

Comparison of 2013 NAGC-CEC Teacher Preparation Standards in Gifted and Talented Education to 2006 Standards

2006 NAGC-CEC Teacher Preparation Standards in Gifted and Talented Education	<i>2013 NAGC-CEC Teacher Preparation Standards in Gifted and Talented Education</i>
Standard 1: Foundations	Standard 6. Professional Learning and Ethical Practice (primarily)*
GT1K1: Historical foundations	Element 6.2
GT1K2: Key philosophy/research	Element 6.2
GT1K3: Laws and policies	Standard 6*
GT1K4: Conceptions/identification	Standard 4*, Element 4.3*
GT1K5: Impact of dominant culture	Element 1.1*
GT1K6: Factors that enhance/inhibit	Elements 3.2, 5.1, 5.5.
GT1K7: Key issues and trends	Element 6.2
Standard 2: Development and Characteristics of Learners	Standard 1. Learning Development and Individual Learning Differences (primarily)
GT2K1: Cognitive/affective	Standard 1*
GT2K2: Culture/environmental effects	Element 1.1*
GT2K3: Role of families	Element 1.1*
GT2K4: Advanced milestones	Standard 1*, Element 1.2*
GT2K5: Differences with general	Element 1.2*
Standard 3. Individual Learning Differences	Standard 1. Learning Development and Individual Learning Differences (primarily)*
GT3K1: Influences of diversity	Element 1.1*
GT3K2: Academic/affective	Standard 1*
GT3K3: Idiosyncratic learning patterns	Standard 1*, Element 1.2*
GT3K4: Beliefs, traditions, values influences on relationships	Element 1.1*

GT3S1: Integrate perspectives in planning instruction	Standard 1*, Element 1.1*
Standard 4: Instructional Strategies	Standard 5. Instructional Planning and Strategies (primarily)
GT4K1: Resources/differentiation	Element 5.1
GT4K2: Effective strategies	Standard 5*, Element 5.1
GT4S1: Pedagogical content knowledge	Elements 5.1, 5.3, 5.5
GT4S2: Apply HLT/metacognitive models to content areas	Element 5.1
GT4S3: Explore, develop, and research areas of interest	Elements 5.1, 5.4
GT4S4: Preassess learning in domains and adjust using assessment	Element 3.3. Standard 4, Elements 4.3*, 4.4
GT4S5: Pace curriculum and instruction consistent with needs	Element 5.1
GT4S6: Challenging, multicultural curriculum	Element 5.4
GT4S7: Assistive technologies	Element 5.2*
Standard 5: Learning Environments/Social Interactions	Standard 2. Learning Environments (primarily)*
GT5K1: Stereotypes/discrimination	Standard 2*
GT5K2: Social/emotional development influences on relationships	Standard 2*
GT5S1: Opportunities that promote self-awareness/peer relations/intercultural/leadership	Element 2.2
GT5S2: Environments that promote self-awareness, self-efficacy, leadership, learning	Element 2.2, Element 4.4
GT5S3: Safe environments for independence/inter-dependence/positive relationships	Standard 2*
GT5S4: Intercultural experiences	Standard 2*
GT5S5: Social interaction/coping skills to address personal/social issues, including discrimination	Element 2.1*
Standard 6: Language and Communication	Standard 2. Learning Environments (primarily)*
GT6K1: Forms and methods	Element 2.3

GT6K2: Impact of diversity	Element 2.3, Element 1.1*
GT6K3: Implications of culture, behavior, language	Standard 2*, Element 2.3
GT6S1: Resources/strategies to enhance advanced communication	Element 2.3
GT6S2: Advanced oral/written tools, including assistive technologies	Element 5.2*
Standard 7: Instructional Planning	Standard 5. Instructional Planning and Strategies* and Standard 3. Curricular Content Knowledge (primarily)*
GT7K1: Theories/research models that form basis of C&I	Standard 3*, Element 3.1*
GT7K2: Differences between differentiated and general curriculum	Standard 3*, Element 3.3
GT7K3: Curriculum emphases within domains	Standard 3*, Element 3.1*
GT7S1: Instructional plans aligned to standards	Standard 3*
GT7S2: Design learning plans	Standard 3*
GT7S3: Scope and sequence	Element 3.1*
GT7S4: Resources/strategies/product options that respond to differences	Standard 5*, Elements 5.1, 5.2*, 5.3, 5.5
GT7S5: Advanced, conceptually challenging, in-depth, distinctive, complex curricula	Elements 3.2, 3.4
GT7S6: Academic/career guidance	Element 5.4
Standard 8: Assessment	Standard 4. Assessment (primarily)*
GT8K1: Identification	Standard 4, * Element 4.3*
GT8K2: Multiple assessments in different domains for identifying	Element 4.3*
GT8K3: Uses and limitations of assessments for documenting growth	Elements 4.1, 4.3*
GT8S1: Non-biased and equitable	Elements 4.1, 4.3*
GT8S2: Technically adequate for identification/placement	Elements 4.1, 4.3*
GT8S3: Differentiated curriculum-based for use in instruction	Elements 4.4, 4.5

GT8S4: Alternative assessments and technologies to evaluate learning	Element 4.3*
Standard 9: Professional and Ethical Practice	Standard 6. Professional Learning and Ethical Practice (primarily)*
GT9K1: Personal/cultural frames of reference, including bias	Element 6.2
GT9K2: Relevant organizations and publications	Standard 6*, Element 6.1*
GT9S1: Personal skills and limitations	Element 6.4
GT9S2: Confidential communication	
GT9S3: Encourage/model respect	Element 6.3*
GT9S4: Laws, policies, standards	Standard 6*, Elements 6.1*, 6.2
GT9S5: Continuous research-supported professional development	Element 6.4
GT9S6: Professional organizations	Standard 6*, Element 6.1*
GT9S7: Reflect on personal practice	Element 6.4
Standard 10: Collaboration	Standard 7. Collaboration (primarily)
GT10K1: Culturally responsive	Standard 7*
GT10S1: Concerns of families	Standard 7*
GT10S2: Stakeholders outside school setting	Elements 7.1*, 7.3*
GT10S3: Advocate for benefit	Element 6.5*
GT10S4: Families, general & special educators, school staff in comprehensive program	Standard 7*, Elements 7.1*, 7.3*
GT10S5: Families, community, & professionals in assessment	Elements 7.1*, 7.3*
GT10S6: School personnel about characteristics	Elements 7.2*

* These elements overlap with CEC Initial Level Special Educator Preparation Standards