family and community values, allowing them to advance as they demonstrate their mastery. **1.c -** Candidates work respectfully and reciprocally with families, colleagues, and other professionals to gain insight into each child in order to maximize his/her development and learning. They respect families’ beliefs, norms, and expectations and take responsibility for working collaboratively with families in setting and meeting challenging yet reachable developmental and learning goals for their children.  | **1. All teachers should be able to recognize the learning differences, developmental milestones, and cognitive/affective characteristics of gifted and talented students, including those from diverse cultural and linguistic backgrounds, and identify their related academic and social-emotional needs.**  |
| Standard 2: Understand- ing and Applying Content and Curricular Knowledge for Teaching | *Candidates demonstrate and apply understandings of major concepts, skills, and practices, as they interpret disciplinary curricular standards and related expectations within and across literacy, mathematics, science, and social studies for grades K-6.* **Key Elements**  **2.a –** Candidates demonstrate and apply the elements of literacy (phonological awareness; phonics; comprehension; fluency; vocabulary; critical thinking; and writing) critical for purposeful print or digital communication, as presented in the rationale for the CAEP Literacy Content for Elementary (K-6) Teachers. **2.b -** Candidates demonstrate and apply understandings of major mathematics concepts, algorithms, procedures, applications and mathematical practices in varied contexts, and connections within and among mathematical domains (Number and Operations, Operations and Algebraic Thinking, Measurement and Data [both Statistics and Probability] and Geometry) as presented in the rationale for the CAEP Mathematics Content for Elementary (K-6) Teachers. **2.c -** Candidates demonstrate and apply understandings and integration of the three dimensions of science and engineering practices, cross-cutting concepts, and major disciplinary core ideas, within the major content areas of science (Life, Physical and Earth and Space Sciences and Engineering, Technology and Applications of Science) as presented in the rationale for the CAEP Science Content for Elementary (K-6) Teachers. **2.d -** Candidates demonstrate understandings, capabilities, and dispositions associated with the central concepts and tools in Civics, Economics, Geography, and History, within a framework of informed inquiry (Developing question and planning inquiries; Applying disciplinary concepts and tools; Evaluating sources and using evidence; and Communicating conclusions and taking informed action) as presented in the rationale for the CAEP Social Studies Content for Elementary (K-6) Teachers. **2.e -** Candidates demonstrate understandings of developmental and differentiated learning, curricular standards, practices, the language of the disciplines, assessment, and learning progressions as they relate and connect to content knowledge for teaching. Such connections, which include digital learning opportunities, are made within and across core disciplines, as well as are informed by the knowledge base and practices of other content areas, such as the fine and performing arts, at the K-6 levels.  |  |
| Standard 3: Assessing, Planning, and Engaging Learners for Instruction | *Candidates plan and adapt instructional sequences to promote a full range of competencies for every learner based on knowledge of each child, educational goals, instructional practices, disciplinary knowledge, and student assessment. Candidates establish social norms for classroom learning and implement activities to generate motivation and engagement for academic achievement. Candidates justify their selection of goals, assessments and instructional strategies for colleagues as needed.* **Key Elements** **3.a** - Candidates design, compose, select, adapt and administer formative assessments to gather data on student learning and engagement. Candidates administer assessments appropriately for various purposes including accountability, program evaluation, monitoring student learning and behavior, providing grades, and identifying students’ needs. From assessments, collegial collaboration and reflection, candidates identify what learners should know and be able to do. **3.b** - Candidates continually monitor, guide and revise instruction using data from formative assessments including essays, reports, presentations, problem solving, portfolios and tests of basic cognitive competencies. Candidates also use summative assessment data to guide instruction. They also use all assessment sources to provide detailed, task-specific feedback to learners about their achievement and engagement. **3.c** - Candidates plan sequenced learning experiences to meet their goals based on educational goals and what they know about their students’ current needs and capabilities. They plan to provide appropriate instructional strategies, resources, materials, and learning environments that address learners’ individual strengths and needs within the classroom. Candidates demonstrate effective time management, allocating the optimal balance of teacher instruction, engaged student learning, and assessment. Candidates make plans for ongoing assessments of their lesson effectiveness and each student learner’s understanding. **3.d** - Candidates differentiate instruction to address the needs of each child through explicit planning and design. They plan sequences of learning activities to improve both basic competencies and higher order learning by scaffolding learners’ performance in increasingly complex texts, tasks and internet resources. Candidates design learning activities to optimize academic access and engagement for every child. **3.e** - Candidates manage their classrooms effectively by involving children in designing social norms that assure safety, positive interpersonal interactions, and mutual respect. Candidates establish a consistent, organized, and respectful learning environment in which the norms, routines, and procedures for student behavior are positively stated and explicitly taught. Candidates construct and maintain a productive learning environment by adapting classroom procedures to each learner’s cognitive and motivational needs. **3.f** - Candidates assess and build children’s motivations and engagement in learning by forming explicit plans to share control with students, make school learning relevant, sustain collaborative activities, and regulate cognitive challenge. They link academic work to learners’ interests, and assure that children perceive the personal benefits and values of school learning. | **3. All teachers should be able to select, adapt, and use a repertoire of evidence-based instructional strategies to advance the learning of gifted and talented students.**  |
| Standard 4: Supporting Each Child’s Learning Using Effective Instruction | *Candidates make informed decisions about instruction guided by knowledge of children and assessment of students’ learning that result in the use of a variety of effective instructional practices. Candidates deliver instruction using a cohesive sequence of lessons and employing these instructional practices. They use explicit instruction and effective feedback as appropriate, and use whole class discussions to support and enhance children’s learning. Candidates use flexible grouping arrangements, including small group and individual instruction to support effective instruction and improved student learning.* **Key Elements** **4.a -** Candidates use a variety of instructional practices that are designed to foster extended learner engagement, collaborative activity, and appropriate cognitive challenges to support the learning of every child. **4.b -** Candidates teach a cohesive sequence of lessons to ensure the learning of every learner. They teach lessons that support children’s deep learning of discipline specific content, skills, and strategies; that build upon the previous lesson’s goals to develop deeper knowledge through learner inquiry; and, as part of a coherent series, offer learners opportunities to practice and master knowledge, skills and strategies as they explore disciplinary content knowledge. **4.c -** Candidates explicitly teach content, strategies, and skills to make clear what a learner needs to do or think about while learning academic content. They make connections to prior knowledge and skills and focus instruction on the steps that lead to the new knowledge or skill. They also focus on strategic use of examples to build understanding and address misunderstandings, careful use of language, highlighting core ideas, and making the candidate’s thinking visible while modeling and demonstrating. **4.d -** Candidates provide positive and constructive feedback to guide children’s learning, increase motivation, and improve engagement, leading to improved learning and behavior. **4**.**e -** Candidates lead whole class discussions in which the candidate and learners collaboratively investigate specific content, strategies, or skills. Candidates and all learners contribute orally, listen actively, respond respectfully, and learn from others’ contributions. Candidates use strategies to ensure the equitable participation of every learner in discussions. **4**.**f -** Candidates organize and manage effective small group instruction that is used to differentiate teaching to meet the learning needs of each child by providing more focused, intensive instruction. Candidates provide opportunities for learners to take ownership, develop self-direction, and become actively engaged in the learning process. **4**.**g -** Candidates organize and manage individual instruction that is used to provide targeted, focused, intensive instruction that improves or enhances each child’s learning.  | **2. All teachers should be able to design appropriate learning and performance modifications for individuals with gifts and talents that enhance creativity, acceleration, depth and complexity in academic subject matter and specialized domains.** |
| Standard 5: Developing as a Professional | *Candidates are committed to the learning and development of every child through effective communication, participation in collaborative learning environments, reflective self-study and professional development, and involvement in their professional community.* **Key Elements** **5.a -** Candidates use a variety of communication strategies to interact with learners, families, and colleagues, which heighten and promote shared learning for each child. **5.b -** Candidates work collaboratively with colleagues, mentors, and school leaders demonstrating self-motivation, knowledge of current education policies and pedagogy, and the ability to establish and work toward common goals that directly influence every learner’s development and achievement. **5.c -** Candidates build and implement a personal professional development plan based on the ongoing analysis of children’s learning, self-reflection, professional ethics, current research and contemporary best practice. **5.d -** Candidates understand how children’s learning is enhanced through participation in learning communities such as, local, state, and national professional organizations and related professional networks and participate in such forums for their own continuing professional development.  |  |