

Putting the **Spotlight** on *North Dakota Best Practices in Gifted Education*

This year a group of stakeholders from across North Dakota came together to rewrite the state's previous guiding document from the early nineties. While that document languished for much too long without updating, the new ND state document brings into focus a much needed had a path of excellence adapted to follow: from the [National Standards for Gifted and Talented Education](#), written by the National Association for Gifted Children (NAGC) which was recently updated in 2019.

NDAGC is excited to announce that each quarter we will focus on a segment of the state's new [Best Practices in Gifted Education](#) document with the purpose of sharing or applying that segment to valuable practices in serving our gifted students. This issue's purpose emphasizes the extensive and comprehensive foundation of evidence-based practices that frame the document.

It is critically important to note that each of the evidence-based practices in the National Standards offers laser focused outcomes for gifted students which are centered upon a solid foundation of research, literature, and practice-based studies from both within and outside of gifted education. These fields include technology, learning environments, psychosocial skill development, and diversity. Additionally, these standards adhere closely to the language in the [NAGC-CEC teacher standards](#).

These alignments are important as they represent high quality and high standards. North Dakota's new document closely follows the national document and because it does, it equally represents excellence. While the state's document in no way serves as a mandate for North Dakota schools, it is a document to guide programming and teacher preparation. Simply, if a school system wants to develop a defensible gifted program, then the best place to begin the planning is with these standards. There is no stronger beginning. They are the high bar to aim for and frankly, it is reassuring to know that we have them to guide our planning and decision making because ultimately we want what is best for our students.

To learn more about the framework underpinning the standards and to see responses to commonly asked questions about them, including how the standards are supported by *current* research and effective practices, be sure to read [Introduction to Gifted Programming Standards](#). Follow your review up with taking a look at the [introduction](#) in our North Dakota document.