What the New NAGC Standards Mean for Teachers of the Gifted

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Why New Standards?

Major Changes

#1) The 2019 standards incorporate new research, evidence, and best practices.

#2) The 2019 standards emphasize terminology across various fields, simplified language, and streamlined outcomes and evidence-based practices.

Standard 1:
Learning and Development

FROM (2010 Version)	TO (2019 Version)
Eight student outcomes	Six student outcomes
Abilities and interests	Interests, strengths, and needs
Advanced and typical peers	Cognitive and chronological peers
Affective needs	Psychosocial and social-emotional needs
Achievement	Potential and areas of talent
College and vocational	College and career
Scope and sequence	Learning progression
Research-based	Evidence-based or research supported
Higher education	Supplemental education

Standard 1:
Learning and Development

- **Psychosocial skills** training refers to a set of methods and practices used to assist individuals with psychological or emotional problems or disorders that affect their ability to interact in a socially appropriate manner.

- **Evidence-based** means there is proof the intervention is effective. The FDA requires this level of proof before releasing a medication. **Research-based** means theoretical suggestions that something works, but does not provide evidence.

- Compared to a curriculum or a **scope and sequence**, a **learning progression** is finer grain sized and wholly organized around a single curricular outcome.

Standard 1:
Learning and Development

- Major focus on talent development versus advanced academics
- Removed old 1.7 (Students recognize their own preferred approaches to learning and expand their repertoire)
- Added NEW standards 1.1.3 , 1.2.3, 1.3.3, and 1.4.3
- Added identities and cultures to the list containing 'beliefs, traditions, and values' (see 1.2)
- Added culture-based needs to 1.2.1
- Added goals to the list containing 'gifts, talents, abilities, strengths' (see 1.3.1)
- Added interests and learning needs to 1.3.2
- Added provide accommodations to 1.5.2
- Defined twice-exceptional learners (see 1.5.3)

Standard 3:
Curriculum Planning and Instruction

FROM (2010 Version)	TO (2019 Version)
Resources and materials	Curriculum resources
Culturally responsive	Relevant to diversity
Appropriate	Effective
Develop abilities	Demonstrate potential and achievement
Aptitude	Abilities
Develop differentiated education plans	Develop differentiated content
Use	Integrate

Standard 3:
Curriculum Planning and Instruction

- Added enrich and/or accelerate to 3.1.1.
- Added technology standards to the list of standards teachers should use in 3.1.1.
- Added interest and strengths to the words 'meet their needs' in 3.1.3.
- Added summative assessments to 3.1.5.
- Inserted strengths into the phrase 'identify students needs' in 3.1.5.
- Added deepen to the list containing compact and accelerate (see 3.1.6.)
- Changed the purpose of using technology in 3.1.7. (It was simply to individualize for G/T)
- Clarified how technology should be used for twice-exceptional students – To provide equal access to learning opportunities (see 3.1.8.)
- Included the phrase and other students with developmental differences to the term 2E (see 3.1.8.)
- Changed list of things to include in curriculum to include goal setting, resiliency, self-management, self-advocacy, social awareness, and responsive decision making (see 3.2.1)

Standard 3:
Curriculum Planning and Instruction

- Added and contributing to to the wording of 3.3

- Added new standards 3.3.2. , 3.3.3. , 3.5.1., 3.5.2., 3.5.3., and 3.6.2.

- Combined the old 3.4.4. with the old 3.4.1., 3.4.2., and 3.4.3. to stress the importance of using inquiry to engage students in critical thinking, creative thinking, and problem solving (see 3.4.3.)

- Added to reveal and to the words 'address the needs of G/T students' (see 3.4.3.)

- Gave examples of metacognitive skills to teach 'such as self-assessment, goal setting, an monitoring of learning' (see 3.5.1.)

- Gave a list of cognitive learning strategies 'such as rehearsal, organization, and elaboration' (see 3.5.2.)

- Stresses scaffolding independent research skills (see 3.5.3.)

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