

NAGC-CEC Gifted & Talented Teacher Preparation Standards

Guidance for Program Reviewers and Auditors

Reviewing teacher preparation programs against the NAGC-CEC standards is a critically important part of the NCATE accreditation process; the feedback is also extremely helpful to the individual program leaders. In an effort to ensure that NAGC program review teams are as consistent as possible across teams, NAGC auditors, who approve the final recommendations to NCATE, have developed guidelines for determining when individual standards are met and in determining national program status. *Note* that the reviewers should follow the guidelines when possible. However, on close decisions on individual elements or standards, teams may deviate from the guidelines after carefully considering the evidence and reaching consensus. Below is a list of the key elements within each standard to consider when reviewing a program submission.

(1) In determining whether an individual standard has been met, the auditors recommend the following:

- to receive a “met” determination, more than 50% of the elements within that standard must be met
- to receive a “not met” determination, less than 50% of the elements have been met
- meeting exactly 50% of the elements in a single standard should result in “met with conditions.”

(2) In determining the recognition status for the program, the auditors recommend the following:

- to be “nationally recognized,” 8 of the 10 individual standards must be determined to be “met”
- to be “not nationally recognized,” a program would have received “met” or “met with conditions” on less than 5 individual standards
- in all other cases, the status for the program would ordinarily be “recognized with conditions” unless the review team felt strongly that because the program met all the standards directly relating to curriculum, instruction, and assessment – those that most directly impact students in the classroom, the program should receive a “nationally recognized status.”

Key Elements, by Standard

Standard 1: Foundations

Candidates

- Understand that the field is evolving and changing (e.g., including diverse and historical perspective)
- Understand that perspectives influence the field as well as the treatment of G/T individuals in school and society
- Understand that foundations influence professional practice
- Understand that human diversity affects services

Standard 2: Development and Characteristics of Learners

Candidates

- Understand the variations in characteristics and development between and among G/T individuals
- Understand the interaction of characteristics with domains of human development defines abilities and behaviors
- Understand the contributions of families and communities to development

Standard 3: Individual Learning Differences

Candidates

- Understand the effects of gifts and talents on learning
- Understand the interaction of language, culture, and family background with individuals' predispositions
- That differences and interactions provide the foundation for instruction

Standard 4: Instructional Strategies

Candidates

- Possess a repertoire of curriculum and strategies to differentiate instruction
- Select strategies to modify learning environments and enhance learning in specific domains
- Emphasize the development, practice, and transfer of advanced knowledge

Standard 5: Learning Environments and Social Interactions

Candidates create learning environments that

- Foster understanding and valuing of diverse cultures
- Foster self-efficacy behaviors
- Promote positive social interactions
- Provide emotional well-being and safety

Standard 6: Language and Communication

Candidates

- Use relevant strategies to teach oral and written communication skills
- Use a range of strategies to assist individuals with exceptional needs as well as English language learners
- Use strategies that consider cultural and linguistic differences.

Standard 7: Instructional Planning

Candidates

- Select, adapt, and create differentiated materials for gifted learners, including technology supports
- Use differentiated strategies
- Develop short- and long-term individual learning plans

Standard 8: Assessment

Candidates

- Understand and apply the processes and procedures of identification of gifted learners.
- Understand and apply the processes of learning assessments for gifted learners, including alternative assessment approaches.
- Understand measurement theory and practices for nonbiased and equitable assessment and interpretation.

Standard 9 Professional and Ethical Practice

Candidates

- Understand the profession's ethical standards (e.g. confidentiality, due process)
- Engage in activities that promote professional growth and provide continuous updates on evidence-based best practices
- Practice self-reflection to improve practice
- Are sensitivity to the diversity of G/T individuals

Standard 10 Collaboration

Candidates

- Collaborate with other educators, service-providers, and families (e.g. planning or co-planning)
- Embrace their advocacy role on behalf of G/T individuals