LEAP Guidebook and Online Modules for Differentiating Instruction for Gifted and High-Potential Students

Alignment to NAGC Pre-K-Grade 12 Gifted Programming Standards

The tables below refer to the many ways in which the *LEAP Guidebook for Differentiating Instruction for Gifted and High-Potential Students* and its accompanying online modules align to the NAGC Pre-K-Grade 12 Gifted Programming Standards. Learn more about the LEAP products at https://nagc.org/leap. Please view all NAGC Programming Standards at https://nagc.org/standards

Standard 1: Learning and Development

Guidebook & Module 3	1.1.1. Educators engage students with gifts and talents in identifying interests, strengths, and needs.
Guidebook & Module 3, 5	1.1.2. Educators engage students with gifts and talents in identifying their intellectual, academic, creative, leadership, and/or artistic abilities.
Guidebook & Module 3	1.1.3. Educators engage students in developmentally appropriate activities that help them discover their talents and develop noncognitive skills that support their talent areas.
Guidebook & Module 3, 4, 5	1.2.1. Educators develop activities that match each student's developmental level and culture-based learning needs.
Guidebook & Module 2	1.2.2. Educators assist students with gifts and talents in developing identities consistent with their potential and areas of talent.
Guidebook & Module 1, 2, 3, 4, 5	1.2.3. Teachers create a learning environment that promotes high expectations for all children, support for perceived failures, positive feedback, respect for different cultures and values, and addresses stereotypes and biases.
Guidebook & Module 4	1.3.1. Educators use evidence-based instructional and grouping practices to allow students with similar gifts, talents, abilities, and strengths to learn together, and also create opportunities for students to interact with individuals of various gifts, talents, abilities, strengths, and goals.
Guidebook & Module 2,3	1.3.2. Educators model respect for individuals with diverse abilities, interests, strengths, learning needs, and goals.
Guidebook & Module 1, 2, 3, 4, 5	1.3.3. Educators discuss and explain developmental differences and use materials and instructional activities matched to students' varied abilities, interests, and learning needs.
Guidebook & Module 2, 3	1.4.1. Educators provide role models for students with gifts and talents that match their interests, strengths, and needs.
Guidebook & Module 2	1.4.2. Educators identify outside-of-school learning opportunities and community resources that match students' interests, strengths, and needs.

Guidebook & Module 2, 3	1.4.3. Educators gather information and inform students and families about resources available to develop their child's talents.
Guidebook & Module 1, 5	1.5.1. Educators use evidence-based approaches to grouping and instruction that promote cognitive growth and psychosocial and social-emotional skill development for students with gifts and talents.
Guidebook	1.5.2. Educators design interventions for students that are based on research of effective practices and provide accommodations for learning differences to develop cognitive and noncognitive abilities that support growth and achievement.
Guidebook & Module 2, 3	1.6.2. Educators implement learning progressions that incorporate person/social awareness and adjustment, academic planning, psychosocial skill development and college and career awareness.

Standard 2: Assessment

Guidebook & Module 1, 5	2.1.1. Educators develop environments and instructional activities that prepare and encourage students from diverse backgrounds to express characteristics and behaviors that are associated with giftedness.
Guidebook & Module 2	2.1.2. Educators provide parents/guardians with information in their preferred language for communication regarding behaviors and characteristics that are associated with giftedness and with information that explains the nature and purpose of gifted programming options.
Guidebook	2.1.3. Educators use universal screening and multiple indicators of potential and achievement at various grade levels from Pre-K through grade 12 to provide multiple entry points to services designed to meet demonstrated needs.
Guidebook & Module 4, 5	2.2.2. Educators select and use assessments that relate to services provided and identify abilities, interests, strengths, and needs based on current research.
Guidebook	2.2.3. Educators use assessments that provide qualitative and quantitative information from a variety of sources.
Guidebook & Module 1, 3, 4, 5	2.2.4. Educators use assessments that provide information related to above-grade-level performance.
Guidebook & Module 2, 4	2.2.5. Educators select assessments that minimize bias by including information in the technical manual that describes content in terms of potential bias, includes norms that match national census information or local populations, shows how items discriminate equally well for each group, and provides separate reliability and validity information for each group.

Guidebook & Module 1, 2, 5	2.2.6. Educators have knowledge of student exceptionalities and collect assessment data while adjusting curriculum and instruction to learn about each student's developmental level and aptitude for learning (i.e., dynamic assessment).
Guidebook & Module 1, 4	2.2.7. Educators interpret multiple assessments in different domains, and understand the uses and limitations of the assessments in identifying the interests, strengths and needs of students with gifts and talents.
Guidebook & Module 1, 2	2.2.8. Educators inform all parents/guardians about the identification process. Educators obtain parental/guardian permission for assessments, use culturally sensitive checklists, and elicit evidence regarding the child's interests and potential outside of the classroom setting.
Guidebook, Module 2	2.3.1. Educators select and use equitable approaches and assessments that minimize bias for referring and identifying students with gifts and talents, attending to segments of the population that are frequently hidden or under identified. Approaches and tools may include front-loading talent development activities, universal screening, using locally developed norms, assuring assessment tools are in the child's preferred language for communication or nonverbal formats, and building relationships with students to understand their unique challenges and needs.
Guidebook	2.3.2. Educators understand and implement district, state, and/or national policies designed to foster equity in gifted programming and services.
Guidebook & Module 1, 4, 5	2.4.1. Educators use differentiated formative assessments to develop learning experiences that challenge students with gifts and talents.
Guidebook & Module 4, 5	2.4.2. Educators use differentiated ongoing product-based and performance-based assessments to measure the academic and social-emotional progress of students with gifts and talents.
Guidebook & Module 4, 5	2.4.3. Educators use standardized (e.g., adaptive, above-grade-level) and classroom assessments that can measure the academic progress of students with gifts and talents.
Guidebook & Module 1, 2, 3, 4, 5	2.4.4. Educators use and interpret qualitative and quantitative assessment information to develop a profile of the interests, strengths and needs of each student with gifts and talents to plan appropriate interventions.
Guidebook & Module 1, 4, 5	2.4.5. Educators interpret and communicate assessment information to students with gifts and talents and their parents/guardians, and assure information is provided in their preferred language for communication.
Guidebook & Module 4, 5	2.5.1. Educators provide opportunities for students to set personal goals, keep records, and monitor their own learning progress.

Standard 3: Curriculum Planning and Instruction

Guidebook & Module 1, 4	3.1.1. Educators use local, state, and national content and technology standards to align, expand, enrich, and/or accelerate curriculum and instructional plans.
Guidebook & Module 1, 2, 3, 4, 5	3.1.5. Educators regularly use pre-assessments, formative assessments, and summative assessments to identify students' strengths and needs, develop differentiated content, and adjust instructional plans based on progress monitoring.
Guidebook & Module 1, 5	3.1.6. Educators pace instruction based on the learning rates of students with gifts and talents and compact, deepen, and accelerate curriculum as appropriate.
Guidebook & Module 4	3.1.7. Educators integrate a variety of technologies for students to construct knowledge, solve problems, communicate and express themselves creatively, and collaborate with others in teams locally and globally.
Guidebook & Module 3	3.2.1. As they plan curriculum, educators include components that address goal setting, resiliency, self-management, self-advocacy, social awareness, and responsible decision making.
Guidebook & Module 3	3.2.2. Educators design learning experiences for each stage of talent development to cultivate social and emotional and psychosocial skills that support high achievement and talent development.
Guidebook & Module 2	3.3.1. Educators develop and use curriculum that is responsive and relevant to diversity that connects to students' real-life experiences and communities and includes multiple voices and perspectives.
Guidebook & Module 2	3.3.2. Educators encourage students to connect to others' experiences, examine their own perspectives and biases, and develop a critical consciousness.
Guidebook & Module 1, 2, 5	3.3.3. Educators use high-quality, appropriately challenging materials that include multiple perspectives.
Guidebook & Module 1, 2, 3, 4, 5	3.4.1. Educators select, adapt, and use a repertoire of instructional strategies to differentiate instruction for students with gifts and talents.
Guidebook & Module 1, 2, 3, 4, 5	3.4.2. Educators provide opportunities for students with gifts and talents to explore, develop, or research in existing domain(s) of talent and/or in new areas of interest.
Guidebook & Module 1, 2, 3, 4, 5	3.4.3. Educators use models of inquiry to engage students in critical thinking, creative thinking, and problem-solving strategies, particularly in their domain(s) of talent, both to reveal and address the needs of students with gifts and talents.
Guidebook & Module 3	3.5.1. Educators model and teach metacognitive models to meet the needs of students with gifts and talents such as self-assessment, goal setting, and monitoring of learning.

Guidebook & Module 1, 2, 3, 5	3.5.2. Educators model and teach cognitive learning strategies such as rehearsal, organization, and elaboration.
Guidebook & Module 1, 3, 5	3.5.3. Educators scaffold independent research skills within students' domain(s) of talent.
Guidebook & Module 1, 2, 3, 4, 5	3.6.1. Educators use current, evidence-based curricular resources that are effective with students with gifts and talents.
Guidebook & Module 1, 2, 5	3.6.2. Educators use school and community resources to support differentiation and advanced instruction appropriate to students' interests, strengths, and academic learning needs.

Standard 4: Learning Environments

Guidebook & Module 1, 2, 3, 4, 5	4.1.1. Educators maintain high expectations for all students with gifts and talents as evidenced in meaningful and challenging activities.
Guidebook & Module 2, 3	4.1.2. Educators provide opportunities for self-exploration, development and pursuit of interests, and development of identities supportive of achievement (e.g., through mentors and role models) and a love of learning.
Guidebook & Module 2	4.1.3. Educators create environments that establish trust, support, and collaborative action among diverse students.
Guidebook & Module 3	4.1.4. Educators provide feedback that promotes perseverance and resilience and focuses on effort, on evidence of potential to meet high standards, and on mistakes as learning opportunities.
Guidebook & Module 1, 5	4.2.1. Educators provide learning environments for both solitude and social interaction.
Guidebook & Module 1, 2, 5	4.2.2. Educators provide opportunities for interaction and learning with intellectual and artistic/creative peers as well as with chronological-age peers.
Guidebook & Module 3	4.2.3. Educators assess and provide instruction on psychosocial and social and emotional skills needed for success in school, their community, and society
Guidebook & Module 3, 5	4.3.1. Educators establish a safe and welcoming climate for addressing personal and social issues and give students a voice in shaping their learning environment.
Guidebook & Module 3	4.3.2. Educators provide environments for developing many forms of leadership and leadership skills.
Guidebook & Module 1, 3, 5	4.3.3. Educators provide opportunities to promote lifelong personal and social responsibility through advocacy and real world problem-solving, both within and outside of the school setting.
Guidebook & Module 2	4.4.1. Educators model appreciation for and sensitivity to students' diverse backgrounds and languages.

Guidebook & Module 2	4.4.2. Educators model appropriate language and strategies to effectively address issues such as stereotyping, bias, and discriminatory language and behaviors.
Guidebook & Module 2, 5	4.4.3. Educators provide structured opportunities to collaborate with diverse peers on a common goal.
Guidebook & Module 1, 2	4.5.2. Educators provide resources that reflect the diversity of their student population to enhance oral, written, and artistic forms of communication.
Guidebook & Module 4	4.5.4. Educators provide an environment where students use technology to communicate responsibly and express themselves creatively using the platforms, tools, styles, formats, and digital media appropriate to their goals.

Standard 5: Programming

Guidebook & Module 1, 2, 3, 4, 5	5.1.1. Educators use multiple approaches to accelerate learning within and outside of the school setting.
Guidebook & Module 1, 2, 3, 4, 5	5.1.2. Educators use enrichment options to extend and deepen learning opportunities within and outside of the school setting.
Guidebook & Module 1, 4, 5	5.1.3. Educators use multiple forms of evidence-based grouping, including clusters, resource rooms, special classes, or special schools.
Guidebook & Module 1, 2, 5	5.1.4. Educators use individualized learning options such as mentorships, internships, online courses, and independent study.
Guidebook & Module 4	5.1.5. Educators leverage technology to increase access to high-level programming by providing digital learning options and assistive technologies
Guidebook & Modules 1, 5	5.2.1. Educators who provide gifted, general, special, and related professional services collaboratively plan, develop, implement, manage, and evaluate programming and services for students with gifts and talents.
Guidebook	5.2.2. Educators develop a Pre-K through grade 12 continuum of programming and services in relevant student talent areas that is responsive to students' different levels of need for intervention.
Guidebook & Module 1, 2, 3, 4, 5	5.2.3. Educators plan coordinated learning activities within and across a specific grade level, content area, course, class, and/or programming option.

Standard 6: Professional Learning

Supported by LEAP Education initiatives	6.1.1. State agencies, institutions of higher education, schools and districts provide comprehensive, research supported professional learning programs for all educators involved in gifted programming and services. This professional learning addresses the foundations of gifted education, characteristics of diverse students with gifts and talents, identification, assessment, curriculum planning and instruction, learning environments, and programming. High-quality professional learning is delivered by those with expertise in gifted education as guided by the NAGC-CEC Teacher Preparation Standards in Gifted and Talented Education.
Supported by LEAP Education initiatives	6.1.2. State agencies, institutions of higher education, schools and districts provide sustained professional learning for educators that models how to develop learning environments responsive to diversity and instructional activities that lead to student expression of diverse characteristics and behaviors that are associated with giftedness.
Supported by LEAP Education initiatives	6.1.3. State agencies, institutions of higher education, schools and districts provide educators with professional learning opportunities that address social issues, including anti-intellectualism, equity, and access.
Guidebook & Module 1, 5	6.1.5. Educators use their awareness of local, state and national organizations and publications relevant to gifted education to promote learning for students with gifts and talents and their families.
Guidebook & Module 3	6.2.1. Educators participate in ongoing professional learning to understand and apply research to practice with regard to psychosocial skills necessary for the development of gifts and talents and social-emotional development of individuals with gifts and talents.
Guidebook & Module 2, 5	6.3.1. Educators participate in professional learning focused on curriculum and pedagogy that are responsive to diversity for individuals with gifts and talents.
Guidebook & Module 2	6.3.2. Educators recognize their biases, develop philosophies responsive to diversity, commit themselves to removing barriers, and create inclusive learning environments that meet the educational interests, strengths, and needs of diverse students with gifts and talents.
Guidebook & Module 1, 2, 5	6.3.3. Educators understand how knowledge, perspectives, and historical and current issues influence professional practice and the education and treatment of individuals with gifts and talents both in school and society.
Guidebook & Module 3, 5	6.4.1. Educators regularly reflect on and assess their instructional practices, develop professional learning plans, and improve their practices by participating in continuing education opportunities.

Guidebook	6.4.2. Educators participate in professional learning that is sustained over time, incorporates collaboration and reflection, is goal-aligned and data-driven, is coherent, embedded and transferable, includes regular follow-up, and seeks evidence of positive impact on teacher practice and on increased student learning.
Guidebook	6.5.1. Educators use professional ethical principles and specialized program standards to guide their practice.
Guidebook & Module 1, 2, 5	6.5.2. Educators comply with rules, policies, and standards of ethical practice and advocate for rules, policies, and standards that promote equity and access.

Alignment to CEC Initial Teacher Preparation Standards

The tables below refer to the many ways in which the *LEAP Guidebook for Differentiating Instruction for Gifted and High-Potential Students* and its accompanying online modules align to the CEC Initial Teacher Preparation Standards. Learn more about the LEAP products at https://nagc.org/leap. Please view all NAGC Standards at https://nagc.org/standards

Product	Standard	Component
	Standard 1: Engaging in Professional Learning and Ethical Practice Candidates engage in ongoing professional learning; conduct action research; and use foundational knowledge of the field of gifted education, legal policies and procedures, research, professional ethical principles, evidence-based practices, and reflections to create inclusive environments, inform gifted education practice, and advocate to meet the needs of each learner while considering their diversity.	
Guidebook & Modules 1, 2, 3, 4, 5		Component 1.1. Candidates communicate their professional learning needs and engage in activities to improve their overall knowledge of and effectiveness with students with gifts and talents.
Guidebook & Modules 1, 2, 3, 4, 5		Component 1.2. Candidates model respect for diversity, make decisions that promote equity, and create inclusive learning environments for students with gifts and talents, utilizing foundational knowledge of gifted education, and reflecting how diverse perspectives and historical and current issues influence professional practice.
Guidebook & Modules 1, 2, 3, 4, 5		Component 1.3. Candidates' practices are guided by standards, ethical principles, and legal policies and procedures relevant to diverse populations of students with gifts and talents.

		Component 1.4. Candidates use evidence-based practices to guide instruction and advocate for improved outcomes for students with gifts and talents and their families, paying particular attention to traditionally underserved and underrepresented populations.
Guidebook & Modules 1, 2, 3, 4, 5		
Guidebook & Modules 1, 2, 3, 4, 5		Component 1.5. Candidates advance the profession by applying evidence-based research to practice, conducting action research, and using reflection to improve their practices.
	Standard 2: Understanding and Supporting Learner Characteristics, Development, and Individual Learning Differences Candidates understand how gifted learners grow and develop in cognitive, social, and emotional areas, recognizing that patterns of learning and development vary individually and asynchronously within and across domains and are influenced by cultural, economic, and individual abilities and disabilities. They use this understanding to design learning experiences, provide responsive instruction, and advocate for students' interests, strengths, and needs.	
Guidebook & Modules 1, 2, 3, 4, 5		Component 2.1. Candidates apply their understanding of how cognitive, social, and emotional characteristics of students with gifts and talents interact with their environment to provide responsive instruction and advocate for their needs.
Guidebook & Modules 1, 2, 3, 4, 5		Component 2.2. Candidates apply their understanding of asynchronous human development and individual differences to respond to the interests, strengths, and needs of students with gifts and talents.
Guidebook & Module 2		Component 2.3. Candidates apply their understanding of how diversity influences the characteristics, learning, and development of students with gifts

		and talents and design meaningful and challenging learning experiences.
	Standard 3: Demonstrating Subject Matter Content and Specialized Curricular Knowledge Candidates implement advanced content and culturally responsive curriculum by modifying the general or selecting, modifying, or designing specialized curriculum to advance the learning progress for students with gifts and talents.	
Guidebook & Module 1		Component 3.1. Candidates organize knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions within and across grade levels to support culturally responsive curriculum by applying knowledge of the role of central concepts, structures of the discipline, and tools of inquiry of the academic subject-matter content areas they teach.
Guidebook & Module 1		Component 3.2. Candidates design and implement learning and performance modifications for diverse students with gifts and talents that enhance creativity, support acceleration, and ensure depth and complexity in academic subject matter and specialized domains with fidelity.
Guidebook & Modules 1, 2, 3, 4, 5		Component 3.3. Candidates modify the general or select, modify, or design the specialized curriculum to produce and implement advanced content and culturally responsive curriculum with fidelity by understanding that diverse students with gifts and talents demonstrate a wide range of advanced knowledge and performance levels.
	Standard 4: Using Assessments to Identify Students, Measure Their Progress, and Evaluate the Effectiveness of the Assessments, Curriculum, Services, and Programs Candidates consider state requirements and effectively use	

	multiple methods of assessment data sources, and norms that are reliable and valid in making educational decisions about the identification of all students with gifts and talents in specific domains, in assessing student learning, and in evaluating the assessments, curriculum, services, and programs designed for these learners.	
Guidebook & Modules 1, 2, 3, 4, 5		Component 4.3. Candidates select, adapt, and/or create classroom assessments that are valid measures of learner progress and content acquisition of curriculum differentiated to meet the needs of students with gifts and talents.
	Standard 5: Supporting Learning and Career Development Using Effective Environments and Instruction Candidates use data and knowledge of each student with gifts and talents, including twice-exceptional and other diverse populations, when selecting strategies and technology to differentiate instruction. They design effective learning environments that engage students in learning and prepare them for creative and productive careers in a global, multicultural society.	
Guidebook & Modules 1, 2, 3, 4, 5		Component 5.1. Candidates select from a repertoire of evidence-based instructional strategies to differentiate, accelerate, and enrich the curriculum and address the diversity of students with gifts and talents by using knowledge of each student's interests, strengths, needs, and data.
Guidebook & Module 4		Component 5.2. Candidates differentiate instructional approaches and use technology to increase access and engage students in authentic learning experiences, increase their level of skill and performance, and assist them in becoming increasingly more independent learners.

Guidebook & Module 1		Component 5.3. Candidates assess students and use data to vary the grouping arrangements and learning environments to accelerate learning progress and encourage interactions with peers with similar interests and abilities.
Guidebook & Modules 1, 2, 3, 4, 5		Component 5.4. Candidates provide career education, mentorships, and internships and develop communication skills that prepare students for creative and productive careers in a global, multicultural society by using knowledge of each student's interests, strengths, and needs.
	Standard 6. Supporting Social, Emotional, and Psychosocial Growth Candidates proactively support the social-emotional and psychosocial development of students with gifts and talents, including twice-exceptional and other diverse populations, through targeted services, programs, and inclusive learning environments that are responsive to students' particular social, emotional, and psychosocial needs and their identities.	
Guidebook & Modules 1, 2, 3, 4, 5		Component 6.1. Candidates create safe, inclusive, and culturally-responsive learning environments to support students' identities and social-emotional and psychosocial growth.
Guidebook & Modules 1, 2, 3, 4, 5		Component 6.2. Candidates use a variety of classroom approaches to explicitly teach and practice students' use of social-emotional and psychosocial skills in developmentally, contextually, and culturally responsive ways.
	Standard 7: Collaborating with other Stakeholders Candidates apply effective processes and communication strategies to collaborate in a culturally responsive manner with families, professionals within the school, and the community to build awareness and capacity, plan	

	and implement services and programs for individuals with gifts and talents in a process that is iterative and promotes continuous progress.	
Guidebook & Modules 1, 2, 3, 4, 5		Component 7.1. Candidates utilize communication, collaboration, facilitation, and problem-solving strategies to share expertise and knowledge with other professionals to assess students with gifts and talents and plan services and programs based on evidence-based practices for students with gifts and talents in their talent domains.
Guidebook & Modules 1, 2, 3, 4, 5		Component 7.2. Candidates actively communicate, collaborate, and coordinate with families, and other stakeholders within educational and community setting(s) in a culturally responsive manner to build awareness and capacity to address students with gifts and talents' instructional, social-emotional, and behavioral needs.