

Crosswalk: Previous versus New Gifted Educator Preparation Program Standards

General Information about this Revision:

- Updated standards for alignment with NAGC and INTASC Standards, and Praxis exam categories
- Rephrased standards for clarity by reducing redundancies
- References “gifted education teacher” and “learners identified as gifted”
- Adds “diversity” throughout the standards

Standard 1 Learner Development and Individual Learning Differences

PREVIOUS STANDARD	NEW STANDARD	WHAT CHANGED?
The teacher of learners with needs for gifted curriculum understands learner diversity and provides experiences for cognitive, academic, social, and emotional development (Standard 2).	The gifted education teacher applies understanding of cognitive and affective development and individual differences to provide appropriate learning experiences for learners identified as gifted (Standard 1).	<ul style="list-style-type: none"> • Moved content knowledge and professional skills from Standard 2 into Standard 1 • Combined needs into “cognitive, social and emotional” categories • Emphasized individual differences

Standard 2 Learning Environments

PREVIOUS STANDARD	NEW STANDARD	WHAT CHANGED?
The teacher of learners with needs for gifted curriculum understands learning environments that accommodate diverse needs of learners and arranges learning experiences that are responsive to cognitive, academic, social, and emotional needs (Standard 5).	The gifted education teacher creates learning environments that are responsive to the cognitive and affective needs of learners identified as gifted (Standard 2).	<ul style="list-style-type: none"> • Moved content knowledge and professional skills from Standard 5 into Standard 2 • Combined needs into “cognitive, social and emotional” categories

Standard 3 Instructional Planning and Strategies

PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
The teacher of learners with needs for gifted curriculum understands curriculum and instruction in general education, special	The gifted education teacher uses knowledge of general and specialized curricula by implementing evidence-based instructional	<ul style="list-style-type: none"> • Moved content knowledge and professional skills from Standards 4 and 6 into Standard 3

<p>education, and education of learners who are gifted and applies those skills in structuring advanced and expanded state and local curriculum (Standard 4).</p> <p>The teacher of learners with needs for gifted curriculum understands and provides experience in skill development in problem-solving, critical and creative thinking, social interaction, leadership, and service (Standard 6).</p>	<p>strategies to advance learning of individuals identified as gifted (Standard 3).</p>	<ul style="list-style-type: none"> • Combined needs into “cognitive, social and emotional” categories • Emphasized evidenced-based instructional strategies
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Standard 4 Assessment

PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
<p>The teacher of learners with needs for gifted curriculum understands multiple methods of assessment and uses multiple methods of assessment to diagnose, evaluate, and monitor the learner’s cognitive, academic, social, and emotional growth and development (Standard 3).</p>	<p>The gifted education teacher uses multiple methods of assessment to identify and monitor the progress of individuals identified as gifted (Standard 4).</p>	<ul style="list-style-type: none"> • Moved content knowledge and professional skills from Standard 3 into Standard 4 • Combined needs into “cognitive, social and emotional” categories

Standard 5 Professional Learning and Ethical Practice

PREVIOUS STANDARD	NEW STANDARD	WHAT CHANGED?
<p>The teacher of learners with needs for gifted curriculum understands and applies philosophical, historical, and legal foundations of regular education, special education, and education of learners who are gifted. Knowledge (Standard 1).</p> <p>The teacher of learners with needs for gifted learning experiences understands and practices professionalism and ethical behavior (Standard 8).</p>	<p>The gifted education teacher uses foundational knowledge to advance professional learning and inform ethical practice (Standard 5).</p>	<ul style="list-style-type: none"> • Moved content knowledge and professional skills from Standards 1 and 8 into Standard 5

Standard 6 Communication and Collaboration

PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
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<p>The teacher of learner with needs for gifted learning experiences understands and uses skills in communication and collaboration in diverse societies to facilitate cognitive, academic, social and emotional development of learners who are gifted (Standard 7).</p>	<p>The gifted education teacher communicates and collaborates with stakeholders to address the cognitive and affective needs of individuals identified as gifted in the school, home, and community (Standard 6).</p>	<ul style="list-style-type: none"> • Moved content knowledge and professional skills from Standard 7 into Standard 6 • Combined needs into “cognitive, social and emotional” categories • Delineated school, home and community environments
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