

# STANDARD 1: LEARNING AND DEVELOPMENT

1.1. Self-Understanding. Students with gifts and talents demonstrate self-knowledge with respect to their interests, strengths, identities, and needs in socio-emotional development and in intellectual, academic, creative, leadership, and artistic domains.

1.2. Self-Understanding. Students with gifts and talents possess a developmentally appropriate understanding of how they learn and grow; they recognize the influences of their beliefs, traditions, and values on their learning and behavior.

1.3. Self-Understanding. Students with gifts and talents demonstrate understanding of and respect for similarities and differences between themselves and their peer group and others in the general population.

1.4. Awareness of Needs. Students with gifts and talents access resources from the community to support cognitive and affective needs, including social interactions with others having similar interests and abilities or experiences, including same-age peers and mentors or experts.

1.5. Awareness of Needs. Students' families and communities understand similarities and differences with respect to the development and characteristics of advanced and typical learners and support students with gifts and talents' needs.

1.6. Cognitive and Affective Growth. Students with gifts and talents benefit from meaningful and challenging learning activities addressing their unique characteristics and needs.

1.7. Cognitive and Affective Growth. Students with gifts and talents recognize their preferred approaches to learning and expand their repertoire.

1.8. Cognitive and Affective Growth. Students with gifts and talents identify future career goals that match their talents and abilities and resources needed to meet those goals (e.g., higher education opportunities, mentors, financial support).

## STANDARD 2: ASSESSMENT

- 2.1. Identification. All students in grades PK-12 have equal access to a comprehensive assessment system that allows them to demonstrate diverse characteristics and behaviors that are associated with giftedness.
- 2.2. Identification. Each student reveals his or her exceptionalities or potential through assessment evidence so that appropriate instructional accommodations and modifications
- 2.3. Identification. Students with identified needs represent diverse backgrounds and reflect the total student population of the district.
- 2.4. Learning Progress and Outcomes. Students with gifts and talents demonstrate advanced and complex learning as a result of using multiple, appropriate, and ongoing assessments.
- 2.5. Evaluation of Programming. Students identified with gifts and talents demonstrate important learning progress as a result of programming and services.
- 2.6. Evaluation of Programming. Students identified with gifts and talents have increased access and they show significant learning progress as a result of improving components of gifted education programming.

## STANDARD 3: CURRICULUM PLANNING + INSTRUCTION

- 3.1. Curriculum Planning. Students with gifts and talents demonstrate growth commensurate with aptitude during the school year.
- 3.2. Talent Development. Students with gifts and talents become more competent in multiple talent areas and across dimensions of learning
- 3.3. Talent Development. Students with gifts and talents develop their abilities in their domain of talent and/or area of interest.
- 3.4. Instructional Strategies. Students with gifts and talents become independent investigators
- 3.5. Culturally Relevant Curriculum. Students with gifts and talents develop knowledge and skills for living and being productive in a multicultural, diverse, and global society.
- 3.6. Resources. Students with gifts and talents benefit from gifted education programming that provides a variety of high quality resources and materials

## STANDARD 4: LEARNING ENVIRONMENTS

- 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.
- 4.2. Social Competence. Students with gifts and talents develop social competence manifested in positive peer relationships and social interactions.
- 4.3. Leadership. Students with gifts and talents demonstrate personal and social responsibility and leadership skills.
- 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.
- 4.5. Communication Competence. Students with gifts and talents develop competence in interpersonal and technical communication skills. They demonstrate advanced oral and written skills, balanced biliteracy or multiliteracy, and creative expression. They display fluency with technologies that support effective communication

## STANDARD 5: PROGRAMMING

- 5.1. Variety of Programming. Students with gifts and talents participate in a variety of evidence-based programming options that enhance performance in cognitive and affective areas.
- 5.2. Coordinated Services. Students with gifts and talents demonstrate progress as a result of the shared commitment and coordinated services of gifted education, general education, special education, and related professional services, such as school counselors, school psychologists, and social workers
- 5.3. Collaboration. Students with gifts and talents' learning is enhanced by regular collaboration among families, community, and the school.
- 5.4. Resources. Students with gifts and talents participate in gifted education programming that is adequately funded to meet student needs and program goals.
- 5.5. Comprehensiveness. Students with gifts and talents develop their potential through comprehensive, aligned programming and services.
- 5.6. Policies and Procedures. Students with gifts and talents participate in regular and gifted education programs that are guided by clear policies and procedures that provide for their advanced learning needs (e.g., early entrance, acceleration, credit in lieu of enrollment).
- 5.7. Career Pathways. Students with gifts and talents identify future career goals and the talent development pathways to reach those goals.

## STANDARD 6: PROFESSIONAL DEVELOPMENT

6.1. Talent Development. Students develop their talents and gifts as a result of interacting with educators who meet the national teacher preparation standards in gifted education.

6.2. Socio-emotional Development. Students with gifts and talents develop socially and emotionally as a result of educators who have participated in professional development aligned with national standards in gifted education and National Staff Development Standards.

6.3. Lifelong Learners. Students develop their gifts and talents as a result of educators who are life-long learners, participating in ongoing professional development and continuing education opportunities.

6.4. Ethics. Students develop their gifts and talents as a result of educators who are ethical in their practices.