

STANDARD 1: LEARNING AND DEVELOPMENT

Educators understand the learning and developmental needs of gifted students to provide opportunities for both cognitive and affective growth.

IMPLEMENTATION IN DIFFERENT CONTEXTS



GENERAL EDUCATION CLASSROOM

Addressing advanced learning needs through differentiation.



PULL-OUT PROGRAM

Providing enrichment focused on cognitive and affective growth.



COUNSELING

Helping with social and emotional needs.



AFTER-SCHOOL PROGRAM

Offering activities to develop student interests.

STANDARD 2: ASSESSMENT

Assessment in gifted education should be fair, comprehensive, ongoing, and purposeful. It should guide identification, inform instruction, track growth, and evaluate the effectiveness of gifted programs. All assessment practices must reflect equity, accuracy, and responsiveness to individual student needs and local demographics.

IMPLEMENTATION IN DIFFERENT CONTEXTS



IDENTIFICATION

Use multiple valid, reliable, and bias-reduced tools that reflect local norms to identify students.



PROGRESS MONITORING

Assess student growth, needs, and performance regularly using differentiated tools to adjust services.



COMMUNICATION

Provide clear, consistent communication of assessment results with families and stakeholders.



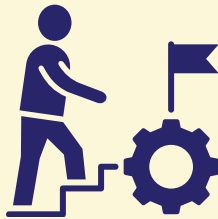
PROGRAM EVALUATION

Conduct an annual evaluation to measure program effectiveness and student outcomes. Use results to improve services.

STANDARD 3: CURRICULUM PLANNING AND INSTRUCTION

Educators design and deliver cohesive, standards-aligned curriculum that is differentiated, enriched, and challenging. Instruction should support the diverse needs of gifted learners, fostering creativity, independence, and global readiness through inclusive, evidence-based approaches.

IMPLEMENTATION IN DIFFERENT CONTEXTS



MODIFIED CURRICULUM

Gifted learners benefit from a curriculum adapted to their strengths, interests, and learning needs. This includes modifications for twice-exceptional students and English learners, and content that values diverse cultures and perspectives.



PROMOTE CRITICAL AND CREATIVE THINKING

Instruction should challenge students through critical thinking, creativity, and problem-solving. Teachers can encourage independence by modeling reflection, goal setting, and executive functioning.



TALENT DEVELOPMENT

Learning experiences should nurture students' academic, social, and emotional growth. Effective programs foster confidence, resilience, and the skills needed for success beyond school.

STANDARD 4: LEARNING ENVIRONMENTS

Educators create inclusive, supportive spaces that nurture academic, social, and emotional growth. By recognizing the influence of giftedness and diversity, teachers promote leadership, responsibility, and cultural awareness, preparing students to thrive in a global society.

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INCLUSIVE AND SUPPORTIVE LEARNING ENVIRONMENTS

Educators must create safe, respectful spaces that nurture academic, emotional, and social development for gifted students, recognizing the role of diversity and identity.



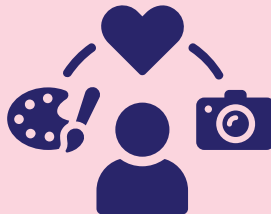
WHOLE-CHILD DEVELOPMENT

Fostering not only intellectual abilities but also personal, social, leadership, and communication skills to prepare gifted students for success in a diverse and dynamic world.

STANDARD 5: PROGRAMMING

Gifted students should receive individualized, comprehensive services that support both cognitive and social-emotional growth. Using strategies such as acceleration, enrichment, and mentorship, educators and administrators collaborate to meet diverse needs, ensure equitable access, and promote continuous student progress.

IMPLEMENTATION IN DIFFERENT CONTEXTS



COMPREHENSIVE, INDIVIDUALIZED PROGRAMMING

Offer a range of services—acceleration, enrichment, mentorships, and technology-based learning—tailored to students' unique strengths, interests, and needs across all grade levels.



COLLABORATION AND SUPPORT

Coordinate efforts among educators, families, administrators, and communities. Strong policies, resources, and evaluation practices sustain and improve gifted programming.

STANDARD 6: PROFESSIONAL LEARNING

Educators engage in ongoing, high-quality professional learning to strengthen their knowledge, skills, and ethical practice in gifted education. Continuous growth ensures equitable identification and effective support for gifted learners across diverse backgrounds.

IMPLEMENTATION IN DIFFERENT CONTEXTS



ENGAGE IN PROFESSIONAL LEARNING

Pursue intentional learning that deepens understanding of giftedness and strengthens the ability to meet diverse student needs. Reflect, adapt, and apply new knowledge to enhance equitable and effective instruction.



CONTINUOUS LEARNING JOURNEY

View professional learning as a lifelong commitment to excellence. Set goals, seek feedback, and engage in opportunities that expand your expertise and ethical practice—ensuring students benefit from your growth.