

Diversity Focus in the NAGC-CEC Teacher Preparation Standards in Gifted Education

Source: National Association for Gifted Children (2007)

Retrieved from: <http://www.nagc.org/index.aspx?id=1873>

Fifty-nine percent of the Knowledge (19 of 32) and 39 percent of the Skills (15 of 38) in the new NAGC-CEC Standards overtly address gifted and talented individuals with diverse cultural, linguistic, or exceptional learning needs. This emphasis represents the importance that the two national organizations place on diversity as a cornerstone for achievement in a democratic society. "As our society continues to become more diverse, it is even more important that we develop the great variety of gifts and talents of all our nation's youth" (TAG-CEC [2001]. Diversity and Developing Gifts and Talents: A National Action Plan, p. 1). Given the underrepresentation of specific groups receiving educational services for gifted and talented students, these standards are intended to move the field forward toward more inclusionary practices and a new level of understanding that affects the initial preparation of teachers of individuals with gifts and talents.

Standard 1. Foundations

- GT1K1:** Historical foundations of gifted and talented education including points of view and contributions of individuals from diverse backgrounds.
- GT1K4:** Issues in conceptions, definitions, and identification of gifts and talents, including those of individuals from diverse backgrounds.
- GT1K5:** Impact of the dominant culture's role in shaping schools and the differences in values, languages, and customs between school and home.
- GT1K6:** Societal, cultural, and economic factors, including anti-intellectualism and equity vs. excellence, enhancing or inhibiting the development of gifts and talents.
- GT1K7:** Key issues and trends, including diversity and inclusion, connecting general, special, and gifted and talented education.

Standard 2. Development and Characteristics of Learners

- GT2K1:** Cognitive and affective characteristics of individuals with gifts and talents, including those from diverse backgrounds, in intellectual, academic, creative, leadership, and artistic domains.
- GT2K2:** Characteristics and effects of culture and environment on the development of individuals with gifts and talents.

Standard 3. Individual Learning Differences

- GT3K1:** Influences of diversity factors on individuals with exceptional learning needs.
- GT3K3:** Idiosyncratic learning patterns of individuals with gifts and talents, including those from diverse backgrounds.
- GT3K4:** Influences of different beliefs, traditions, and values across and within diverse groups on relationships among individuals with gifts and talents, their families, schools, and communities.
- GT3S1:** Integrate perspectives of diverse groups into planning instruction for individuals with gifts and talents.

Standard 4. Instructional Strategies

- GT4K2:** Curricular, instructional, and management strategies effective for individuals with exceptional learning needs.
- GT4S6:** Engage individuals with gifts and talents from all backgrounds in challenging, multicultural curricula.
- GT4S7:** Use information and/or assistive technologies to meet the needs of individuals with exceptional learning needs.

Standard 5. Learning Environments and Social Interactions

- GT5K1:** Ways in which groups are stereotyped and experience historical and current discrimination and implications for gifted and talented education.
- GT5S1:** Design learning opportunities for individuals with gifts and talents that promote self-awareness, positive peer relationships, intercultural experiences, and leadership.
- GT5S4:** Create learning environments and intercultural experiences that allow individuals with gifts and talents to appreciate their own and others' language and cultural heritage.
- GT5S5:** Develop social interaction and coping skills in individuals with gifts and talents to address personal and social issues, including discrimination and stereotyping.

Standard 6. Language and Communication

- GT6K1:** Forms and methods of communication essential to the education of individuals with gifts and talents, including those from diverse backgrounds.
- GT6K2:** Impact of diversity on communication.
- GT6K3:** Implications of culture, behavior, and language on the development of individuals with gifts and talents.
- GT6S1:** Access resources and develop strategies to enhance communication skills for individuals with gifts and talents including those with advanced communication and/or English language learners.
- GT6S2:** Use advanced oral and written communication tools, including assistive technologies, to enhance the learning experiences of individuals with exceptional learning needs.

Standard 7. Instructional Planning

- GT7K2:** Features that distinguish differentiated curriculum from general curricula for individuals with exceptional learning needs.
- GT7S2:** Design differentiated learning plans for individuals with gifts and talents, including individuals from diverse backgrounds.
- GT7S4:** Select curriculum resources, strategies, and product options that respond to cultural, linguistic, and intellectual differences among individuals with gifts and talents.

Standard 8. Assessment

- GT8K2:** Uses, limitations, and interpretation of multiple assessments in different domains for identifying individuals with exceptional learning needs, including those from diverse backgrounds.
- GT8S1:** Use non-biased and equitable approaches for identifying individuals with gifts and talents, including those from diverse backgrounds.

Standard 9. Professional and Ethical Practice

- GT9K1:** Personal and cultural frames of reference that affect one's teaching of individuals with gifts and talents, including biases about individuals from diverse backgrounds.
- GT9S1:** Assess personal skills and limitations in teaching individuals with exceptional learning needs.
- GT9S3:** Encourage and model respect for the full range of diversity among individuals with gifts and talents.

Standard 10. Collaboration

- GT10K1:** Culturally responsive behaviors that promote effective communication and collaboration with individuals with gifts and talents, their families, school personnel, and community members.
- GT10S2:** Collaborate with stakeholders outside the school setting who serve individuals with exceptional learning needs and their families.
- GT10S6:** Communicate and consult with school personnel about the characteristics and needs of individuals with gifts and talents, including individuals from diverse backgrounds.

Note that "individuals with exceptional learning needs" includes individuals with disabilities and individuals with exceptional gifts and talents.