

The Lead4Change program aligns seamlessly with the **Six Gifted Education Programming Standards.***

LEARNING AND DEVELOPMENT

The curriculum is intentionally designed to promote self-understanding, awareness of needs and cognitive and affective growth (Standard 1). In lessons like **Be Your Best Self** and **Be an Avid Learner**, students are encouraged to identify their interests, strengths and gifts (1.1) while engaging in meaningful and challenging learning activities (1.5). See the table on the next page for specific standards alignment for each individual lesson.

ASSESSMENT

Lead4Change also offers many opportunities for formal and informal assessment throughout the program (Standard 2). The Leadership Survey, administered before and after Lead4Change, allows students to demonstrate important learning progress (2.5) as a result of participation in the program.

CURRICULUM PLANNING & INSTRUCTION

The Lead4Change curriculum is grounded in research-based models for learning and instruction (Standard 3). Throughout the program, students become more competent across many dimensions of learning (3.2) and their participation in a service project teaches students to be productive in a multicultural, diverse and global society (3.3).

LEARNING ENVIRONMENTS

Because Lead4Change is a leadership program that engages students in a group service project of their choosing, social responsibility and leadership skills are a natural result of participation (Standard 4). Throughout the project, students have multiple opportunities to establish positive peer relationships (4.2), use positive strategies to address social issues (4.4) and practice effective oral and written communication skills (4.5).

PROGRAMMING

Lead4Change is a comprehensive program that is systematically developed, evaluated and refined to ensure student outcomes (Standard 5). The project is intentionally designed to be collaborative and as students learn the power of bringing people with you, they consistently engage with families, the community and staff at the school (5.4). In addition, students have the opportunity throughout the program to identify skills they can apply to reach future career goals (5.3).

PROFESSIONAL LEARNING

Teachers involved with Lead4Change are provided many opportunities for development as educators (Standard 6). Lead4Change offers extensive support to teachers including alignment guides to national standards and encourages lifelong learning for both students and teachers (6.4).

Lead4Change is a high-quality, research-based program that has shown measurable student outcomes. With the many opportunities to engage in challenging curriculum that promotes the overall growth of students, it is an excellent choice for teachers of gifted children to supplement any academic program.

*<https://www.nagc.org/resources-publications/resources/national-standards-gifted-and-talented-education/pre-k-grade-12>

ALIGNMENT TO STANDARD 1: LEARNING AND DEVELOPMENT

STUDENT OUTCOMES	CORRESPONDING LEAD4CHANGE LESSONS
<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>	<p>1: BE YOUR BEST SELF 2: BUILD A TEAM OF AVID LEARNERS 3: CREATE A TEAM STRUCTURE AND CULTURE 5: MARKET AND BE THE CHANGE</p>
<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>	<p>3: CREATE A TEAM STRUCTURE AND CULTURE 4: YOU HAVE TO BELIEVE IT CAN BE DONE 5: MARKET AND BE THE CHANGE 6: SHARE YOUR STORY, THE CHANGE IS NEVER OVER</p>
<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>	<p>2: BUILD A TEAM OF AVID LEARNERS 4: YOU HAVE TO BELIEVE IT CAN BE DONE 5: MARKET AND BE THE CHANGE 6: SHARE YOUR STORY, THE CHANGE IS NEVER OVER</p>
<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>	<p>2: BUILD A TEAM OF AVID LEARNERS 3: CREATE A TEAM STRUCTURE AND CULTURE</p>
<p>1.5 Cognitive, Psychological, and Affective Growth. Students with gifts and talents demonstrate cognitive growth and psychological skills that support their talent development as a result of meaningful and challenging learning activities that address their unique characteristics and needs.</p>	<p>4: YOU HAVE TO BELIEVE IT CAN BE DONE 5: MARKET AND BE THE CHANGE 6: SHARE YOUR STORY, THE CHANGE IS NEVER OVER</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>2: BUILD A TEAM OF AVID LEARNERS 3: CREATE A TEAM STRUCTURE AND CULTURE 5: MARKET AND BE THE CHANGE</p>