



Programming Standard 1: Learning and Development

Introduction

Educators must understand the learning and developmental differences of students with gifts and talents in order to provide curriculum, instruction, assessment, and programming that will develop students' talents and abilities fully and help them become aware, self-directed learners. Learning and developmental differences provide the rationale for differentiated and specialized programming and services. While educators need to understand the cognitive development of students with gifts and talents, they also need to know about psychological and social and emotional needs that need to be addressed that support talent development in the contexts of school, home, and the larger community.

STANDARD 1: LEARNING AND DEVELOPMENT	
<p>Description: Educators understand the variations in learning and development in cognitive, affective, and psychosocial areas between and among individuals with gifts and talents, creating learning environments that encourage awareness and understanding of interest, strengths, and needs; cognitive growth, social and emotional, and psychosocial skill development in school, home, and community settings.</p>	
Student Outcomes	Evidence-Based Practices
<p>1.1. Self-Understanding. Students with gifts and talents recognize their interests, strengths, and needs in cognitive, creative, social, emotional, and psychological areas.</p>	1.1.1. Educators engage students with gifts and talents in identifying interests, strengths, and needs.
	1.1.2. Educators engage students with gifts and talents in identifying their intellectual, academic, creative, leadership, and/or artistic abilities.
	1.1.3. Educators engage students in developmentally appropriate activities that help them discover their talents and develop noncognitive skills that support their talent areas.
<p>1.2. Self-Understanding. Students with gifts and talents demonstrate understanding of how they learn and recognize the influences of their identities, cultures, beliefs, traditions, and values on their learning and behavior.</p>	1.2.1. Educators develop activities that match each student's developmental level and culture-based learning needs.
	1.2.2. Educators assist students with gifts and talents in developing identities consistent with their potential and areas of talent.
	1.2.3. Teachers create a learning environment that promotes high expectations for all children, support for perceived failures, positive feedback, respect for different cultures and values, and addresses stereotypes and biases.
<p>1.3. Self-Understanding. Students with gifts and talents demonstrate understanding of and respect for similarities and differences between themselves and their cognitive and chronological peer groups and others in the general population.</p>	1.3.1. Educators use evidence-based instructional and grouping practices to allow students with similar gifts, talents, abilities, and strengths to learn together, and also create opportunities for students to interact with individuals of various gifts, talents, abilities, strengths, and goals.
	1.3.2. Educators model respect for individuals with diverse abilities, interests, strengths, learning needs, and goals.
	1.3.3. Educators discuss and explain developmental differences and use materials and instructional activities matched to students' varied abilities, interests, and learning needs.
<p>1.4. Awareness of Needs. Students identify and access supplemental, outside-of-school resources that support the development of their gifts and talents (e.g., families, mentors, experts, or programs).</p>	1.4.1. Educators provide role models for students with gifts and talents that match their interests, strengths, and needs.
	1.4.2. Educators identify outside-of-school learning opportunities and community resources that match students' interests, strengths, and needs.
	1.4.3. Educators gather information and inform students and families about resources available to develop their child's talents.

<p>1.5. Cognitive, Psychosocial, and Affective Growth. Students with gifts and talents demonstrate cognitive growth and psychosocial skills that support their talent development as a result of meaningful and challenging learning activities that address their unique characteristics and needs.</p>	<p>1.5.1. Educators use evidence-based approaches to grouping and instruction that promote cognitive growth and psychosocial and social-emotional skill development for students with gifts and talents.</p>
	<p>1.5.2. Educators design interventions for students that are based on research of effective practices and provide accommodations for learning differences to develop cognitive and noncognitive abilities that support growth and achievement.</p>
	<p>1.5.3. Educators develop specialized, research-supported intervention services for students with gifts and talents who are underachieving (whose learning is not commensurate with their abilities) to develop their talents.</p>
<p>1.6. Cognitive Growth and Career Development. Students with gifts and talents identify future career goals that match their interests and strengths. Students determine resources needed to meet those goals (e.g., supplemental educational opportunities, mentors, financial support).</p>	<p>1.6.1. Educators help students identify college and career goals that are consistent with their interests and strengths.</p>
	<p>1.6.2. Educators implement learning progressions that incorporate person/social awareness and adjustment, academic planning, psychosocial skill development and college and career awareness.</p>
	<p>1.6.3. Educators provide students with college and career guidance and connect students to college and career resources.</p>