Aligning Gifted Programming and Services With National and State Standards

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OVERVIEW OF THE PRE-K–GRADE 12 GIFTED PROGRAMMING STANDARDS

The NAGC Pre-K–Grade 12 Gifted Programming Standards serve as an important benchmark for student outcomes and for describing effective educational practices for gifted students. Grounded in theory, cognitive and social science research, and practice, the design of the standards focuses on student outcomes, reflects an emphasis on diversity, and emphasizes a relationship between gifted education, general education, and special education (National Association for Gifted Children [NAGC], 2010). The most recent version of the standards is supported by the following principles: (a) giftedness is evolving and never static, (b) giftedness is found among students from diverse backgrounds, (c) standards should focus on student outcomes rather than practices, (d) educators are responsible for the education of the gifted, and (e) services for gifted and talented students should reflect student abilities, needs, and interests (NAGC, 2010). As such, the

NAGC Pre-K–Grade 12 Gifted Programming Standards serve as an important foundation for programs and services for all gifted learners and provide a basis for designing and developing educational and experiential options for gifted students. Specifically, the six gifted education programming standards focus on: (a) learning and development, (b) assessment, (c) curriculum and instruction, (d) learning environments, (e) programming, and (f) professional development. Furthermore, the standards should be used in the early stages of program planning, for internal analysis, and for defensibility of plans and programs (NAGC, 2010). They help document the program necessity, justify the approach to programming, and "identify program strengths and weaknesses, determine new directions or components, and provide support to maintain current programs and services" (NAGC, 2010, p. 6).

In addition to the aforementioned uses, the standards often serve as indicators of progress in program development and delivery. The organization of the programming standards into six broad categories allows them to serve as a mechanism to document gaps in program services, which can lead to the creation of program action plans (Cotabish & Krisel, 2012). Utilizing the standards as a framework for Pre-K–12 gifted programs can assist gifted education personnel in evaluating current programming services, setting program goals, constructing a plan for strategically meeting those goals, and aligning curriculum, instruction, and programmatic components to multiple state and national standards (e.g., Achieve, Inc., 2014; National Governors Association Center for Best Practices & Council of Chief State School Officers, 2010).

The standards also send an important message to policy makers and the general public about the specialized needs of gifted learners. In recent years, a major objective of federal and state education policy has been to narrow K–12 achievement gaps. Unfortunately, the principal focus of legislation has been focused on minimum competency; therefore, it is of critical importance that policy makers and the general public are made aware of the specialized needs of gifted learners. The NAGC Pre-K–Grade 12 Gifted Programming Standards address this need.

RATIONALE

The NAGC Pre-K–Grade 12 Gifted Programming Standards represent collaboration between two advocacy organizations: the National Association for Gifted Children and The Association for the Gifted, a division of the Council for Exceptional Children (CEC-TAG). Johnsen (2012) eloquently provided the following rationale for the development of standards:

Growing out of the need for more rigorous and measurable standards and higher expectations for academic performance, standards have been developed for teacher preparation, programming, and specific content or discipline areas. These standards have

been used for the design of assessment-based accountability systems and the accreditation of both teacher preparation and K–12 programs. (p. ix)

Programming standards help define the comprehensiveness necessary in designing and developing options for gifted learners at the local level. Students who are performing at advanced levels require accommodations such as differentiated curriculum and instruction and specialized programming services. Although the implementation of the standards varies from district to district and state to state, the standards provide an important direction and focus for program development.

According to Cotabish and Krisel (2012), "accountability of districts has increasingly placed gifted educators in the position of having to prove their worth and demonstrate their impact on student achievement" (p. 231). With this in mind, the NAGC Pre-K–Grade 12 Gifted Programming Standards can serve as a guide to document the effects of gifted programming on student performance, particularly as it relates to higher levels of student engagement, critical and divergent thinking, and creativity.

It is not uncommon for the standards to be used to guide state department personnel in the development and evaluation of state standards for gifted programming. Furthermore, program coordinators typically use the standards to improve local plans, assist with curriculum planning and program development, and guide professional development activities. Notably, "the programming standards may also provide language, rationale, and direction for effective advocacy for high-quality services for students with gifts and talents" (Cotabish & Krisel, 2012, p. 232). For example, the standards can serve as a guide for educators, parents, and policy makers who advocate for improved services for gifted and talented students.

Figure 1.1 depicts six common categories in which the NAGC Pre-K–Grade 12 Gifted Programming Standards are often used, specifically among state department personnel, gifted program coordinators, and classroom teachers. One can see that the utilization overlap primarily occurs in efforts focused on advocacy and professional development planning.

GUIDING PRINCIPLES AND ATTRIBUTES THAT DEFINE HIGH-QUALITY PROGRAMS

Program planning, design, development, implementation, and evaluation all work in concert and become the basis for high-quality gifted programs and services. Using the NAGC Pre-K–Grade 12 Gifted Programming Standards, gifted education personnel can develop a process for assessing their gifted programs according to attributes that define high-quality programs. The key features of each (as outlined in the standards) can provide direction to continuous improvement in gifted programming and can redirect poor programming and instructional practices. When done skillfully, the

Figure 1.1 Six Categories of Use
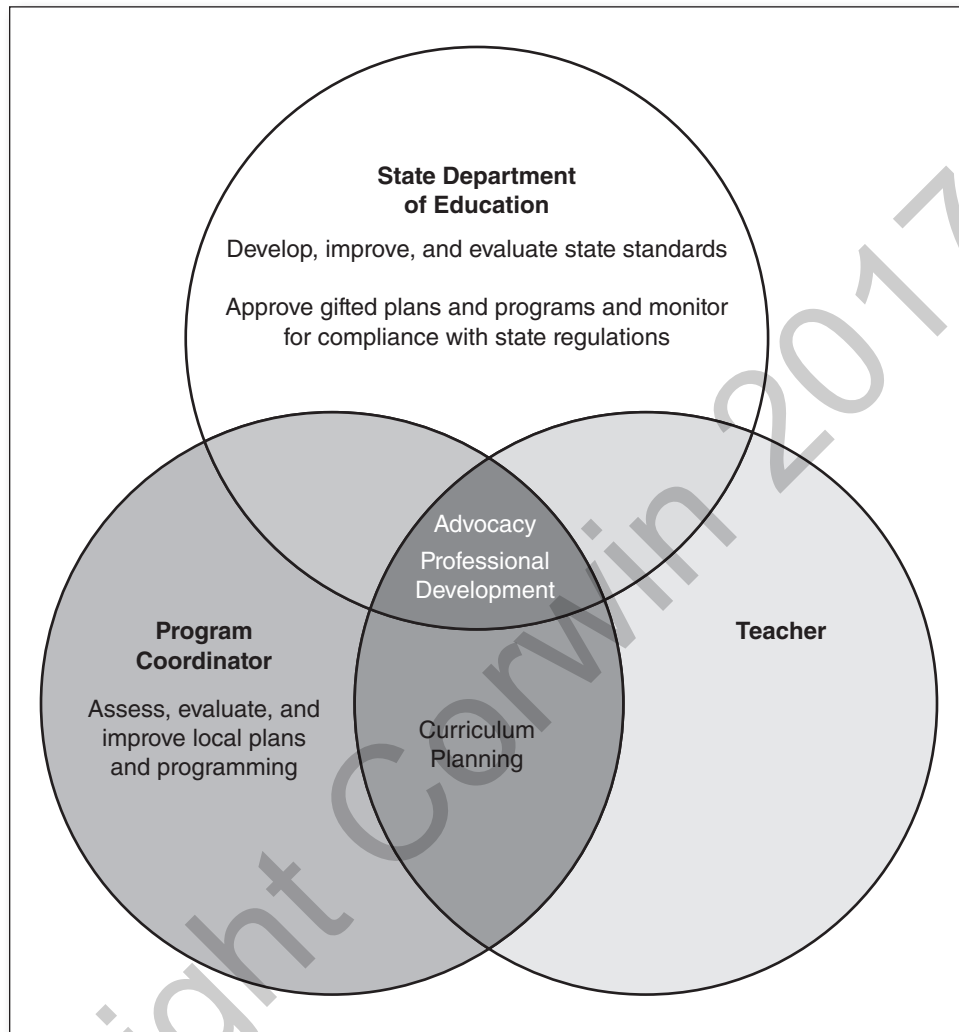
Source: Cotabish and Krisel (2012, p. 232). Reprinted with permission.

overall result is that programs should experience change in ways that improve the design, development, and delivery of gifted programming.

Developing Program Goals

To begin the process of program development and/or refinement, you must start with the end in mind. Typically, program goals are aligned with a larger school mission; therefore, it is important for goals to be feasible, which may require coordinated efforts between gifted education personnel and other school personnel. When considering program goals, less is more—regardless of whether the goal's focus is on alignment to national standards, curriculum planning and development, or the identification of traditionally underrepresented groups. We recommend focusing more efforts on short-term, feasible goals that can be accomplished in an academic

year. Longer-term overarching goals could possibly be accomplished over time by meeting a number of articulated shorter-term goals. It is also important to seek input from all involved with teaching and providing services to gifted children. For example, general classroom teachers can be of great assistance to gifted education personnel, particularly in the coordination phase of standard alignment—and ultimately, the delivery of aligned curriculum and instruction in the general education classroom.

Aligning the NAGC Pre-K–Grade 12 Gifted Programming Standards With National and State Standards
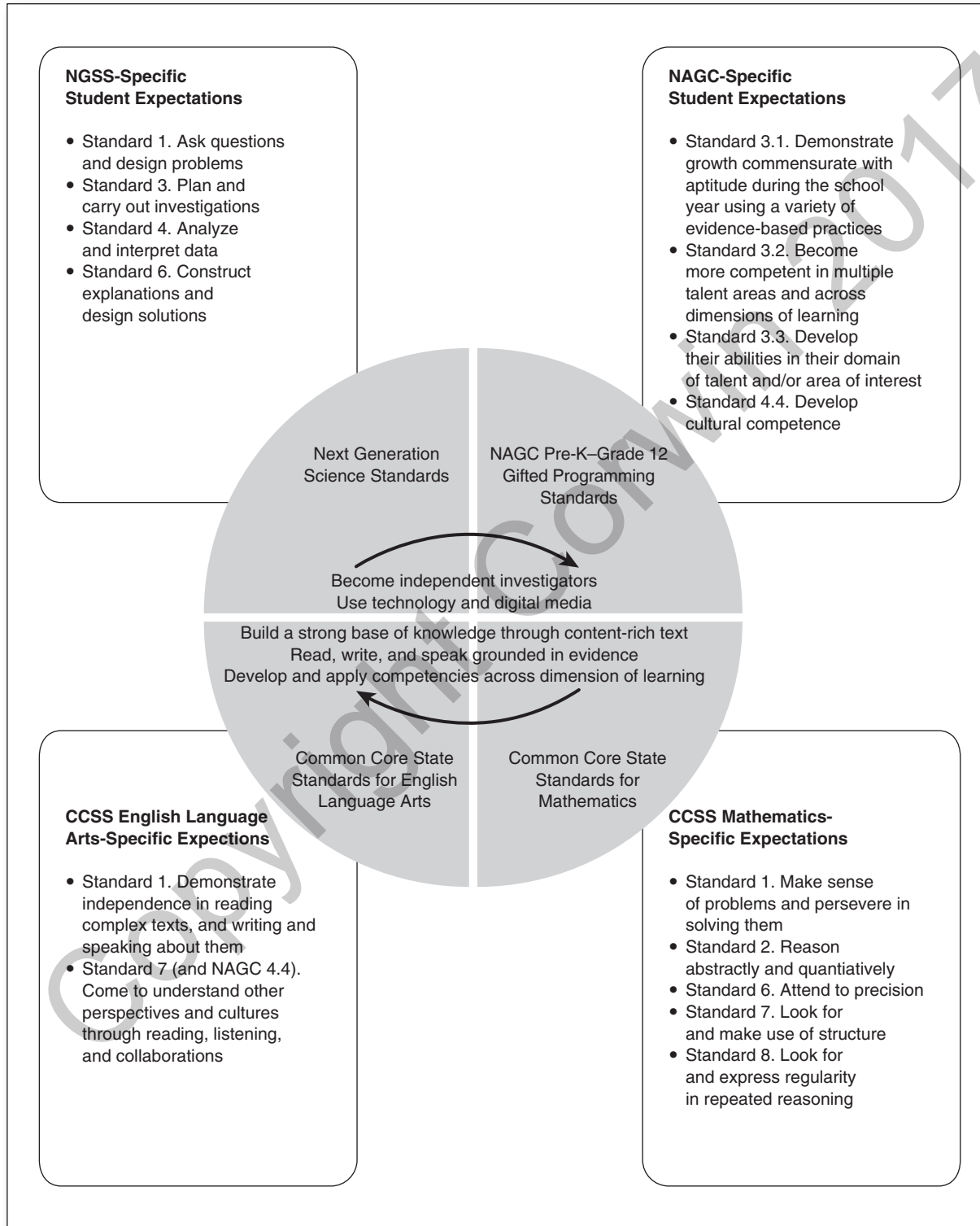
Given the current focus on education policy and resources, it is important for gifted educators to consider aligning curriculum and instructional practice to existing state and national standards. For example, as the Common Core State Standards (CCSS) (National Governors Association Center for Best Practices & Council of Chief State School Officers, 2010) and the Next Generation Science Standards (NGSS) (Achieve, Inc., 2014) have become more widely adopted, interest in how the NAGC Pre-K–Grade 12 Gifted Programming Standards connect to these standards has increased. Although there are a number of standards that lend themselves to alignment with the NAGC programming standards, Figure 1.2 on the next page depicts the student-centered expectations and relationships among the NGSS, CCSS, and the NAGC Pre-K–Grade 12 Gifted Programming Standards.

According to Adams, Cotabish, and Ricci (2014), overlap among the four sets of standards is found in the middle of the graphic with specific student expectations associated with each set of standards highlighted in separate boxes. The broad similarities among the standards can serve as the basis for curriculum planning and development. Be mindful that aligning multiple standards does not provide a rationale to replace gifted education programming; rather, it provides a framework for strategic gifted education program planning. Regardless of aligned components, advanced learners require substantially differentiated curriculum and instructional services to meet their unique learning needs.

USING A PROGRAM ASSESSMENT TOOL ALIGNED TO THE PRE-K–GRADE 12 GIFTED PROGRAMMING STANDARDS TO GUIDE GIFTED PROGRAMMING AND SERVICES

Several programming standards tools have been developed by NAGC to assist gifted program coordinators, school administrators, and teachers of the gifted in assessing programmatic and professional development needs in relation to implementing the six national gifted programming standards. The latest tool, featured in *Self-Assess Your P–12 Practice or Program Using the NAGC Gifted Programming Standards* (Cotabish, Shaunessy-Dedrick, Dailey, Keilty, & Pratt, 2015), provides an easy-to-use, self-study

Figure 1.2   Relationships and Convergences Found in the Next Generation Science Standards (NGSS), the Common Core State Standards for Mathematics, the Common Core State Standards for English Language Arts, and the National Association for Gifted Children (NAGC) Pre-K–Grade 12 Gifted Programming Standards

NGSS-Specific Student Expectations

- Standard 1. Ask questions and design problems
- Standard 3. Plan and carry out investigations
- Standard 4. Analyze and interpret data
- Standard 6. Construct explanations and design solutions

NAGC-Specific Student Expectations

- Standard 3.1. Demonstrate growth commensurate with aptitude during the school year using a variety of evidence-based practices
- Standard 3.2. Become more competent in multiple talent areas and across dimensions of learning
- Standard 3.3. Develop their abilities in their domain of talent and/or area of interest
- Standard 4.4. Develop cultural competence

Next Generation Science Standards

NAGC Pre-K–Grade 12 Gifted Programming Standards

Become independent investigators
Use technology and digital media

Build a strong base of knowledge through content-rich text
Read, write, and speak grounded in evidence
Develop and apply competencies across dimension of learning

Common Core State Standards for English Language Arts

Common Core State Standards for Mathematics

CCSS English Language Arts-Specific Expectations

- Standard 1. Demonstrate independence in reading complex texts, and writing and speaking about them
- Standard 7 (and NAGC 4.4). Come to understand other perspectives and cultures through reading, listening, and collaborations

CCSS Mathematics-Specific Expectations

- Standard 1. Make sense of problems and persevere in solving them
- Standard 2. Reason abstractly and quantiatively
- Standard 6. Attend to precision
- Standard 7. Look for and make use of structure
- Standard 8. Look for and express regularity in repeated reasoning

Source: Adapted with permission from Cheuk (2012).

checklist for each of the six standards that can give the user a quick visual indication of priorities and needs when implementing the standards. The checklist is oriented around student outcomes and is relevant to those who serve as a teacher of the gifted, program coordinator, and/or in dual capacities, regardless of service delivery model. Completing a checklist entails a rating response to a set of four questions that directly relate to the programming standards. After rating each component, the user will add up the total number of points across each row. Once a Standards section is completed and the points have been added up, the user can use the total number of points to put program priorities in rank order (lower points indicate a higher priority). A snapshot of the self-study checklist for Standard 3 is provided in Figure 1.3 on the next page.

After using the self-study checklist to identify program priorities and alignment with standards-based practices, the next step is to explore gaps between current practices and those that have been shown to improve outcomes for gifted learners (Cotabish et al., 2015). A gap analysis chart is a strategic tool that can help an individual determine the steps needed to move from a current state of implementation or development to a future desired state. Typically, a gap analysis chart consists of a simple matrix in which data relevant to current practice and future goals are recorded and organized. (See Table 1.1 on page 9 for an example.)

The following example scenario and gap analysis chart (Table 1.1) reference the specific evidence-based practices that are linked to the NAGC Pre-K–Grade 12 Gifted Programming Standards. A full description of the NAGC evidence-based practices can be found in Appendix B, page 261.

EXAMPLE SCENARIO

The Trellis School District is a small urban school system with enrollment of approximately 30,000 students. A large percentage of students come from economically challenged families, whose economic statuses fall in the low-income to working-class range. Classrooms are comprised of more than 50% of children from immigrant families. The population is very diverse (30% White, 40% Black, 25% Hispanic, 3% Asian, 2% other), with a variety of ethnicities and racial groups. In contrast, most of the teachers' backgrounds are quite different when compared to those of their students. The majority of the teachers are White, middle-class females who reside outside the community (suburban areas) in which they teach. Most of the teachers' experiences have been in affluent suburban districts. Teacher evaluations and standardized test scores prove that the school has effective teachers who understand the mission of the school district and are making an impact on students' lives.

Recently, the Office of Gifted Services conducted a trend analysis across the district to evaluate their programs and services. Data revealed extreme disparities between percentages of students from underrepresented minority groups (URM) enrolled in the gifted program and Advanced Placement (AP) courses compared to White students. Even though there is a large

Figure 1.3 Self-Study Checklist for Standard 3

NAGC Standard 3: Curriculum Planning and Instruction	Question 1 To what degree do I address the student outcome?				Question 2 To what degree have current practices improved this student outcome?				Question 3 How high of a priority do I place on meeting this standard element?				Question 4a Is support readily available in my district? (Check 4b to indicate need to address with coordinator or other administrator.)				4b ☑	Total Points	Rank Order of Priorities to Address
	Not at all			To a great extent	Not at all			To a great extent	Low			High	Not at all			To a great extent			
Student Outcomes	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4			
3.1. *Curriculum Planning.* Students with gifts and talents demonstrate growth commensurate with aptitude during the school year.																			
3.2. *Talent Development.* Students with gifts and talents become more competent in multiple talent areas and across dimensions of learning.																			
3.3. *Talent Development.* Students with gifts and talents develop their abilities in their domain of talent and/or area of interest.																			
3.4. *Instructional Strategies.* Students with gifts and talents become independent investigators.																			
3.5. *Culturally Relevant Curriculum.* Students with gifts and talents develop knowledge and skills for living and being productive in a multicultural, diverse, and global society.																			
3.6. *Resources.* Students with gifts and talents benefit from gifted education programming that provides a variety of high-quality resources and materials.																			

Source: Cotabish, Shaunessy-Dedrick, Dailey, Keilty, and Pratt (2015, p. 15). Reprinted with permission.

Table 1.1 Gap Analysis Chart

Standard	Evidence-Based Practice	What We Do to Support This Practice	Desired Student Outcomes	What Evidence Do We Have That Current Practices Are Leading to Desired Student Outcomes?	What Additional Evidence/ Information Do We Need? (Gaps)
1	1.2.1	Teachers differentiate instruction to match students' developmental levels.	Students with gifts and talents possess a developmentally appropriate understanding of how they learn and grow; they recognize the influences of their beliefs, traditions, and values on learning and behavior.	According to student feedback (e.g., exit slips, reflections, discussion) and assessments, instruction is being differentiated based on students' developmental levels.	Additional evidence is needed that ensures instructional strategies in gifted and AP classes value student diversity and differences in learning.
1	1.4.1 1.4.2	Currently, we neither adequately involve community members nor utilize community resources.	Students with gifts and talents access resources from the community to support cognitive and affective needs, including same-age peers and mentors or experts.	There is no evidence supporting the use of role models or out-of-school learning opportunities that match students' abilities or interests.	Additional information is needed on how the community can provide resources to support cognitive and affective needs of students.
1	1.5	Parents are invited to the parent-teacher conferences held each fall and spring.	Students' families and communities understand similarities and differences with respect to the development and characteristics of advanced and typical learners, and they support the needs of students with gifts and talents.	Particular students' learning differences and needs are discussed at parent-teacher conferences as documented by a sign-in sheet.	Additional information is needed on efforts to better communicate and collaborate with parents and community members.
2	2.3	Parents and teachers are able to nominate students for the gifted program.	Students with identified needs represent diverse backgrounds and reflect the total student population of the district.	There is a lack of evidence supporting student diversity in the gifted program. According to gifted program and AP student data, the total student population is not represented in the gifted program or AP courses.	Additional information is needed to ensure use of nonbiased and equitable approaches for identifying students with gifts and talents. Evidence is also needed that parents and students are informed of the benefits of AP courses.

(Continued)

9

Table 1.1 (Continued)

Standard	Evidence-Based Practice	What We Do to Support This Practice	Desired Student Outcomes	What Evidence Do We Have That Current Practices Are Leading to Desired Student Outcomes?	What Additional Evidence/ Information Do We Need? (Gaps)
3	3.3.1	Teachers integrate instructional strategies and activities that differentiate for content, process, and product.	Students with gifts and talents participate in multiple learning experiences and activities that allow them to develop and apply knowledge in ways that are meaningful and relevant.	According to student feedback (e.g., exit slips, reflections, discussion) and assessments, differentiated instruction is effective.	Additional evidence is needed to ensure that the instructional strategies used are culturally relevant and appropriately responsive.
3	3.5.1	Minimal cultural aspects have been integrated other than contributions related to holidays and celebrations.	Students with gifts and talents actively engage in rigorous, culturally significant learning experiences.	Multicultural education is integrated at a basic level, which yields very little evidence.	Additional evidence is not required because there is a recognized gap.
3	3.5.2	Few opportunities are provided for students to construct their own knowledge through the curriculum.	Students with gifts and talents participate in exploratory learning opportunities that are responsive and related to their interests.	Very little evidence since student-centered opportunities are limited.	Additional evidence is not required because there is a recognized gap.
3	3.5.3	Nothing has been implemented to support this practice.	Students with gifts and talents use personal and multiple perspectives to analyze and reflect on cultural issues, interests, and challenges.	No evidence.	Additional evidence is not required because there is a recognized gap.

10

Standard	Evidence-Based Practice	What We Do to Support This Practice	Desired Student Outcomes	What Evidence Do We Have That Current Practices Are Leading to Desired Student Outcomes?	What Additional Evidence/Information Do We Need? (Gaps)
5	5.2.1	Minimal collaborative opportunities have been initiated to discuss how best to help gifted students.	Students with gifts and talents demonstrate achievement as result of collaborative efforts and shared vision among all school divisions and personnel.	Very little evidence other than the results presented from the needs assessment at the school site meetings.	Additional evidence is not required because there is a recognized gap.
5	5.3.1	The school occasionally invites parents and community members to help with fundraisers, serve on hiring committees, and come to school events.	Students with gifts and talents experience enriched learning opportunities through team-based planning and communication among community, parents, and the school.	Data from needs assessment revealed that parents/community felt more of an observer relationship with the school and did not fully understand how the gifted courses affected post-high-school plans.	More evidence is needed on how to employ school and community resources directly in the classroom and collaborate with community members (e.g., university, healthcare facilities, parents, field-based opportunities, local resources, mentors) to enhance learning.
6	6.1.1 6.1.2 6.1.3	Gifted education and AP teachers are required by the state to have 60 hours of continuing education each year.	Students develop their talents and gifts as a result of interacting with educators who meet the national teacher preparation standards in gifted education.	Evidence from standardized test scores suggests teachers are effective. Additional evidence indicates that learning may not be culturally relevant to all students.	Evidence is needed that encourages classroom, gifted education, and AP teachers to seek professional development opportunities that model how to develop environments and instructional strategies that support gifted learners, including those from underrepresented minority (URM) groups.

population of URM students in the school district, this number is not reflected in the gifted program or AP courses. Currently, the percentage of URM students identified and served in the gifted program is less than 10%, well below their represented population in the district. Additionally, over the past 3 years, the percentage of URM students enrolled in high school AP courses decreased by 20%, although school enrollments remained stable. To further investigate the lack of identification of URM gifted students and the retention and persistence of URM students in AP courses, a needs analysis survey was administered to teachers, community/parents, and URM students currently enrolled in gifted services as well as students who had withdrawn. This was followed by focus group interviews with all stakeholders. The surveys revealed that many teachers and parents were unaware of gifted program identification procedures. Parents did not realize they could request that their child be tested for identification into the gifted program. Furthermore, teacher responses indicated a limited knowledge of the diverse characteristics of URM gifted students. In the gifted and AP classrooms, data revealed that teachers planned effective differentiated lessons focused on content, process, and products that occasionally required students to use technology; however, the students were less than enthusiastic about the activities and readings. Former and current students felt that there was a divide because the teachers did not understand or value their cultural differences. Community members and parents divulged that there was not a reciprocal relationship with the school. Parents rarely received information from the school except through occasional newsletters, teacher calls and e-mails, and the twice-a-year parent-teacher conferences. As an example, parents were unaware of how an AP course would prepare their children any differently than a regular content course in the same area. Because state tests are based on the traditional content areas and are used as the standard for college and career readiness, many parents did not understand why their child should take a course with higher expectations, increased homework, and more challenging assignments.

The Office of Gifted Services is convinced that to identify URM students for gifted services and increase enrollment in advanced classes, teachers and parents must be educated on the characteristics of URM gifted students, teachers must integrate more culturally relevant practices and utilize community resources to support learning, and the district office must do a better job at communicating the importance of gifted education and AP courses to parents and the community while at the same time advocating for their help. The district coordinator refers to the NAGC Pre-K–Grade 12 Gifted Programming Standards as a resource to help meet the students' individual learning needs. To address areas of needed improvement in instruction and programming, the coordinator and teachers complete a self-evaluation using Cotabish and colleagues' (2015) *Self-Assess Your P–12 Practice or Program Using the NAGC Gifted Programming Standards*. After completing the self-study checklist, school site meetings—followed by a district-wide meeting—are held to collaborate and complete a gap analysis chart (see Table 1.1) and finally create an action plan (see Table 1.2).

Table 1.2 Action Plan Chart

Standard	Evidence-Based Practice	Desired Student Outcomes	Identified Gaps	Information to Be Collected/Action to Be Carried Out	Person(s) Responsible	Timeline
1	1.2.1	Students with gifts and talents possess a developmentally appropriate understanding of how they learn and grow; they recognize the influences of their beliefs, traditions, and values on learning and behavior.	Student diversity and differences in learning are not addressed in gifted or AP classrooms.	The district will seek professional development and community assistance in efforts to educate teachers on culturally responsive instructional practices.	District administrators	Yearly
1	1.4.1 1.4.2	Students with gifts and talents access resources from the community to support cognitive and affective needs, including same-age peers and mentors or experts.	There is no evidence supporting the use of role models or out-of-school learning opportunities that match students' abilities or interests.	Gifted and AP teachers will seek community and industry members to serve as mentors or role models for students.	Gifted and AP teachers	Ongoing
1	1.5	Students' families and communities understand similarities and differences with respect to the development and characteristics of advanced and typical learners and support the needs of students with gifts and talents.	There is minimal communication with parents regarding student learning and programming options.	The district will establish a parental involvement committee to seek additional avenues for communicating with parents. The parental involvement committee will survey parents on their preferred mode of communication. The communication efforts will be implemented in the following year.	Parental Involvement Committee	Year 1 and then ongoing

(Continued)

13

Table 1.2 (Continued)

Standard	Evidence-Based Practice	Desired Student Outcomes	Identified Gaps	Information to Be Collected/ Action to Be Carried Out	Person(s) Responsible	Timeline
2	2.3	Students with identified needs represent diverse backgrounds and reflect the total student population of the district.	According to gifted program and AP student data, the total student population is not represented in the gifted program or AP courses.	District administrators, classroom teachers, gifted education teachers, and AP teachers will be provided professional development targeting nonbiased approaches for identifying students with gifts and talents. Parents will receive communication regarding the benefits of AP courses.	District gifted and AP administrators	Yearly
5	5.2.1	Students with gifts and talents demonstrate achievement as result of collaborative efforts and shared vision among all school divisions and personnel.	More evidence is needed to ensure that all educators and professional staff are trained to implement culturally responsive teaching practices, how cultural factors influence positive and negative behaviors in school and gifted/advanced classes, and how to address the social and emotional and psychological needs of culturally diverse gifted students.	Conduct an internal and external evaluation of the gifted services offered in the district. Examine data and make informed instructional decisions to establish deeper awareness of best practices for culturally diverse gifted students.	Administrators and coordinators from specific divisions, counselors, instructional facilitators, and teachers	Ongoing

Standard	Evidence-Based Practice	Desired Student Outcomes	Identified Gaps	Information to Be Collected/ Action to Be Carried Out	Person(s) Responsible	Timeline
5	5.3.1	Students with gifts and talents experience enriched learning opportunities through team-based planning and communication from community, parents, and the school.	A reciprocal relationship between school and stakeholders should be established.	Seek out parents and community members to volunteer or get involved with curriculum planning and to help relate content to real-world practice. Create a living document resource guide with a compilation of resource people, educational experiences, and/or places to visit in the local and surrounding community.	Classroom teacher with assistance from the counselor, PTO, students, parents, and community members	Once every two months
6	6.1.1 6.1.2 6.1.3	Students develop their talents and gifts as a result of interacting with educators who meet the national teacher preparation standards in gifted education.	There is student dissatisfaction with activities and readings in gifted and AP classes.	Gifted education and AP teachers should seek professional development opportunities that model how to develop environments and instructional strategies that support gifted learners, including those from URM groups.	District gifted and AP administrators	Ongoing

NEXT STEPS

As indicated by the gap analysis chart (Table 1.1) and action plan (Table 1.2), Trellis School District has a strategy to make needed improvements to the gifted program across several standards. As outlined by the action plan, individuals are responsible for specific tasks to help improve the program and provide a better, more equitable education for all students. The scenario was fictional and many of the situations were not probabilistic; however, many school districts face similar problems, especially with implementing culturally relevant and responsive teaching and the lack of diversity representation in gifted classrooms. By using the self-study checklist, school districts, gifted and AP programs, and teachers of the gifted can better recognize areas for improvement. After the Action Plan is implemented, school personnel should revisit the self-study checklist for continuous evaluation and program improvement.

BRINGING IT ALL TOGETHER

In conclusion, meeting the needs of students with gifts and talents takes a community effort. When addressing gifted programming, it is important for educators to consider the state and national standards, including the NAGC Pre-K–Grade 12 Gifted Programming Standards and content standards such as the CCSS and the NGSS. Additionally, educators must be cognizant of students' cultural differences. To make learning interesting and relevant for students, there needs to be a connection with their real world. To increase the relevancy of student learning, community resources need to be identified and utilized. Using guest speakers, providing field trips, and arranging professional mentoring opportunities allow students opportunities to view learning in the context of the real world. No longer should students ask, "How will I use this when I grow up?" Instead, we should show them how they will use the content when they grow up.

SUGGESTED RESOURCES

Johnsen, S. K. (Ed.). (2012). *NAGC Pre-K–Grade 12 Gifted Education Programming Standards: A guide to planning and implementing high-quality services*. Waco, TX: Prufrock Press.

This book offers a guide to planning and implementing high-quality services across the six standards addressing areas critical to effective teaching and learning. Example assessments of student products and performances are provided.

Cotabish, A., Shaunessy-Dedrick, E., Dailey, D., Kielty, W., & Pratt, D. (2015). *Self-assess your P–12 practice or program using the NAGC gifted programming standards*. Washington, DC: National Association for Gifted Children.

This NAGC publication is designed for teachers and gifted education coordinators to reflect on and improve their teaching practices and gifted education programs to support the student outcomes. Through this process, teachers and coordinators can identify areas of needed improvement and develop an action plan.

Johnsen, S. K., & Clarenbach, J. (Eds.). (2017). *Using the national gifted education standards for prek–12 professional development.* Waco, TX: Prufrock Press.

This book summarizes how to use the NAGC-CEC national teacher preparation standards in gifted education to guide teachers in professional development opportunities and to design and assess in-service training programs.

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