

Second Edition

Using the
**National
Gifted
Education
Standards**
for Pre-K–Grade 12
Professional Development

Edited by Susan K. Johnsen, Ph.D., and Jane Clarenbach, J.D.

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Teacher Preparation (NAGC-CEC, 2013b); (d) NAGC Knowledge and Skill Standards in Gifted Education for All Teachers (NAGC, 2014); and (e) the 2010 Pre-K–Grade 12 Gifted Programming Standards (NAGC, 2010). It is important to note that the first three are preparation standards that describe the teacher’s knowledge and skills. Although the 2010 NAGC Pre-K–Grade 12 Gifted Programming Standards “use student outcomes for goals” (para. 2), the Knowledge and Skills Standards in Gifted Education for All Teachers were created to guide the preparation of general educators in preservice settings as well as those already in classrooms who do not have formal training in gifted and talented education.

The goal of this chapter is to provide a professional development approach to address the teacher preparation standards through the lens of student outcomes. All educators—including those new to gifted education as well as those refreshing their expertise in educating gifted learners—are the audience for this chapter. The first section includes sample student outcomes that may be achieved when educators have the knowledge and skills to implement the professional standards for gifted education. We also offer examples of how a variety of educators can contribute to achieving these outcomes. The second section of this chapter provides suggestions for professional learning experiences that can lead to the sample student outcomes.

Alignment of Standards with Student Outcomes

How do professional standards contribute to improved student outcomes? Learning Forward (2011) explained the connection among professional standards, effective educators, and positive student outcomes as follows:

1. When professional learning is standards-based, it has greater potential to change what educators know, are able to do, and believe.
2. When educators’ knowledge, skills, and dispositions change, they have a broader repertoire of effective strategies to use to adapt their practices to meet performance expectations and student learning needs.
3. When educator practice improves, students have a greater likelihood of achieving results. (Learning Forward, 2011, p 16)

Furthermore, Learning Forward noted when professional learning focuses on student outcomes, there is a positive effect on changing educator practice and increasing student achievement.