

Standards for Academically or Intellectually Gifted Add-On Licensure

Teacher education programs and field-based providers of professional development should use these standards and indicators to plan, implement and deliver courses leading to North Carolina add-on licensure in Academically or Intellectually Gifted (AIG). These standards and indicators are aligned with those of the Council for Exceptional Children (CEC), the National Council for Accreditation of Teacher Education (NCATE), the Interstate New Teacher Assessment and Support Consortium (INTASC) and the National Board for Professional Teaching Standards (NBPTS). The INTASC standards, in particular, provided a strong framework for developing these standards and indicators.

The AIG standards and indicators extend beyond the above frameworks to describe the specialized knowledge, skills and dispositions expected of a teacher who is prepared to teach AIG students in grades K-12. As such, the standards represent *outcomes* of courses and experiences. These standards and indicators **do not** address the additional knowledge, skills and preparation required for administrators of gifted education programs or professional staff developers.

AIG add-on licensure requires 12 semester hours (180 hours) of study beyond licensure in an academic content area or grade level. The following standards and indicators are the *minimum* required for all teachers of AIG students.

Standards and Indicators

Standard 1: Teachers of the gifted understand the historical foundations and apply current research about gifted education.

- Indicator 1 Teachers know the historical foundations, significant research studies and major contributors in the field of gifted education.
- Indicator 2 Teachers know the state legislation regarding the education of gifted students, including the state and local definitions.
- Indicator 3 Teachers know the journals, books and professional organizations relevant to the field of gifted education.
- Indicator 4 Teachers understand current research findings and can articulate significant issues in the field of gifted education.
- Indicator 5 Teachers apply research findings to their teaching practice.
- Indicator 6 Teachers understand the importance of continued participation in the studies of gifted education through attendance of seminars, workshops, institutes and conferences.

Standard 2: Teachers of the gifted assess the cognitive and affective needs of gifted learners and plan instruction to match the learners' needs regardless of how—or when—these abilities are manifested.

- Indicator 1 Teachers can explain local nomination and identification procedures for gifted students.
- Indicator 2 Teachers know legal provisions, terminology, regulations and guidelines regarding unbiased assessment.
- Indicator 3 Teachers use multiple performance-based assessments to identify gifted students and to plan for and provide appropriate instruction.
- Indicator 4 Teachers recognize the characteristics and special cognitive needs of the gifted (including the highly gifted) and plan instruction accordingly.
- Indicator 5 Teachers recognize the characteristics and special cognitive needs in order to modify instruction appropriately for gifted students who have other exceptionalities (e.g., learning disabilities, attention deficit/hyperactivity disorder and autism).
- Indicator 6 Teachers recognize that giftedness may manifest as early as pre-school and continues to do so through adolescence; teachers employ strategies for nurturing the development of giftedness whenever it appears.

Standard 3: Teachers of the gifted design curriculum using key concepts of the academic disciplines while integrating complex and advanced content.

- Indicator 1 Teachers understand and use research-supported strategies for gifted students (e.g. conceptual development, accelerated pace, problem-based learning, critical thinking skills, interdisciplinary curriculum and concept-based units).
- Indicator 2 Teachers use the skills of inquiry to ignite independent learning in a collaborative

environment.

- Indicator 3 Teachers develop their students' metacognitive thinking using complex questions, reflection and self-evaluation.
- Indicator 4 Teachers differentiate *The North Carolina Standard Course of Study* and other curricula by appropriate modifications to content, process, product and learning environment.
- Indicator 5 Teachers can apply, analyze, implement and evaluate various methods and models of gifted education.
- Indicator 6 Teachers can incorporate subject content two or more years beyond grade level.

Standard 4: Teachers of the gifted understand and address the intellectual, social and emotional needs of gifted learners.

- Indicator 1 Teachers understand and address such issues as over-sensitivity, perfectionism and peer pressure.
- Indicator 2 Teachers implement strategies to address underachievement in gifted students.
- Indicator 3 Teachers understand and address issues of gender, ethnicity, poverty and home language as they relate to the needs of gifted students.
- Indicator 4 Teachers collaborate with appropriate school personnel to address the achievement motivation, emotional development, health and social behaviors of gifted learners.
- Indicator 5 Teachers understand and address the unique needs of highly gifted students.

Standard 5: Teachers of the gifted understand the role of culture in the education of gifted students.

- Indicator 1 Teachers understand the role of culture in the recognition and measurement of intelligence and abilities.
- Indicator 2 Teachers understand cultural issues of gifted students (ethnic, socioeconomic, and home language status) and ensure that they are identified equitably and served appropriately.
- Indicator 3 Teachers instruct with sensitivity to the cultural and linguistic uniqueness of gifted learners.

Standard 6: Teachers of the gifted advocate for gifted students in multiple venues.

- Indicator 1 Teachers collaborate effectively with their colleagues in general and special education to provide a range of service delivery options for gifted students.
- Indicator 2 Teachers communicate and collaborate with diverse groups (parents, administrators, community organizations and political leaders) to advocate for appropriate services for gifted students.
- Indicator 3 Teachers serve as a link to resources for gifted students beyond the school (e.g., out-of-school activities, summer programs, Web sites and university opportunities).

