

**SANTA ROSA DISTRICT SCHOOLS
ALTERNATIVE PROGRAM
FOR ADD-ON CERTIFICATION:
GIFTED ENDORSEMENT
JUNE 30, 2010-JUNE 30, 2015
(revised June, 2013)**

Submitted to:

**Florida Department of Education
Bureau of Educator Recruitment, Development, and Retention**

INTRODUCTION AND OVERVIEW

Florida Statutes, Section 231.174, provides that a district school board may design alternative teacher preparation programs to enable persons already certified to add an additional coverage to their certificates to teach exceptional education classes or in other areas of critical shortage. Each add-on endorsement program must be reviewed and approved by the Department of Education to assure that persons who complete the program are competent in the necessary area of subject matter specialization. Two or more school districts may jointly participate in developing an add-on program. The District Alternative Program for Add-On Certification: Gifted Endorsement was developed to meet the program area specialization requirements for gifted. It incorporates the following five training modules, under the name, Gifted Add-On Endorsement Program.

- Nature and Needs of the Gifted
- Curriculum Development for the Gifted
- Guidance and Counseling for the Gifted
- Education of Special Populations of Gifted Students
- Theory and Development of Creativity

The school district, by submitting the completed District Transmittal Form, meets all of the required elements for this District Alternative Program for Add-on Certification: Gifted Endorsement.

I. PROGRAM TITLE: DISTRICT ALTERNATIVE PROGRAM FOR ADD - ON CERTIFICATION: GIFTED ENDORSEMENT

II. PROGRAM PURPOSE AND RATIONALE

The purpose of the District Alternative Program for Add-On Certification: Gifted Endorsement is to provide school districts in Florida with an alternative training program to reduce the number of out-of-field teachers in the area of gifted education, and to develop a pool of qualified and fully certified teachers of the gifted.

Florida continues to experience a critical shortage of qualified personnel to teach in the area of exceptional student education, including gifted. While the State has typically experienced similar shortages in the past/ there are a number of factors exacerbating the current shortage. These include:

- additional requirements mandated by new state certification rules,
- the growing gifted student population which results in a need for an increase in gifted program personnel, and
- the limited availability of required university coursework in some areas of the State.

Section 1012.07, Florida Statutes, requires that the State Board of Education annually identify areas of critical teacher shortage.

Table 5 estimates the number of FTE teachers not certified in Critical Shortage Areas in the Fall of 2006. The percentage of teachers of the Gifted not appropriately certified ranked 3rd behind Reading and ESOL.

Table 6 identifies the percentage of FTE Teachers not certified in all ESE programs from 2001-2005. In 2005, teachers of the gifted, not certified, ranked first in all ESE programs at 15.1 percent.

Table 5 Estimated Number of FTE Teachers Not Certified in the Appropriate Field Critical Teacher Shortage Areas Fall 2006*			
Subject Field	1 Number Teachers	2 Est. Number Teachers Not Approp. Certified	3 % Not Approp. Certified
Math	11,331	1,382	12.2
Science	9,195	689	7.5
Foreign Lang.	2,771	111	4.0
Reading	11,208	2,891	25.8
ESOL	3,283	799	24.3
Tech. Educ.	652	46	7.1
Mentally Handicapped	1,511	89	5.9
Specific Learning Disabled	2,276	142	6.3
Emotionally Handicapped	1,913	159	8.3
Varying Exceptionalities	10,535	612	5.8
Physically Impaired	242	4	1.8
Speech Impaired	2,854	20	0.7
Hearing Impaired	391	5	1.4
Visually Impaired	217	2	0.8
Autistic	719	33	4.6
Profoundly Mentally Handicapped	413	12	2.9
PreK Handicapped	766	20	2.6
Gifted	2,764	416	15.1
School Psychologist	1,376	77	5.6

*Percentages for ESE fields are based on the 2005 report; the 2006 report is not yet available

Table 6 shows the trends since 2001 for ESE programs. Once again these figures indicate that the collapsing of the certification areas such as mentally handicapped, specific learning disabled, emotionally handicapped, varying exceptionalities, and related fields into one category, *exceptional student education*, has made it easier to find appropriately certified teachers for these areas.

Table 6 Percentage of FTE Teachers Not Certified in the Appropriate Field Selected Exceptional Student Education Programs					
Subject Field	2001	2002	2003	2004	2005
Mentally Handicapped	11.7	11.4	8.5	5.2	5.9
Specific Learning Disabled	11.5	9.3	6.4	7.9	6.3
Emotionally Handicapped	21.7	18.4	13.4	9.3	6.6
Varying Exceptionalities	17.1	17.6	12.4	5.5	5.8
Speech & Language Disabled	0.9	1.0	0.7	0.8	0.7
Hearing Impaired	5.3	7.4	2.0	2.9	1.4
Visually Impaired	6.5	3.0	1.6	1.2	0.8
Autistic	11.9	13.3	8.3	5.2	4.6
Profoundly Mentally Handicapped	9.7	12.0	7.6	3.7	2.9
Severely Emot. Disturbed	17.4	19.1	13.3	8.9	11.5
Gifted	16.0	25.8	26.7	13.9	15.1
Total ESE*	12.9	13.6	10.7	5.9	5.9

* Includes ESE fields not shown above.

District Needs

An analysis of district needs, based on specific data related to teacher vacancies and out-of field assignments, as well as considerations of accessibility, appropriateness, quality and costs of training available to teachers who need to add a certification area or renew existing certification, is included in the District Transmittal Form.

In order to continue reducing the number of out-of-field teachers of the gifted and to continue to expand the pool of qualified and fully-endorsed program personnel, the District Alternative Program for Add-On Certification: Gifted Endorsement was developed to:

1. Meet the instructional needs of districts where there is not an adequate number of fully endorsed teachers of the gifted.
2. Provide additional required training for teachers who have been hired from out of state with certification in gifted that does not meet all of Florida's requirements.
3. Prepare a pool of fully endorsed teachers of the gifted who can be placed as the need arises for additional staff.
4. Provide quality and relevant training to teachers of the gifted wishing to update their skills, knowledge, and competencies.
5. Provide instructional staff with an alternative means of acquiring certification endorsement in gifted.

In accordance with Rule 6A-1.0503, E4C, "Definition of Qualified Personnel," teachers assigned out-of-field must complete six (6) credit hours (or the equivalent) toward the appropriate certification (endorsement) during a school year of initial appointment, and each school year thereafter. Although Critical Teacher Shortage and State Training Grant Program funds have provided incentives for teachers to meet these requirements, the effort has been constrained by limited funding and by the lack of sufficient courses readily accessible to out-of-field teachers of the gifted.

To ensure the effective use of all existing training resources and meet the variety of teacher needs, the district has identified three providers (UWF/Escambia, Level 7 Learning, Beacon Learning) that meet all state endorsement requirements and aligns with the District Master Inservice Components (Appendix B). Program alignments and matrix are provided in Appendix C. Participants are not limited to one provider for completion, and will receive guidance from the Gifted Facilitator in planning coursework.

See assurance regarding district's determination of availability of course offerings appropriate to out-of-field teachers on the District Transmittal Form.

The primary target group for this add-on program is teachers who hold a valid Florida Temporary or Professional Educator's Certificate, based on a Bachelor's or higher degree, in an academic area, and who are currently assigned out-of-field in gifted education K-12. Current teaching credentials of program participants will be evaluated to determine which portions of the program must be completed for endorsement in gifted. (See Section VII: Management) The training is also appropriate for teachers who are seeking renewal of certification or staff development.

III. PROGRAM CONTENT/CURRICULUM

A. Competencies

The specialization competencies for the District Alternative Program for Add-On Certification: Gifted Endorsement were developed by a Florida Department of Education sponsored certification task force, representing statewide stakeholders and constituent groups. The competencies are grouped to correlate with the major components of the Rule 6A-4.01791, FAC; Specialization Requirements for the Gifted Endorsement-Academic Class. In addition, The Council for Exceptional Education (CEC) and National Association for Gifted Children (NAGC), two national organizations committed to promoting quality training programs, were used as resources in the final development of the competencies. A complete list of the Specialization Competencies for Gifted can be found in Appendix A1.

B. Specialization/Professional Studies

Since this District Alternative Program for Add-On Certification: Gifted Endorsement is intended primarily for teachers who currently hold a valid Florida Professional Educator's Certificate based on a Bachelor's or higher degree; it is assumed that teachers admitted to the program have demonstrated mastery of professional education competencies. A list of those competencies may be found on the state website <http://www.firn.edu/doe/sas/ftce/ftcecomp.htm> See Appendix A2 for a definition of qualified instructional personnel.

C. Nationally Recognized Guidelines:

National Council for Accreditation of Teacher Education (NCATE)
National Association for Gifted Children
The Council for Exceptional Student Education

NAGC is an organization of parents, educators, other professionals and community leaders who unite to address the unique needs of children and youth with demonstrated gifts and talents as well as those children who may be able to develop their talent potential with appropriate educational experiences. The Council for Exceptional Children (CEC) is the national organization which promotes quality in programs for exceptional students, and has a long history of involvement in accreditation of personnel preparation programs and NCATE. NAGC and CEC collaborated for over three years to develop revised standards for teacher preparation in gifted education. NCATE, the professional organization that accredits schools and colleges of teacher education, adopted the revised gifted standards in the fall of 2006. The new standards reflect current thinking in gifted education and bring coherence to teacher education programs throughout the United States.

IV. INSTRUCTIONAL DESIGN AND DELIVERY

A. Instructional Strand

There are five instructional strands included in the District Alternative Program for Add-On Certification: Gifted Endorsement. These strands have been developed to ensure that teachers meet the competencies required for teaching in Florida's gifted programs, and to support quality training on a statewide basis. See Appendix A2 specialization requirements for the Gifted Endorsement.

The five instructional strands and competencies are the following:

- Nature and Needs of the Gifted

Cognitive and Affective
Family and Community
Typical and Atypical
Potential versus Performance
Theories of Intelligence
Prevalence of Giftedness
Emerging Trends
Screening and Assessment
Referral and Eligibility
Labeling
Matching Student to Program
Contrast to Regular
Delivery Models
State and Local Provisions
Cultural and Socioeconomic Differences
Socio-emotional Needs
National Evaluation
The Effective Teacher
Definitions and Laws
Historical and Contemporary
Research
Procedural Safeguards
Advocacy

- Curriculum Development for the Gifted
 - Key Terms
 - Program and State Standards
 - Principles of Differentiation
 - Curriculum Models
 - Curriculum and Instruction Strategies
 - Designing Units of Instruction
 - Instructional Needs and Strategies
 - Selecting Appropriate Materials, Resources, and Technology
 - Providing a Continuum of Services
 - Student Outcomes
 - Communicating and Advocating
- Guidance and Counseling for the Gifted
 - Counseling Techniques
 - Affective Strategies for Enhancing Self-Concept
 - Career Counseling
 - Depression/Suicide
 - Underachievement
 - Parent Conferencing
- Education of Special Populations of Gifted Students
 - Defining Special Populations
 - Student Characteristics of Special Populations

Program Adaptations

- Theory and Development of Creativity
 - Theory of Creativity
 - Development and Implementation Strategies
 - Elements of Creativity
 - Assessment of Creativity

B. Training Components

A complete set of training components can be found in Appendix B.

C. Matrix

This District Alternative Add-On Program is comprised of instructional strands as delineated in Appendix B, Gifted Add-On Matrix.

D. Instructors

Selection of instructors for the District Alternative Program for Add-On Certification: Gifted Endorsement, which incorporates the training modules, Gifted Add-On Endorsement Program, will be based on the following minimum selection criteria:

- current Florida teaching certificate (or the equivalent) with gifted endorsement (or documented expertise in gifted education),
- Master's Degree,
- background of successful staff development and/or adult training expertise,
- minimum three years successful teaching experience in gifted education,
- commitment to carry out the number of hours of instruction, individual participant consultation, and follow-up specified in each training module,
- commitment to use and maintain the integrity of the published training materials known collectively as the Gifted Add-On Endorsement, and
- commitment to the District Alternative Program For Add-On Certification: Gifted Endorsement and training program, and to the delivery of training at times and places convenient to the participants

V. COMPLETION REQUIREMENTS**A. Program Completion**

Satisfactory completion of all training activities in each module/component and demonstration of mastery of all competencies within is required for program completion.

B. Competency Demonstration

There are different levels built into each of the courses. The levels are:

1. Pre-assessment
2. Base level: compacting and built in assessment in every module to facilitate acceleration
3. Curriculum extension/skill development for those who demonstrate mastery of some of the basic concepts at pre-assessment
4. Creative productivity for those who demonstrate a higher level of mastery

Successful completion of individual components for add-on certification purposes may be demonstrated through:

1. Instructor's verification of successful demonstration of all applicable competencies within that component of the approved add-on program.
2. Instructor's verification of successful demonstration of all applicable competencies within that component of another approved add-on program of the district or another district, where reasonable equivalence between the components can be established through a review of the approved program.

3. Successful completion, with a grade of "B" or better/ on a college or university course documented by official transcript, where reasonable equivalence can be established between the component and the course through a review of the course catalog description and course materials.

The attainment of competencies will be monitored continuously through the participants' enrollment in the program. For participants who do not meet criteria, credit for the component will be withheld. In this case, candidate's progress should be reviewed to determine whether to advise the candidate out of the program or to arrange for additional instruction or coaching to overcome deficiencies.

Assessment of competencies may include portfolio assessment or conventional written tests, direct observation of assigned role plays and skill demonstrations in participants' own classrooms, and appraisal of video- or audio-taped skill demonstrations where direct observation is not possible.

VI. Program Evaluation

A. Evaluation Plan

This program will be evaluated by using participant assessment, training component assessment, and program assessment techniques.

- **Participant Assessment Individual:**
Participants will be evaluated on the basis of competency acquisition as verified by the instructor in accordance with approved competency demonstration methods and criteria. (In accordance with district in-service requirements, any participant who wishes to receive in-service points must demonstrate increased competency on at least 80 of the specific objectives using pre- and post-tests or other valid measures.)
- **Training Component Assessment:**
Each training component will be evaluated by participants utilizing district staff development program procedures.
- **Program Assessment**
The program will be assessed by participants, instructors, staff development personnel, district exceptional student education administrative and supervisory staff, and FDLRS Associate Center contacts to determine program effectiveness, program efficiency in terms of management, operation, and delivery; and cost effectiveness.

B. An Annual Review

A formal annual program evaluation will be conducted. The following data will be collected and used to improve program performance and the carry-over effects of the in-service training.

Descriptive Data

Number of teachers who are out-of-field in gifted.

Number and percentage of the above who have enrolled in the add-on program.

- Number of enrollees who have taken and completed training components or coursework under program auspices.
- Number of enrollees dropped for nonperformance.

- Number and percentage of program completers.
- Number and percentage of program completers teaching in the District/State.

Client Satisfaction Data

Attitudes of participants will be surveyed to determine the extend to which:

- The program is meeting candidate needs.
- The quality of instruction is consistent with professional development standards.
- The curriculum is pertinent to their classroom and professional development needs.
- The pace, quantity, and quality of assignments are compatible with their primary teaching responsibilities.

Supervisory Evaluation Data

Principals and/or district level supervisors will perform site-based evaluations to determine if:

- Program needs are being met by the add-on endorsement program
- Skills acquired in the add-on courses are being practiced and shared with others
- Data from multiple sources, portfolio assessments, FCAT scores, etc., support positive impacted on student performance.

VII. PROGRAM MANAGEMENT

Overall management of this alternative endorsement program is the responsibility of the assigned Gifted Coordinator/Facilitator. This individual will have the responsibility of communicating and monitoring program guidelines within the District Master In-service Plan framework, and for program oversight to ensure compliance with State standards for operation of add-on endorsement programs. This responsibility will be carried out in coordination with appropriate district certification personnel (Professional Development Director and Human Resource Office) as well as Exceptional Education Administrative and supervisory personnel.

A. Candidate Application/Admission

Policies and procedures for the management of the program include the following:

- An add-on program candidate must submit, to the appropriate gifted district office, an application which includes the recommendation of the school principal "and/or district exceptional education administrator (or designee).
- Admission to the gifted add-on endorsement is limited to individuals who hold a valid Florida Temporary or Professional Educator's Certificate, issued on the basis on a bachelor's or higher degree, in an academic area. Note: Any applicant who enters the program based on a temporary certificate must complete the requirements for a professional certificate prior to the districts verification of program completion.

As part of the application process, candidates will be advised during a personal interview with the Gifted Coordinator/Facilitator regarding:

- requirements for continued employment in an out-of-field status
- requirements for adding an endorsement to an existing certificate
- availability of district approved coursework to meet endorsement requirements
- requirements for individuals holding a temporary certificate, a valid Florida Professional Educator's Certificate must be obtained prior to completion of the program.
- requirements for receiving a district stipend (budget availability)

Individuals who are accepted into the program will be provided a Plan of Study/Verification of Completion Requirements form (see Appendix D) which details all add-on certification requirements for gifted endorsement.

The district will maintain a file which documents all of the above procedures, as well as program attendance, performance, and completion data for each program participant.

B. Advisement

In addition to the procedures outlined above, the appropriate district office personnel will provide continuous advisement on matters related to certification, add-on offerings, and progress toward completion of program requirements.

C. Transfer and Utilization of Credit

Credit earned in college courses or training components completed through other state approved district add-on endorsement programs, where these are determined to be comparable in content and quality and where the candidate can demonstrate current competence, may be considered for transfer of credit to this add-on endorsement program. The District Add-On Program Coordinator or designee will determine if courses are comparable. Candidates must submit documentation of coursework or training.

D. Certification of Completion

Upon completion of all program requirements, each participant will work with the District Add-On Program Coordinator to verify completion of all requirements for adding the gifted endorsement to a certificate. The participant must submit the following to the district coordinator's office:

- A completed Plan of Study/Verification of Completion Requirements Form.
- Official university transcripts for all completed university courses.
- A certificate of completion from the course instructor.
- The district HR office (Certification Specialists) will submit to the Department of Education for final action a completed certification form (CT-115e) that the district completes when the teacher has completed the add-on program. The district will maintain copies of all items listed above as well as participants' records.

Appendix A1
ADMINISTRATIVE RULE 6A-4.01791
COMPETENCIES
FOR GIFTED ENDORSEMENT

Administrative Rule 6A-4.01791**Specialization Requirements for the Gifted Endorsement--Academic Class**

Florida Department of Education 2005.

Module: Nature and Needs of Gifted Students

Nature and Needs of Students Who Are Gifted provides an overview of the evolution of gifted education on the national, state, and local level. Major events affecting gifted education are described as well as major policies and procedures governing the delivery of gifted education. Cognitive, social, and emotional characteristics common to individuals who are gifted are identified along with strategies that can be used to meet the academic needs of different categories of students who are gifted.

Competency 1.0

Upon completing this module, participants will develop an awareness of

- the teacher's role in the identification process,
- the process and content of individual psychological testing in the identification of the gifted,
- the roles and functions of various systems which support teachers working to meet the needs of children who are gifted,
- the cognitive and affective characteristics of children who are gifted, and
- the basic issues involved with the planning, developing, and implementing of programs for children who are gifted.

Specific Objectives:**TOPIC 1 – COGNITIVE AND AFFECTIVE**

- Identify and describe cognitive and affective behaviors which lead to referrals to screening and testing for giftedness.
- Identify characteristics of giftedness and discuss the needs and problems associated with these characteristics.
- Discuss the role that creative thinking/process/products play in the identification of giftedness.

TOPIC 2 – FAMILY AND COMMUNITY

- Demonstrate awareness of how factors such as family dynamics, culture, integration of self, and education influence the development of giftedness.
- Develop an awareness of existence of special populations.

TOPIC 3 – TYPICAL AND ATYPICAL

- Demonstrate knowledge of normal and advanced (typical and atypical) child development.

TOPIC 4 – POTENTIAL VERSUS PERFORMANCE

- Illustrate the relationship between high academic achievement and giftedness.
- Demonstrate understanding of the difference between potential vs. performance as it relates to giftedness.

TOPIC 5 – THEORIES OF INTELLIGENCE

- Compare and contrast the theories of intelligence that pertain to gifted education.

TOPIC 6 – PREVALENCE OF GIFTEDNESS

- Identify the incidence of identified gifted students at the local, state, and national levels.

- Discuss how the prevalence of gifted students varies based on various definitions of giftedness in terms of culture, socio-economic level, location, and other factors.

TOPIC 7 – EMERGING TRENDS

- Identify emerging national and state trends in the identification of students who may be gifted.

TOPIC 8 – SCREENING AND ASSESSMENT

- Describe traditional/alternative assessment instruments/techniques used to screen and identify students who are gifted. Discuss the advantages and disadvantages of these instruments/techniques.

TOPIC 9 – REFERRAL AND ELIGIBILITY

- Explain the referral and identification process in your district. Consider the roles of students, parents, and school personnel.
- Define the criteria for gifted eligibility and placement.

TOPIC 10 – LABELING

- Discuss the advantages and disadvantages of labeling gifted students.

TOPIC 11 - IDENTIFICATION

- Discuss the relationship between gifted and programming and identification criteria.

TOPIC 12 – CONTRAST TO REGULAR

- Describe how gifted services differ from general education services with regard to curriculum, instruction, assessment, conceptual orientation, grouping, and environment.

TOPIC 13 – DELIVERY MODELS

- Describe different types of service delivery models for gifted programs.
- Discuss the relationship of the level of need to placement in a continuum of services

TOPIC 14 – STATE AND LOCAL PROVISIONS

- Describe how gifted education is organized at the state and local levels.

TOPIC 15 – CULTURAL AND SOCIOECONOMIC DIFFERENCES

- Discuss the implications of cultural and socioeconomic differences on programming.

TOPIC 16 – SOCIO-EMOTIONAL NEEDS

- Identify the social and emotional needs of gifted students and discuss their implications in determining services.

TOPIC 17 – NATIONAL EVALUATION

- Discuss the positive and negative perceptions of various stakeholders regarding gifted education and compare to the perspectives presented in the federal report, “National Excellence: A Case for Developing America’s Talent”

TOPIC 18 – THE EFFECTIVE TEACHER

- Describe the characteristics of an effective teacher of gifted students.

TOPIC 19 – DEFINITIONS AND LAWS

- Demonstrate knowledge of the changing nature of state and national definitions of gifted.
- Identify the laws that directly impact gifted students and programs in Florida, including the relationship between exceptional student education and gifted programs

TOPIC 20 – HISTORICAL AND CONTEMPORARY

- Demonstrate understanding of major historical and contemporary trends that influence gifted education.

TOPIC 21 - RESEARCH

- Identify and interpret current research findings and recommendations that impact gifted education e.g. National Association for Gifted Child (NAGC) Program Standards.
<http://www.nagc.org/webprek12.htm>

TOPIC 22 – PROCEDURAL SAFEGUARDS

- Exhibit an understanding of the procedural safeguards for students who are gifted.

TOPIC 23 - ADVOCACY

- Discuss the role of the parent, teacher, and student in the advocacy process.
- Discuss the need for and benefits of parent involvement in the delivery of gifted program services.

Administrative Rule 6A-4.01791

Specialization Requirements for the Gifted Endorsement--Academic Class

Florida Department of Education 2010

Module: Curriculum Development for the Gifted:

Curriculum Development for the Gifted provides an analysis of curriculum modifications for gifted learners based on the National Association for gifted Children (NAGC) Standards for Graduate Programs in Gifted Education.

Competency 2.0

Participants will be able to demonstrate modifications in the content, process, product, affect, and learning environment of classroom and curricula as they relate to gifted learners. Ultimately, course participants will design units of instruction that are powerful, aligned, engaging, authentic, and challenging.

The topics developed in *Curriculum Development for the Gifted* address various objectives. It is anticipated that, upon successful completion of this module the participant will be able to:

1. Key Terms, Defining Gifted and Curriculum, Justification of Need for Differentiation for Gifted
2. Program and State Standards, Frameworks for K-12 Gifted Students
3. Principles of Differentiation
4. Curriculum Models
5. Curriculum and Instructional Strategies
6. Selecting Appropriate Resources, Materials, and Technology.
7. Instructional Needs and Strategies
8. Designing Units of Instruction
9. Providing a Continuum of Services
10. Student Outcomes
11. Communicating and Advocating Effectively
12. Evaluation of Student Learning
13. Program Evaluation

The thirteen topics developed in *Curriculum and Instructional Strategies for Teaching Gifted* address various objectives. It is anticipated that, upon successful completion of this module, the participant will be able to:

1. Identify characteristics of students identified as gifted with a focus on the implications for learning and curricular issues. (Topic 1)
2. Justify the need to differentiate or adapt instruction to respond to the needs of the student who is gifted. (Topic 1)
3. Demonstrate understanding of the terminology used in the development of curriculum for students who are gifted, including such terms as acceleration, enrichment, and differentiation. (Topic 1)
4. Demonstrate knowledge of the role of current state/national standards of the general education curriculum and the implications for the education of students who are gifted. (Topic 2)
5. Demonstrate knowledge of the *Florida's Frameworks for K-12 Gifted Learners* and the ability to use them to guide planning instruction and assessment. (Topic 2)
6. Demonstrate knowledge of the national teacher preparation standards in gifted education. (Topic 2)

7. Demonstrate knowledge of the principles of differentiation for students who are gifted. (Topic 3)
8. Appreciate the role of assessment as an instructional strategy. (Topic 3)
9. Demonstrate the ability to evaluate models for teaching gifted curriculum. (Topic 4)
10. Develop an understanding of the issues of *equity* and *excellence* as they relate to students who are gifted. (Topic 5)
11. Demonstrate knowledge of research-based, effective instructional strategies and the role of the teacher in implementing these strategies. (Topic 5)
12. Demonstrate the ability to identify and select challenging, multicultural gifted curriculum and appropriate instructional strategies. (Topic 5)
13. Identify the impact of Response to Intervention (RtI) as it pertains to students who are gifted. (Topic 5)
14. Demonstrate awareness and knowledge of appropriate resources and materials for developing curriculum and facilitating learning for students who are gifted. (Topic 6)
15. Develop a basis for the evaluation of technical, physical, and human resources to facilitate student achievement. (Topic 6)
16. Demonstrate the ability to match instructional strategies and materials to individual needs of students. (Topic 7)
17. Demonstrate the ability to develop a unit of instruction aligning curricular components—including objectives, introduction, teaching strategies, learning
18. Develop activities, products, resources, and assessments to meet the cognitive and affective needs of students who are gifted. (Topic 8)
19. Demonstrate knowledge of a continuum of services to support the needs and interests of students who are gifted. (Topic 9)
20. Demonstrate the ability to identify student outcomes, evaluate student progress, and develop an appropriate Educational Plan (EP). (Topic 10)
21. Demonstrate the ability to effectively communicate and work in partnerships with students, families, and school personnel in the interest of students who are gifted. (Topic 11)
22. Demonstrate understanding of terminology related to differentiated assessment strategies. (Topic 12)
23. Identify various types of assessment strategies used before, during, and after instruction that provide evidence of student growth and understanding. (Topic 12)
24. Justify the need to differentiate assessment in order to respond to the needs of the student who is gifted. (Topic 12)
25. Use alternative assessments and technologies to evaluate student learning. (Topic 12)
26. Establish criteria to evaluate the effectiveness of the gifted programs at local, district, and state levels based on research-based, valid approaches. (Topic 13)
27. Identify areas in which to assess gifted programs based on the parameters defining gifted services as set by state and national standards, laws, rules, and policies. (Topic 13)
28. Identify areas in which to assess gifted programs based on the unique needs of students who are gifted. (Topic 13)
29. Identify effects of culture and environment as well as family and key stakeholders in gifted programming. (Topic 13)

Administrative Rule 6A-4.01791
Specialization Requirements for the Gifted Endorsement--Academic Class
Florida Department of Education, 2007

Component: Guidance and Counseling for the Gifted

Competency 3.0

The course provides an overview of the theory, research, practical strategies, and resources on guidance and counseling, with an emphasis on classroom applications in the gifted classroom. The course is designed as a 60-hour course that includes participation in instructional activities, research, and extended learning outside of the classroom.

After completing this module, the participant should be able to:

1. Describe holistic developmental characteristics of a gifted child and understand what it is like to be gifted from the child's point of view.
2. Analyze strengths and vulnerabilities that distinguish students who are gifted from their age-related peers.
3. Describe personality variances of individuals who are gifted and profoundly gifted.
4. Differentiate needs and concerns of students who are gifted in special populations, including differences due to gender, cultural and ethnic divergence, twice exceptionality, and low socio-economic status.
5. Describe thoroughly risk factors and resiliency related to students who are gifted.
6. Identify numerous educational opportunities available for students who are gifted, and discuss the strengths and limitations of each.
7. Identify counseling and guidance activities and resources to assist students who are gifted K - 12 and post-secondary to plan for course work, college, career, and life choices.
8. Use knowledge of social skills training to assist students who are gifted in developing healthy relationships and displaying leadership capability.
9. Acquire and refine the knowledge, skills, and resources needed to advocate as a teacher, parent, or supporter of self-advocacy for gifted students.
10. Understand special needs in parenting the gifted child and in family dynamics.
11. Understand and support children who are emotionally gifted and spiritually gifted.
12. Apply knowledge and skills necessary to assist students, their families, and educators in understanding the psychology of giftedness and in tapping community, state, and national resources for service support.
13. Become competent in identifying and navigating Web sites that extensively address topics related to giftedness for personal and professional use.

The content is organized to address thirteen Key Questions and a specific set of instructional objectives. You will find these objectives at the beginning of each course session.

The thirteen Key Questions are:

1. What does it mean to be gifted?
2. What characteristics do gifted individuals display across their lives that differentiate them from same-age peers?
3. What is the phenomenological experience of a gifted individual?

4. How do the strengths and vulnerabilities of gifted individuals impact their lives?
5. How does the very nature of highly gifted and profoundly gifted individuals separate them from others?
6. How can we identify and support a gifted child who displays atypical characteristics due to life differences?
7. How can we help foster resiliency in at-risk gifted students?
8. How can schools support our brightest students?
9. How can we help students learn what they want to do, not just what others think they should do?
10. How can we facilitate social skills and leadership development in students?
11. How can advocates positively affect others' understanding and acceptance of gifted children's needs?
12. What is different about parenting a gifted child?
13. Are all intellectually gifted children emotionally and spiritually gifted as well?

Administrative Rule 6A-4.01791
Specialization Requirements for the Gifted Endorsement--Academic Class
Florida Department of Education 2008

Component: Education of Special Populations of Gifted Students

Competency 4.0

At the conclusion of this module, participants will be able to demonstrate knowledge of the evolution of gifted education, the nature and needs of gifted students who are from special populations, and appropriate programming for them.

Specific competencies include helping the participant develop an awareness of:

1. The teacher's own prejudices and stereotypes concerning students who are diverse gifted
2. The development of intercultural competence in the teacher and advocacy for underserved populations of gifted students
3. The cognitive, physical, and affective characteristics of diverse gifted children
4. Skills to assist in the screening and identification process
5. The process and content of individual psychological testing and alternate assessment in the identification of the gifted
6. The roles and functions of various systems that support teachers working to meet the needs of children from diverse populations who are gifted
7. The basic issues involved with the planning, development, and implementation of programs for diverse gifted children

The sessions developed in Education of Special Populations of Gifted Students address various objectives that attempt to answer four broad questions:

1. Who are they?
2. How do you find and identify them?
3. Why do diverse gifted students need different programs and curricular Options?
4. How can you judge the effectiveness of the programs for diverse students?

Administrative Rule 6A-4.01791

Specialization Requirements for the Gifted Endorsement--Academic Class

Florida Department of Education, 2011

Module: Theory and Development of Creativity

Theory and Development of Creativity provides an overview of the theory, research, practical strategies, and resources on creativity, with an emphasis on classroom applications in the gifted classroom. The course is designed as a 60-hour course that includes participation in instructional activities, research, and extended learning outside of the classroom.

Competency 5.0

Upon completing this module, participants will be provided an overview of the theory, research, practical strategies, and resources on creativity, with an emphasis on classroom applications in the gifted classroom. It is helpful to think of this course in terms of three overriding goals:

1. To increase knowledge of the nature and definition of creativity
2. To reflect on and learn ways to enhance personal creativity
3. To provide ideas and strategies for teaching others (students) to develop and use their creativity

Specific Objectives:

Topic 1: Valuing Creativity

Key Question: Why is creativity important?

1. Describe the importance, implications, and benefits of creative thinking for students in today's schools and society (GT2K1).
2. Demonstrate an understanding of how creative thinking can be used to address problems in society (GT1K2).
3. Describe the impact of creativity on personal growth and self-actualization (GT2K3).

Topic 2: Defining Creativity

Key Question: What is creativity?

4. Compare and contrast several definitions of creativity, including a personal definition, and explain why a single definition has not been universally accepted (GT1K4).
5. Review research in the field of creativity and apply it to a classroom setting (GT1K1).
6. Demonstrate an understanding of the elements of creative thinking, e.g., fluency, flexibility, originality, and elaboration (GT7K1).
7. Identify cognitive and personal characteristics associated with creativity across cultures and throughout time using contemporary and historical examples (GT2K1).

Topic 3: Developing and Nurturing Creativity

Key Question: How can creativity be developed and nurtured?

8. Identify specific personal, developmental, socio-cultural, and educational experiences that *facilitate* the development of creativity and its expression (GT2K2).
9. Identify specific personal, developmental, socio-cultural, and educational experiences that *inhibit* the development of creativity and its expression (GT2K2).
10. Recognize ways to establish a classroom environment that fosters the development and expression of creativity (GT2K2).
11. Plan appropriate teaching strategies and groupings that support the development and expression of creative abilities (GT2K2).

12. Investigate tools and programs (e.g., Odyssey of the Mind, Future Problem Solving, and Invent America) for generating ideas focusing thought, and fostering creativity (GT4K2) and (GT9K2).
13. Develop instructional plans to integrate creativity within and across the content areas focusing on process and product (GT4S2) and (GT4S3).

Topic 4: Measuring Creativity and Assessing Creative Outcomes

Key Question: How can creativity be measured and creative outcomes be assessed?

14. Understand the role of assessment of creativity and the use of tests and inventories (GT8K2).
15. Describe, compare, and evaluate different instruments for measuring creativity (GT8K2) and (GT8S4).
16. Examine the role of assessment, including portfolio development, in evaluation of creative processes and products (GT8S4).
17. Describe traits and appropriate criteria used to assess creative outcomes and products (GT1K4).

Topic 5: Personalization and Commitment to Creativity

Key Question: How will you commit to nurturing creativity in your students and yourself?

18. Explore and analyze the ethical issues surrounding creativity (GT1K1).
19. Design and implement a personal plan for establishing a classroom environment to nurture and develop creativity (GT5S1), (GT5S2), and (GT5S3).
20. Evaluate personal and student creative development, and monitor success in applying creativity strategies to real problems and challenges (GT5S4), (GT8K3), and (GT9S7).

Appendix A2

SPECIALIZATION REQUIREMENTS FOR GIFTED ENDORSEMENT—ACADEMIC CLASS

6A-4.01791

DEFINITION OF QUALIFIED INSTRUCTIONAL PERSONNEL

6A-100503

6A-4.01791 Specialization Requirements for the Gifted Endorsement - Academic Class

Beginning July 1, 1992.

- (1) A bachelor's or higher degree with certification in an academic class coverage, and
- (2) Fifteen (15) semester hours in gifted education to include three (3) semester hours in each area specified below:
 - (a) Nature and needs of gifted students to include student characteristics; cognitive, social, and emotional needs; and history and current research;
 - (b) Curriculum and instructional strategies for teaching gifted students to include modification of curriculum content, instructional process, student products, and learning environment;
 - (c) Guidance and counseling of gifted students to include motivation, self-image, interpersonal skills, and career options for gifted students;
 - (d) Educating special populations of gifted students such as minorities, underachievers, handicapped, economically disadvantaged, and highly gifted to include student characteristics and programmatic adaptations; and
 - (e) Theory and development of creativity to include elements of creativity such as fluency, flexibility, originality, and elaboration.

Specific Authority 1001.02, 1012.55, 1012.56 FS. Law Implemented 1001.02, 1012.54, 1012.55, 1012.56 FS. History—New 7-1-92.

6A-1.0503 Definition of Qualified Instructional Personnel.

A qualified instructional person is defined as an instructional staff member who meets one (1) of the following conditions:

- (1) Holds a valid Florida educator's certificate with the appropriate coverage as provided for in the Course Code Directory as adopted by reference in Rule 6A-1.09441, F.A.C., or
- (2) Is a selected noncertificated person employed under the provisions of Rule 6A-1.0502, F.A.C., or
- (3) Holds a valid Florida educator's certificate with coverage other than that deemed appropriate by subsection (1) and has documented a highly qualified designation pursuant to 20 U.S.C. S. 7801(23), by a High, Objective, Uniform State Standard of Evaluation (HOUSSE) plan for the academic course assigned, or
- (4) Holds a valid Florida educator's certificate with coverage other than that deemed appropriate by subsection (1) and does not meet the requirements of subsection (3) and has been approved by the school board or charter school governing board to teach out-of-field after determination that a teacher with appropriate certification coverage is not available. All evidence of such qualifications and approval must be reflected in the individual's official personnel record; provided, however, that such approval may be granted by the school board or charter school governing board only under one (1) of the following conditions:
 - (a) The individual is in the first year of employment in the out-of-field assignment and has not been granted, during any preceding year in the district or charter school, approval by either the school board or the charter school governing board to be employed out-of-field in an area for which specific certification is otherwise required, or
 - (b) The individual has earned the following college credit or inservice training in an approved district add-on program or district approved subject content professional development program:
 - 1. Out-of-field assignment other than ESOL (English to Speakers of Other Languages). A teacher out of field in a subject other than ESOL shall complete at least six (6) semester hours of college credit or the equivalent inservice toward the appropriate certification required in subsection (1) within one (1) calendar year from date of initial appointment to the out-of-field assignment and each calendar year thereafter until all requirements are completed for the appropriate subject certification;

2. Out-of-field assignment in only ESOL. A teacher out of field in only ESOL shall complete at least three (3) semester hours of college credit or the equivalent inservice toward the ESOL requirements within the first two (2) calendar years from date of initial assignment to a class with limited English proficient (LEP) students and three (3) semester hours or the equivalent inservice during each calendar year thereafter until all requirements for certification in ESOL are completed; or

3. Out-of-field assignment in ESOL and another subject. A teacher out of field in ESOL and another subject shall complete at least six (6) semester hours of college credit or the equivalent inservice toward the appropriate certification required by subsection (1) within one (1) calendar year from date of initial appointment to the out-of-field assignment and each calendar year thereafter until all requirements are completed for the appropriate subject certification. The training shall be completed in the following manner: During the first two years, at least three (3) of the required twelve (12) semester hours or the equivalent inservice shall be completed in ESOL strategies. Beginning with the third year and each year thereafter, at least three (3) semester hours or the equivalent inservice shall be completed in ESOL strategies and at least three (3) semester hours in the other out-of-field subject requirements. When either all ESOL or all other out-of-field subject requirements are completed, a teacher shall comply with the schedule specified in subparagraph (4)(b)1. or 2. of this rule as appropriate until all requirements are completed for both ESOL and the other out-of-field subject.

4. Waivers of college credit or inservice training in an approved district add-on or subject content professional development program may be obtained by one of the following provisions:

- a. In lieu of college credit or the equivalent inservice specified in subparagraph (4)(b)1., 2., or 3. of this rule, an individual shall provide a doctor's statement certifying to medical inability to earn such credit during the prescribed time;
- b. In lieu of college credit or the equivalent inservice specified in subparagraph (4)(b)1. of this rule, the district superintendent or charter school chief administrator shall provide a statement certifying to extenuating circumstances beyond the control of the teacher to earn such credit during the prescribed time; or
- c. In lieu of college credit or the equivalent inservice specified in subparagraph (4)(b)1. or the criteria in paragraph (4)(a) of this rule, the Commissioner of Education may grant to the district, individual school sites, or a charter school a waiver of the requirements for a period of one (1) year on a one-time basis. The district superintendent or charter school chief administrator shall, pursuant to school board or charter school governing board approval for such waiver, show extenuating circumstances that create a hardship for the district or teachers in meeting the specified requirements, or (5) Is a nondegreed teacher of vocational education employed under the provisions of Section 1012.39, Florida Statutes. The requirements in Section 1012.39(1)(c)2.a. and b., Florida Statutes, must be satisfied prior to initial appointment to the position.

Specific Authority 1002.33(12), 1012.32, 1012.55(1), 1012.56(6) FS. Law Implemented 1002.33, 1012.05, 1012.32, 1012.39, 1012.55, 1012.56 FS. History—New 4-19-74, Repromulgated 12-5-74, Amended 9-8-76, Formerly 6A-1.503, Amended 10-30-90, 10-3-91, 2-18-93, 5-25-04, 3-1-05.

Appendix B

TRAINING COMPONENTS FOR THE DISTRICT ALTERNATIVE PROGRAM FOR ADD-ON CERTIFICATION: GIFTED ENDORSEMENT

ESE: NATURE AND NEEDS OF THE GIFTED/ GIFTED ENDORSEMENT

60 Points Per Certificate

7/12
2-100-029

General Objective

The purpose of this component is to provide participants with an overview of the evolution of gifted education on the national, state, and local level. Major events affecting gifted education are described as well as major policies and procedures governing the delivery of gifted education. Cognitive, social, and emotional characteristics common to individuals who are gifted are identified along with strategies that can be used to meet the academic needs of different categories of students who are gifted.

Specific Objectives

Upon completion of this component, participants will be able to:

- Identify and describe cognitive and affective behaviors, which lead to referrals to screening and testing for giftedness.
- Identify characteristics of giftedness and discuss the needs and problems associated with these characteristics.
- Identify the role that creative thinking/process/products play in the identification of giftedness.
- Demonstrate awareness of how factors such as family dynamics, culture, integration of self and education influence the development of giftedness.
- Develop an awareness of existence of special populations.
- Demonstrate knowledge of normal and advanced (typical and atypical) child development.
- Illustrate the relationship between high academic achievement and giftedness.
- Demonstrate understanding of the difference between potential vs. performance as it relates to giftedness.
- Compare and contrast the theories of intelligence that pertain to gifted education.
- Identify the incidence of identified gifted students at the local, state, and national levels. Discuss how the prevalence of gifted students varies based on various definitions of giftedness in terms of culture, socio-economic level, location, and other factors.
- Identify emerging national and state trends in the identification of students who may be gifted.
- Describe traditional/alternative assessment instruments/techniques used to screen and identify students who are gifted. Discuss the advantages and disadvantages of these instruments/techniques.
- Explain the referral and identification process in your district. Consider the roles of students, parents, and school personnel.
- Define the criteria for gifted eligibility and placement.
- Discuss the advantages and disadvantages of labeling gifted students.
- Discuss the relationship between gifted programming and identification criteria.
- Describe how gifted services differ from general education services with regard to curriculum, instruction, assessment, conceptual orientation, grouping and environment.
- Describe different types of service delivery models for gifted programs.
- Discuss the relationship of the level of need to placement in a continuum of services.
- Describe how gifted education is organized at the state and local levels.
- Identify the social and emotional needs of gifted students and discuss their implications in determining services.
- Discuss the positive and negative perceptions of various stakeholders regarding gifted education and compare to the perspectives presented in the federal report, "National Excellence: A Case for Developing America's Talent."
- Describe the characteristics of an effective teacher of gifted students.
- Demonstrate knowledge of the changing nature of state and national definitions of gifted.
- Identify the laws that directly impact gifted students and programs in Florida, including the relationship between ESE and gifted programs.
- Demonstrate understanding of major historical and contemporary trends that influence gifted education.
- Identify and interpret current research findings and recommendations that impact gifted education, e.g. NAGC Program Standards. <http://www.nagc.org/webprek12.htm>
- Exhibit an understanding of the procedural safeguards for students who are gifted.
- Discuss the role of the parent, teacher, and student in the advocacy process.
- Discuss the need for and benefits of parent involvement in the delivery of gifted program services.

Description of Activities

Activities designed to accomplish the above objectives will be carried out in a face-to-face or online workshop setting.

Description of Activities

Activities designed to accomplish the above objectives will be carried out in a face-to-face or online workshop setting. Consultant (s) knowledgeable in the field will provide instruction, via lectures, role-playing/simulation, demonstration and practice skills, and development of instructional material/plans.

Evaluation of participants

Evaluation of the specific objectives will be determined by the activity leader or designee through analysis of student performance data affected by training activities, portfolios maintained by the training participant, documented observation by administrators, rubrics developed for special area curriculum, teacher-provided test results/grade books, or curriculum alignment data. Participants must demonstrate increased competencies in 80% or more of the specific objectives in order to earn in-service credits.

Evaluation of Activity

An online evaluation for this activity will be conducted through PGS Online.

ESE: CURRICULUM DEVELOPMENT/ GIFTED ENDORSEMENT

60 Points Per Certificate

7/12
2-100-030

General Objective

The purpose of this component is to provide participants with an analysis of curriculum modifications for gifted learners based on the National Association for gifted Children (NAGC) Standards for Graduate Programs in Gifted Education.

Specific Objectives

Upon completion of this component, participants will be able to:

- Identify characteristics of students identified as gifted with a focus on implications for learning and curricular issues.
- Justify the need to differentiate or adapt instruction to respond to the needs of the student who is gifted.
- Demonstrate understanding of the terminology used in the development of curriculum for students who are gifted, including such terms as acceleration, enrichment, and differentiation.
- Demonstrate knowledge of the role of current state/national standards of the general education curriculum and the implications for the education of students who are gifted.
- Demonstrate knowledge of the *Florida's Frameworks for K-12 Gifted Learners* and the ability to use them to guide planning instruction and assessment.
- Demonstrate knowledge of the national teacher preparation standards in gifted education.
- Demonstrate knowledge of the principles of differentiation for students who are gifted.
- Appreciate the role of assessment as an instructional strategy.
- Demonstrate the ability to evaluate models for teaching gifted curriculum.
- Develop an understanding of the issues of equity and excellence as they relate to students who are gifted.
- Demonstrate knowledge of research based, effective instructional strategies and the role of the teacher in implementing these strategies.
- Demonstrate the ability to identify and select challenging, multicultural gifted curriculum and appropriate instructional strategies.
- Identify the impact of Response to Intervention (RTI) as it pertains to students who are gifted.
- Demonstrate awareness and knowledge of appropriate resources and materials for developing curriculum and facilitating learning for students who are gifted.
- Develop a basis for the evaluation of technical, physical, and human resources to facilitate student achievement.
- Demonstrate the ability to match instructional strategies and materials to individual needs of students.
- Demonstrate knowledge of a continuum of services to support the needs and interests of students who are gifted.
- Demonstrate the ability to develop a unit of instruction aligning curricular components- including objectives, introduction, teaching strategies, learning activities, products, resources, and assessments to meet the cognitive and affective needs of students who are gifted.
- Demonstrate the ability to identify student outcomes, evaluate student progress, and develop an appropriate educational plan.
- Demonstrate the ability to effectively communicate and work in partnerships with students, families, and school personnel in the interest of students who are gifted.
- Demonstrate understanding of terminology related to differentiated assessment strategies.
- Identify various types of assessment strategies used before, during, and after instruction that provide evidence of student growth and understanding.
- Justify the need to differentiate assessment in order to respond to the needs of the student who is gifted.
- Use alternative assessments and technologies to evaluate student learning.
- Establish criteria to evaluate the effectiveness of the gifted programs at local, district, and state levels based on research based, valid approaches.
- Identify areas in which to assess gifted programs based on the parameters defining gifted services as set by state and national standards, laws, rules, and policies.
- Identify effects of culture and environment as well as family and key stakeholders in gifted programming.

Description of Activities

Activities designed to accomplish the above objectives will be carried out in a face-to-face or online workshop setting. Consultant(s) knowledgeable in the field will provide instruction via lectures, role-playing/simulations, demonstration and practice of skills, and development of instructional materials/plans.

Evaluation of Participants

Evaluation of the specific objectives will be determined by the activity leader or designee through analysis of student performance data affected by training activities, portfolios maintained by the training participant, documented observation by administrators, rubrics developed for special area curriculum, teacher-provided test results/grade books, or curriculum alignment data. Participants must demonstrate increased competencies in 80% or more of the specific objectives in order to earn inservice credits.

Evaluation of Activity

An online evaluation for this activity will be conducted through PGS Online.

ESE: GUIDANCE AND COUNSELING/GIFTED ENDORSEMENT

60 Points Per Certificate

7/12
2-100-031

General Objective

The purpose of this component is to provide participants with an overview of the theory, research, practical strategies, and resources on guidance and counseling, with an emphasis on classroom applications in the gifted classroom. The course is designed as a 60 hour course that includes participation in instructional activities, research, and extended learning outside of the classroom.

Specific Objectives

Upon completion of this component, participants will be able to:

- Identify common attitudes, biases, and pre-conceived expectations held about gifted children by teachers, parents, age-related peers, and through American society.
- Identify multiple ways attitudes and myths affect the everyday lives of gifted children, and impact educational services available to them.
- Identify at least five current definitions of giftedness. Note the impact each definition has in school, home, and society at large.
- Attain a developmental understanding of gifted individuals across the life span from infancy to adulthood incorporating a holistic perspective.
- Describe how the interaction between the environment and innate capabilities affects productivity throughout life.
- Understand the inner experience of children who are gifted.
- Become familiar with Dabrowski's Theory of Positive Disintegration and the importance of developmental potential and over excitabilities.
- Become cognizant of personality variables that affect the social and emotional well-being of gifted children.
- Understand strengths and vulnerabilities of a gifted individual that originates from within the self.
- Understand vulnerabilities that are due to another's reaction to giftedness.
- Understand vulnerabilities that are due to a specific circumstance.
- Realize that, by definition, a person who has an I.Q. four or more standard deviations above the norm will have greater difficulty finding peers and will be misunderstood by others.
- Recognize that a person with an I.Q. four or more standard Deviations above the norm is as holistically different from the norm as a person with an I.Q. four or more standard deviations below the norm is holistically different from the norm.
- Understand that any grouping of traits for profoundly gifted individuals is merely for convenience of presentation.
- Describe the different social and emotional needs of gifted students from special populations. Include gender, ethnicity and culture, socioeconomic status, twice and underachieving students.
- Realize the need for additional or different assessment tools to identify special population students.
- Learn how to recognize, understand, and support gifted children with multiple differences.
- Identify risk factors and resiliency as related to students who are gifted.
- Enumerate what you can do as a teacher to help students at risk.
- List symptoms in children and adults of addiction and physical or sexual abuse.
- Read Templeton National Report on Acceleration: A nation deceived: How schools hold back America's brightest students.
- Understand two categories of acceleration-grade based on subject based- and list 18 acceleration options.
- Recognize homeschooling as a positive option for some gifted students and families.
- Be aware of myths, fears, and expectations of teachers and administrators that hold back students and the research that responds to.
- Understand the need for supportive services for gifted individuals due to the complexity and sensitivity of their nature.
- Recognize that a counselor, therapist, or psychologist must be amply educated in the gifted field so not to misdiagnose common characteristics of gifted individuals as pathology.
- Realize counseling provides empathy and partnership in times of need.

- Identify activities and resources to assist K-12 students who are gifted in planning for further education, career, or life choices.
- Recognize that guidance and career counseling support gifted individuals in decision making for positive life choices.
- Help students develop social skills and inspire leadership.
- Support gifted children's experience of global interconnectedness and personal responsibility to take action.
- Realize that a primary need in life.
- Help gifted children to understand that their profound sensitivity and empathy can be channeled to help human-kind.
- Recognize that perceptivity, empathy, ethics, values, integrity, and leadership are related.
- Acquire and refine the knowledge and skills needed to advocate for gifted learners.
- Identify how parent, teacher, and educational advocates can positively affect gifted services and programming.
- Identify advocacy issues, needs, resources, educational laws, skills, and strategies.
- Support the necessity of self-advocacy by gifted students.
- Understand that gifted children naturally have unique needs that parents are challenged to address daily.
- Recognize that parents of gifted children need guidance and support to respond suitably to additional needs and demands.
- Realize that parents of gifted children may experience isolation from other parents due to lack of understanding; societal expectations and myths; jealousy; competition; and lack of acceptance that gifted children have special needs.
- Understand the significance of quote from Mr. Rogers: "The best thing parents can do for children is to listen to them."
- Understand distinguishing characteristics of spiritual giftedness displayed in children.
- Realize a person can be emotionally or spiritually gifted, or intellectually gifted and not emotionally or spiritually gifted.

Description of Activities

Activities designed to accomplish the above objectives will be carried out in a face-to-face or online workshop setting. Consultant(s) knowledgeable in the field will provide instruction via lectures, role-playing/simulations, demonstration and practice of skills, and development of instructional materials/plans.

Evaluation of Participants

Evaluation of the specific objectives will be determined by the activity leader or designee through analysis of student performance data affected by training activities, portfolios maintained by the training participant, documented observation by administrators, rubrics developed for special area curriculum, teacher-provided test results/grade books, or curriculum alignment data. Participants must demonstrate increased competencies in 80% or more of the specific objectives in order to earn inservice credits.

Evaluation of Activity

An online evaluation for this activity will be conducted through PGS Online.

ESE: EDUCATION OF SPECIAL POPULATION OF THE GIFTED/GIFTED ENDORSEMENT

60 Points Per Certificate

**7/12
2-100-032**

General Objective

The purpose of this component is to provide participants will be able to demonstrate knowledge of the evolution of gifted education, the nature and needs of gifted students who are from special populations, and appropriate programming for them.

Specific Objectives

Upon completion of this component, participants will be able to:

- Examine the nature of giftedness in relation to multicultural principles and underserved populations.
- Acquire knowledge of diversity focus of national standards in gifted education.
- Justify the need to diversity focus of national standards in gifted education.
- Examine personal cultural competencies.
- Within the broad spectrum of giftedness in the general population, identify sub-groups and underserved populations.
- Understand the learning needs and challenges of diverse types of gifted children.
- Identify the unique needs of gifted girls, culturally diverse, rural disabled, underachieving, highly gifted, young gifted students, and disadvantaged gifted.
- Examine challenges of finding gifted students from underserved populations.
- Justify the need to modify and differentiate the curriculum in terms of the needs of these special populations.
- Demonstrate knowledge of Plan B State Board of Education Rules, 6A-6.03019, Special Instructional Programs for Students Who Are Gifted
- Demonstrate knowledge of alternative assessments and nontraditional screening and evaluation appropriate for use with students from special populations.
- Match appropriate screening and identification Procedures with the needs of the special populations.
- Understand the impact of global diversity issues in education of gifted students from diverse ethnic perspectives.
- Examine the rights and perspectives of diverse ethnic religions of gifted students and first amendment issues.
- Identify the characteristics of specific ethnic groups of gifted students.
- Develop an awareness of and demonstrate teaching strategies for addressing the needs of specific ethnic groups.
- Understand the characteristics and needs of linguistic minority gifted students.
- Appreciate and incorporate the cultural and linguistic perspectives of gifted students who are bilingual or multilingual into curriculum.
- Examine policies and procedures for working with gifted LEP (Limited English Proficient) or ELL (English Language Learners) students.
- Examine ways to identify high potential linguistic minority students.
- Identify strategies to effectively work with linguistically diverse gifted students and those who are classified as LEP or as ELL students.
- Examine the impact of cultural, ethical, and educational norms and expectations on underachievement in gifted students.
- Understand the individual characteristics, attitudes, and circumstances that can affect the achievement of a gifted student from diverse populations.
- Explore ways to identify gifted students from special Populations who are unsuccessful in school.
- Examine the characteristics and needs of these students.
- Identify strategies to assist these students.
- Clarify and define diverse types of twice exceptional Gifted students.
- Demonstrate knowledge, characteristics, and needs of students who are both gifted and hearing impaired/deaf, visually impaired/blind, and orthopedically disabled.
- Identify the reasons that gifted students with disabilities are underrepresented in gifted programs.
- Discuss strategies and programming needs for gifted students who are twice exceptional.
- Identify and describe ADD and ADHD.
- Identify the differences and similarities between ADD/ADHD and giftedness.
- Identify Asperger's syndrome and its occurrence in gifted students.

- Examine the characteristics and needs of these students.
- Discuss classroom strategies for creating a classroom supportive of gifted Students with behavioral/emotional disorders.
- Define the types of gifted learning disabled students.
- Describe the procedures for identifying a gifted learning disabled student.
- Understand program designs for gifted students and learning disabilities.
- Identify and plan instructional strategies for teachers of gifted learning disabled students.
- Identify and describe low socioeconomic status populations that are underserved.
- Examine the nature of giftedness as masked by socioeconomic and educational disadvantages.
- Identify inhibiting socioeconomic factors that have prevented services for low income gifted children who have had inadequate learning opportunities.
- Identify key research on identification of disadvantaged gifted students from underserved populations. Examine alternative, contextual or process oriented forms of assessment as promising ways to identify low income gifted students.
- Examine methods and strategies that challenge the unique needs of disadvantaged gifted children.
- Research promising programs and services for poor gifted children that would accommodate their unique needs for skill-development, exposure to relevant experiences, mentoring opportunities and access to resources in the community.
- Identify and describe the impact of non-traditional experiences, values, cultural expectations on the development and educational experiences of gifted students.
- Identify the unique characteristics and needs of gifted students from diverse family structures.
- Identify strategies for stimulating personal growth of gifted students from diverse families.
- Identify community support systems for diverse families of gifted students.
- Examine concepts of age-appropriate development in relation to concepts of giftedness.
- Understand the needs and characteristics of very young gifted students.
- Examine ways to identify very young gifted students in early childhood education and support their educational and personal needs.
- Understand the needs and characteristics of highly gifted students.
- Identify problems and challenges and present options for developing skills in highly gifted students.
- Examine exemplary practices and programs for meeting the needs of the highly gifted student.
- Examine gender stereotyping and prejudice that impacts gifted girls; boys; and lesbian, gay, bisexual, transgender (LGBT) students.
- Examine the impact of culture and ethnicity on gender expectations for gifted students from minority groups.
- Demonstrate knowledge of how gender issues can affect achievement and aspirations of gifted students.
- Explore the contribution of mentorships in their education.
- Identify and describe criteria of effective programs.
- Examine theories of giftedness in the socio-cultural perspective in relation to goals for gifted programs.
- Identify instructional methods that accommodate the needs of special populations.
- Identify key research on programs for special populations.
- Communicate and consult with school personnel to evaluate effectiveness of programs in local schools/districts.

Description of Activities

Activities designed to accomplish the above objectives will be carried out in a face-to-face or online workshop setting. Consultant(s) knowledgeable in the field will provide instruction via lectures, role-playing/simulations, demonstration and practice of skills, and development of instructional materials/plans.

Evaluation of Participants

Evaluation of the specific objectives will be determined by the activity leader or designee through analysis of student performance data affected by training activities, portfolios maintained by the training participant, documented observation by administrators, rubrics developed for special area curriculum, teacher-provided test results/grade books, or curriculum alignment data. Participants must demonstrate increased competencies in 80% or more of the specific objectives in order to earn inservice credits.

Evaluation of Activity

An online evaluation for this activity will be conducted through PGS online

ESE: THEORY AND DEVELOPMENT OF CREATIVITY/ GIFTED ENDORSEMENT

60 Points Per Certificate

**7/12
2-100-028**

General Objective

The purpose of this component is to provide participants with an overview of theory, research, practical strategies, and resources on creativity with an emphasis on classroom applications. Upon successful completion of the component, participants will be able to develop and utilize practical strategies for the nurturing of creativity.

Specific Objectives

Upon completion of this component, participants will be able to:

- Describe the importance, implications, and benefits of creative thinking for students in today's schools and society.
- Demonstrate an understanding of how creative thinking can be used to address problems in society.
- Describe the impact of creativity on personal growth and self-actualization.
- Compare and contrast several definitions of creativity, including a personal definition, and explain why a single definition has not been universally accepted.
- Review research in the field of creativity and apply it to a classroom setting.
- Demonstrate an understanding of the elements of creative thinking (e.g., fluency, flexibility, originality & elaboration).
- Identify cognitive and personal characteristics associated with creativity across cultures and throughout time using contemporary and historical examples.
- Identify specific personal, developmental, socio-cultural, and educational experiences that facilitate the development of creativity and its expression.
- Identify specific personal, developmental, socio-cultural, and educational experiences that inhibit the development of creativity and its expression.
- Recognize ways to establish a classroom environment that fosters the development and expression of creativity.
- Plan appropriate teaching strategies and groupings that support the development and expression of creative abilities.
- Investigate tools and programs (e.g., Odyssey of the Mind, Future Problem Solving, Invent America) for generating ideas, focusing thought, and fostering creativity.
- Describe, compare, and evaluate different instruments for measuring creativity.
- Examine the role of assessment, including portfolio development, in the evaluation of creative processes and products.
- Describe traits and appropriate criteria used to assess creative outcomes and products.
- Explore and analyze the ethical issues surrounding creativity.
- Design and implement a personal plan for establishing a classroom environment to nurture and develop creativity.
- Evaluate personal and student creative development and monitor success in applying creativity strategies to real problems and challenges.

Description of Activities

Activities designed to accomplish the above objectives will be carried out in a face-to-face or online workshop setting. Consultant(s) knowledgeable in the field will provide instruction via lectures, role-playing/simulations, demonstration and practice of skills, and development of instructional materials/plans.

Evaluation of Participants

Evaluation of the specific objectives will be determined by the activity leader or designee through analysis of student performance data affected by training activities, portfolios maintained by the training participant, documented observation by administrators, rubrics developed for special area curriculum, teacher-provided test results/grade books, or curriculum alignment data. Participants must demonstrate increased competencies in 80% or more of the specific objectives in order to earn inservice credits.

Evaluation of Activity

An online evaluation for this activity will be conducted through PGS Online.

Appendix C

District Approved Content Crosswalks

Appendix C-1-UWF/Escambia Gifted Program

**Appendix C-2-Level 7 Learning Gifted
Endorsement Progression Plan**

Appendix C-3-Beacon Learning

Appendix C-1-UWF/Escambia Gifted Program

DISTRICT MASTER INSERVICE PLAN TRAINING COMPONENT
NATURE AND NEEDS OF THE GIFTED
Component # 4102006
60 In-service Points (Maximum)

NATURE AND NEEDS MATRIX
TOPIC 1 – COGNITIVE AND AFFECTIVE

Competency 1.0 & Key Questions	Guiding Objectives Topic 1	Learning Options Activities	Method of Competency Demonstration	Resources
<p>1.0 Upon completing this module participant will develop an awareness of</p> <ul style="list-style-type: none"> • the teacher's role in the identification process • the process and content of individual psychological testing in the identification of the gifted • the roles and functions of various systems which support teachers working to meet the needs of children who are gifted • the cognitive and affective characteristics of children who are gifted • the basic issues involved with the 	<p>1.1 Identify and describe cognitive and affective behaviors, which lead to referrals to screening and testing for giftedness.</p> <p>1.2 Identify characteristics of giftedness and discuss the needs and problems associated with these characteristics.</p> <p>1.3 Identify the role that creative thinking/process/products play in the identification of giftedness.</p>	<p>List characteristics/ behaviors associated with giftedness.</p> <p>Share with small group/combine list for sharing with entire group.</p> <p>Compare completed (participant) list with those of researchers, access ERIC Digests and web sites.</p> <p>Facilitate a panel discussion describing cognitive and affective behaviors.</p>	<p>List of characteristics/ behaviors associated with gifted</p> <p>Panel discussions and small group activities</p> <p>Chart</p> <p>Brochure</p>	<p>Clark: <i>Growing Up Gifted</i></p> <p>ERIC Digest #E476 http://ericec.org/digests/e476.html www.gifteddevelopment.com/Articles/Characteristics_Scale.htm</p> <p>ERIC Digest #E527 http://ericec.org/digests/e527.html</p> <p>A Glossary of Gifted Education http://members.aol.com/svennord/ed/giftedgloss</p> <p>Perfectionism and the Highly Gifted Child http://www.hoagiesgifted.org/perfect.htm</p>

<p>planning, developing, and implementing of programs for children who are gifted. Who are they?</p>		<p>Develop a chart of characteristics and associated problems and share with faculty.</p> <p>Create a brochure to share with educators/parents portraying gifted characteristics and the role that creative thinking, process, and products play in the identification process.</p>		
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NATURE AND NEEDS MATRIX
TOPIC 2 – FAMILY AND COMMUNITY

Competency 1.0 & Key Questions	Guiding Objectives Topic 2	Learning Options Activities	Method of Competency Demonstration	Resources
Continued from previous page	<p>1.4 Demonstrate awareness of how factors such as family dynamics, culture, integration of self and education influence the development of giftedness.</p> <p>1.5 Develop an awareness of existence of special populations.</p>	<p>Review the resources and create matrix listing different cultures and/or special populations (i.e. low socio-economic, twice exceptional, rural, minority, non-English/ESOL) and how these diversities might affect the development of gifted learners.</p> <p>Generate a list of questions related to the identified factors or matrix elements which might assist in the completion of the above matrix.</p> <p>Interview a family with a child that has been identified as gifted. Ask questions about family dynamics, cultures, curriculum, education, and early childhood development. Develop a format for the interview process for class use.</p> <p>Share your findings with</p>	<p>Matrix</p> <p>List of questions</p> <p>Sharing of traits</p>	<p>Family Factors Associated with High Academic Competence in former Head Start Children At Third Grade." <i>The Gifted Child Quarterly</i>, Fall 2002</p> <p>ERIC Digest E497 http://www.ericfacility.net/ericdigests/ed333619.html</p> <p><i>Guiding the Gifted Child: A Practical Source for Parents and Teachers</i>, Webb, JT, Meckstroth, EA, Tolan, SS</p>

		<p>a small group and prepare a list of common traits in each of the categories.</p> <p>Develop a newsletter concerning factors that a beginning teacher of the gifted will need to know about cultures and special populations. Also include any other information about family dynamics, curriculum, education, and early childhood development, and underachieving gifted that might be helpful for beginning teachers.</p>		
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NATURE AND NEEDS MATRIX
TOPIC 3 – TYPICAL AND ATYPICAL

Competency 1.0 & Key Questions	Guiding Objectives Topic 3	Learning Options Activities	Method of Competency Demonstration	Resources
Continued from previous page	1.6 Demonstrate knowledge of normal and advanced (typical and atypical) child development.	<p>Compare/contrast “normal” and “gifted” children of same age referencing developmental areas such as academics, social, emotional, and physical. Create a T chart or develop Venn diagrams to depict these comparisons.</p> <p>Observe two children one “normal” and one “gifted.” Observe the academics, social, emotional, and physical development of these two children. Develop an observation matrix for use by class. Chart observations using class created matrix.</p>	<p>Chart or Venn diagram.</p> <p>Reflective observation chart or matrix</p>	<p>The Role of Managed Mental Health Care in Counseling Gifted Children and Families.” <i>Roeper Review</i>, Fall 2001.</p> <p>ERIC Digest E489 http://ericec.org/digests/e489.html</p> <p>“The Parent’s Challenge” David C. Baird’s Gifted Children Web-site. http://www3.sympatico.ca/daba/gifted/parents.htm http://www3.sympatico.ca/daba/gifted/who_aref.htm</p>

NATURE AND NEEDS MATRIX
TOPIC 4 – POTENTIAL VERSUS PERFORMANCE

Competency 1.0 & Key Questions	Guiding Objectives Topic 4	Learning Options Activities	Method of Competency Demonstration	Resources
Continued from previous page	<p>1.7 Illustrate the relationship between high academic achievement and giftedness.</p> <p>1.8 Demonstrate understanding of the difference between potential vs. performance as it relates to giftedness.</p>	<p>1.13.1 Visit the website http://www.appliedmotivation.com/Readings.html Locate articles of interest on achievement. Who would profit from these articles and why? Prepare a summary of article(s) and be prepared to share with group.</p> <p>1.14.1 Poll participants about articles they reviewed. Develop Jigsaw groups for sharing information found in articles. Share findings.</p> <p>1.15.1 Prepare a chart of different types of achievement, problems, and possible solutions or suggestions. Conduct a panel discussion focusing on potential vs. performance as it relates to giftedness.</p> <p>1.16.1 Choose one of the theorists of intelligence found at the Indiana web site. Read about this person to determine their theory about intelligence? Create PowerPoint presentations for group on the identified theory. Share and compare your theorist with others.</p>	<p>Summary of article(s)</p> <p>Report of discussions related to findings</p> <p>Charts</p> <p>Reflection of panel discussion</p>	<p>Carol J. Mills and Linda F. Brody Overlooked and Unchallenged." <i>Knowledge Quest</i> http://www.appliedmotivation.com/Readings.html</p> <p>Anna Marks, Able Underachievers". <i>The British Journal of Educational Psychology</i>, Dec. 2001.</p> <p>"A Quiet Crisis in Educating Talented Students." <i>National Excellence: A Case for Developing America's Talent</i>, October, 1993. www.ed.gov/pubs/DevTalent/part1.html</p> <p>ERIC Digest E535. http://ericec.org/digests/e535.html</p> <p>GT-Nurturing Young Gifted Children http://ericec.org/faq/gt-nurt.html (Behaviors parents notice)</p> <p>ERIC 1985 Digest http://www.ericfacility.net/ericdigests/ed262519.html</p> <p>Intelligence Theory and Testing http://www.indiana.edu/~intell/index2.html</p>

NATURE AND NEEDS MATRIX
TOPIC 5 – THEORIES OF INTELLIGENCE

Competency 1.0 & Key Questions	Guiding Objectives Topic 5	Learning Options Activities	Method of Competency Demonstration	Resources
Who are they?	1.9 Compare and contrast the theories of intelligence that pertain to gifted education.	Choose one of the theorists of intelligence found at the Indiana web site. Read about this person to determine their theory about intelligence? Create PowerPoint presentations for group on the identified theory. Share and compare your theorist with others.	Power Point presentation about the different theories and the theorists Class discussions	ERIC 1985 Digest http://www.ericfacility.net/ericdigests/ed262519.html Intelligence Theory and Testing http://www.indiana.edu/~intell/index2.html

NATURE AND NEEDS MATRIX
TOPIC 6 – PREVALENCE OF GIFTEDNESS

Competency 1.0 & Key Questions	Guiding Objectives Topic 6	Learning Options Activities	Method of Competency Demonstration	Resources
Continued from previous page How do you find them?	1.10 Identify the incidence of identified gifted students at the local, state, and national levels. Discuss how the prevalence of gifted students varies based on various definitions of giftedness in terms of culture, socio-economic level, location, and other factors.	<p>Use DOE/LEA web sites to identify incidence of gifted students at the district level for home district and several neighboring districts as well as at the state level. Chart findings.</p> <p>Create a data spreadsheet comparing the incidence of gifted in districts throughout the state.</p> <p>Read articles (resources) and seek out incidence of identified gifted students at the state level for other states and include information in spreadsheet. Convert spreadsheet data into bar graph and use as basis of discussion.</p> <p>Facilitate Jigsaw discussion (as per Specific Delivery Strategies) on articles and ERIC documents and create summaries as</p>	<p>Completed chart of findings</p> <p>Spreadsheet and/or graphic representation of data</p> <p>Jigsaw discussion summaries</p> <p>Pie charts of profile information</p>	<p><i>Part II The Current Status of Education for the Nation's Most Talented Students National Excellence: A Case for Developing America's Talent</i> October 1993 http://www.ed.gov/pubs/DevTalent/part2.html</p> <p>State Policies Regarding Education of the Gifted as Reflected in Legislation and Regulation. Collaborative Research Study CRS93302 (abstract) http://searcher.eric.org/ericdb/ED379849.htm</p> <p>Incidence of gifted: http://www.firn.edu/doe/commhome/datapage.htm</p> <p>"Is Every Child Gifted?" <i>Roeper Review</i>; June 1997; Vol 19 Issue 4; Mark Runco</p> <p>2002 LEA Profile http://firn.edu/doe/commhome/datapage.htm</p> <p>ERIC Digest E520 http://searcher.eric.org/digests/ed358676.html</p>

		<p>needed.</p> <p>Using the previously created incidence spreadsheet, facilitate a think/pair/share (TPS) discussion speculating on differences in identified incidence.</p> <p>Identify ethnic, racial, socio-economic breakdown of gifted population from current LEA profile. Create Excel type pie-charts of district data to profile ethnic, racial, socio-economic, Free-Reduced Lunch, breakdown of entire district student population.</p>		
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NATURE AND NEEDS MATRIX
TOPIC 7 – EMERGING TRENDS

Competency 1.0 & Key Questions	Guiding Objectives Topic 7	Learning Options Activities	Method of Competency Demonstration	Resources
Continued from previous page	1.11 Identify emerging national and state trends in the identification of students who may be gifted.	<p>1.23.1 Assign readings and review of web-sites. Summarize findings.</p> <p>1.24.1 Facilitate Jigsaw discussions on readings.</p> <p>1.25.1 Provide opportunity for panel discussion of articles and readings.</p> <p>1.26.1 Complete <u>Major Historical Events Affecting Gifted Education</u> worksheet. Facilitate Jigsaw discussion on <u>State definitions for the gifted and talented revisited.</u></p> <p>1.27.1 Using chart paper and above article, re-create matrix depicting identification and definition practices for states to assist in internalization of material and concepts.</p>	<p>Summaries of readings and/or reviews</p> <p>Jigsaw discussion</p> <p>Panel discussion</p> <p><u>Major Historical Events</u> worksheet</p> <p>Matrix on states' definition of gifted.</p>	<p>GT Identification" (updated September 1998) http://ericec.org/fag/gt-idsch.html</p> <p>State Gifted Education Associations http://www.nagc.org/Other/associations.htm</p> <p>Using Tests to Identify Gifted Students." NAGC Position Paper; http://www.nagc.org/Policy/pospaper.html</p> <p>Historical Perspective, Gifted Challenge Grant; Florida DOE</p> <p>Major Historical Events Affecting Gifted Education, Gifted Challenge Grant; Florida DOE worksheet</p> <p>State definitions for the gifted and talented revisited." <i>Exceptional Children</i>; Reston; Winter 2000; Kristen Stephens; Francis Karnes</p> <p>Towards a New Paradigm for Identifying Talent Potential" http://searcher.org/ERICDB/ED388020.HTM</p>

NATURE AND NEEDS MATRIX
TOPIC 8 – SCREENING AND ASSESSMENT

Competency 1.0 & Key Questions	Guiding Objectives Topic 8	Learning Options Activities	Method of Competency Demonstration	Resources
Continued from previous page	1.12 Describe traditional/alternative assessment instruments/techniques used to screen and identify students who are gifted. Discuss the advantages and disadvantages of these instruments/techniques.	1.28.1 Using the full Renzulli Scales battery, evaluate a student who exhibits gifted characteristics. 1.29.1 Discuss the relative strengths and weakness of the Renzulli Scales. Consider group viewing of Finding Forrester." 1.30.1 Discuss reactions. Complete <i>The Gifted Student: Case Study for Plan A Student</i> . Complete the <i>Identification Simulation</i> . 1.31.1 Facilitate a series of Jigsaw discussions on selected articles 1.32.1 Create a mind-map to identify salient points of articles for discussion.	Renzulli Scales Discussion <i>Identification Simulation</i> Mind maps	Will the real gifted student please stand up?" <i>Roeper Review</i> ; Dec 1998; 21(2), p. 161; Barbara Fischetti, Karen Emanuelson; Ann Shames "Teacher Bias in Identifying Gifted and Talented Students." Teri Powell, Del Siegle; http://www.sp.uconn.edu/~nrcgt/news/spring00/sprng005.html "Family Influences on the Achievement of Economically Disadvantaged Students: Implications for Gifted Identification and Programming." Scott Hunsaker; Mary Frasier; et al; http://www.gifted.uconn.edu/hunsfra2.html "Examining Identification and Instruction Practices for Gifted and Talented Limited English Proficient Students." Andrea Bermudez; Steven Rakow; (abstract) http://SearchERIC.org/ericdb/ED360871.htm "An Analysis of Teacher Nominations and Student Performance in Gifted Programs," <i>Gifted Child Quarterly</i> ; 41(2); Spring 1997; Scott Hunsaker; Vernon Finley; Elaine Frank "Wherefore Art Thou, Multiple Intelligences? Alternative Assessments for Identifying Talent in Ethnically Diverse and Low Income Students." <i>Gifted Child Quarterly</i> ; 40(2), Spring 1996; Jonathan Plucker; Carolyn Callahan; Ellen Tomchin "ADHD and Children Who Are Gifted." ERIC EC Digest E522; James Webb; Diane Latimer; http://searcher.org/digests/358673.html Alternative Assessment." (May 2000). http://ericec.org/faq/gt-altas.html "Identifying Adolescents Using Personality Characteristics: Dabrowski's Overexcitabilities." <i>Roeper Review</i> ; Hun 1997; 19(4); Cheryl Ackerman; Leigh Paulus <i>Case Study for Plan A Student</i> simulation

NATURE AND NEEDS MATRIX
TOPIC 9 – REFERRAL AND ELIGIBILITY

Competency 1.0 & Key Questions	Guiding Objectives Topic 9	Learning Options Activities	Method of Competency Demonstration	Resources
Continued from previous page	<p>1.13 Explain the referral and identification process in your district. Consider the roles of students, parents, and school personnel.</p> <p>1.14 Define the criteria for gifted eligibility and placement.</p>	<p>1.33.1 Discuss implications of district referral and identification documents and cross reference them to the ERIC document. Consider use of T-chart.</p> <p>1.34.1 Cross-reference and discuss those district procedures that support the implementation of the State Rule for Gifted.</p> <p>1.35.1 Create a PowerPoint presentation composed of the salient points of the referral and identification process that could be used during a parent night at school.</p> <p>1.36.1 Facilitate a Jigsaw Discussion on the ERIC document.</p>	<p>Class discussion</p> <p>T-chart</p> <p>PowerPoint presentation.</p> <p>Evaluate criteria/rubric</p> <p>Jigsaw discussion</p>	<p><i>Florida Administrative Code</i> (F.A.C.) State Rule for Gifted as per Chapter 6A-6.03019 http://fac.dos.state.fl.us/faconline/chapter06.pdf (pages 152-153)</p> <p>School District's <i>Special Policies and Procedures</i> as they relate to gifted.</p> <p>ERIC Document "Student Selection for Gifted/Talented Programs" (updated May 2000) http://ericec.org/faq/gt-idpar.html</p> <p>District's documents related to the gifted referral and identification process</p>

NATURE AND NEEDS MATRIX
TOPIC 10 – LABELING

Competency 1.0 & Key Questions	Guiding Objectives Topic 10	Learning Options Activities	Method of Competency Demonstration	Resources
Continued from previous page	1.15 Discuss the advantages and disadvantages of labeling gifted students.	<p>Facilitate group discussion of the two articles.</p> <p>Using chart paper or white board, brainstorm a list of advantages and disadvantages of labeling gifted students.</p> <p>Facilitate a discussion with gifted students regarding the advantages and disadvantages of being labeled. Alternative: Role-play gifted students discussing the advantages and disadvantages of being labeled.</p>	<p>Group discussion</p> <p>Brainstorm process</p> <p>Role-play activity</p>	<p>Gifted talented: Exploring the positive and negative aspects of labeling." <i>Roeper Review</i>: Bloomfield Hills: Dec 1998; Patrice Moulton; Michael Moulton; Mark Housewright; Keith Bailey</p> <p>"An interview with... Maria Sapon-Shevin: Implications for students and teachers of labeling students as learning disabled/gifted." <i>Intervention in School and Clinic</i>: Austin; Mar 1999; Chris Walther-Thomas; Mary Brownell</p>

NATURE AND NEEDS MATRIX
TOPIC 11 – IDENTIFICATION

Competency 1.0 & Key Questions	Guiding Objectives Topic 11	Learning Options Activities	Method of Competency Demonstration	Resources
Continued from previous page	1.16 Discuss the relationship between gifted programming and identification criteria.	1.40.1 Compare standards identified in either readings to local or district programming and identification practices. Summarize comparisons using a T- chart or Venn diagram. 1.41.1 Facilitate a group discussion on relationship of district's identification procedures to NAGC criterion and to Texas State Plan.	Summary of comparisons with T-chart or Venn diagrams Group discussion	"Gifted Education Programming Criterion: Student Identification" from NAGC site: http://www.nagc.org/table7.htm <i>Texas State Plan for the Education of Gifted/Talented Students</i> http://www.swopnet.com/ed/TEA/Tx_State_Plan.ht ml

NATURE AND NEEDS MATRIX
TOPIC 12 – CONTRAST TO REGULAR

Competency 1.0 & Key Questions	Guiding Objectives Topic 12	Learning Options Activities	Method of Competency Demonstration	Resources
Continued from previous page Why do gifted students need different programs and curricular options?	1.17 Describe how gifted services differ from general education services with regard to curriculum, instruction, assessment, conceptual orientation, grouping and environment.	<p>Invite the district gifted coordinator to address participants on elements of differentiation.</p> <p>Facilitate Jigsaw discussion for each of the major elements of differentiation: acceleration, complexity, depth, novelty, intensity/idealism. Invite gifted adult” to discuss their school experiences.</p> <p>Observe and record an experienced teacher of the gifted using class created observation sheets.</p> <p>Review 13 Principles of Differentiation (Clark, p.449) and relate/ summarize rationale for these principles to the characteristics</p>	<p>Discussion with coordinator</p> <p>Jigsaw discussions</p> <p>Discussion with guest</p> <p>Record of observation of teacher</p> <p>Unit or lesson</p> <p>Presentation of Inservice Plan to include salient points and elements of program</p>	<p>Sunshine State Standards http://www.firn.edu/doe/menu/sss.htm www.nagc.org ERIC Digest E536 http://ericec.org/digests/e536.html “Ability Grouping: Geared for the Gifted” by Ellen Fledler, Richard E. Lange and Susan Winebrenner, <i>Roper Review</i>, January 1994 ERIC Digest E510 http://www.ericfacility.net/ericdigests/ed342175.html ERIC Digest E538 http://ericec.org/digests/e538.html</p>

		<p>generally exhibited by gifted students.</p> <p>Facilitate Jigsaw discussions on ERIC Digests.</p> <p>Host a panel discussion among participants on Questions Often Asked” Clark pp 492-493.</p> <p>Update an existing unit or lesson incorporating elements of differentiation.</p> <p><i>Inservice Plan</i> Develop a program to present to other adults (parents, teachers, administrators, school board members, etc) that helps increase awareness of the unique needs of gifted students and their need for appropriate programming. Include a program outline, timeframe, related handouts/overheads, description of activities, and a resource list.</p>		
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NATURE AND NEEDS MATRIX
TOPIC 13 – DELIVERY MODELS

Competency 1.0 & Key Questions	Guiding Objectives Topic 13	Learning Options Activities	Method of Competency Demonstration	Resources
<p>Continued from previous page</p> <p>Why do gifted students need different programs and curricular options?</p>	<p>1.18 Describe different types of service delivery models for gifted programs.</p> <p>1.19 Discuss the relationship of the level of need to placement in a continuum of services.</p>	<p>Conduct a Socratic seminar on strengths and weaknesses of service delivery models. Create a T-chart of results.</p> <p>1.52.1 Create an Advocate Fair” based on the pyramid on Clark p.256. Assign a box” to participants, providing each a one-minute opportunity to advocate for their service delivery model.</p> <p>1.53.1 Role-play a discussion between a basic education classroom teacher and a teacher of the gifted related to rationale each see for placing gifted students in their classroom.</p> <p>1.54.1 Create a chart displaying the continuum of services</p>	<p>Chart of strengths and weaknesses</p> <p>Chart of continuum of services</p>	<p>“From Gifted Education to Programming for the Talent Development.” Treffinger, Phi Delta Kappan, Bloomington, 79(10), June 1998</p> <p>“Is gifted education still viable?” www.edweek.org</p> <p>“The WOGI Project: Types of Delivery Models” Compendium 2000-2001: Continuum of Services</p> <p>National Research Center for the Gifted and Talented: Research Should Inform Practice http://www.msd.k12.or.us/tagweb/giftedstandards.htm</p> <p>ERIC Digest E513 http://www.ericfacility.net/databases/ERIC_Digests/ed352774.html</p> <p>ERIC Digest E464 http://www.ericfacility.net/databases/ERIC_Digests/ed314916.html</p> <p>NAGC Gifted Education Programming Criterion: Program Design http://www.nagc.org/table3.htm</p>

		<p>appropriate for gifted students.</p> <p>1.55.1 Brainstorm a list of strengths and weaknesses inherent in each of the service delivery models.</p> <p>1.56.1 Program visit. Arrange to visit a program that serves gifted students: for example, an International Baccalaureate Program, a visual and performing arts magnet school, or a class for underachieving gifted students. Log your observations and reactions and use this recorded log to develop a Power Point presentation that describes your visit and relates to this class and course readings.</p>		
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NATURE AND NEEDS MATRIX
TOPIC 14 – STATE AND LOCAL PROVISIONS

Competency 1.0 & Key Questions	Guiding Objectives Topic 14	Learning Options Activities	Method of Competency Demonstration	Resources
Continued from previous page	1.20 Describe how gifted education is organized at the state and local levels.	<p>1.57.1 Conduct a search of current online resources for organizational models and summarize findings.</p> <p>1.58.1 Contact local gifted coordinator or lead teacher, asking for a mini-presentation or conference call related to gifted programming within district.</p> <p>1.59.1 Poll teachers enrolled in class to verify their exposure to the various delivery models in place within district. Chart results.</p> <p>1.60.1 Create a matrix or graphic organizer outlining the various gifted delivery models currently utilized within the school district.</p>	<p>Group discussions and completed summaries</p> <p>Matrix or graphic organizers</p>	<p>State Resources for Gifted Education http://ericec.org/fact/stateres.html</p> <p>Florida Department of Education BSCS Website, http://www.firn.edu/doe/commhome/ese-home.htm</p> <p>“State Definitions for the Gifted and Talented Revisited”, by Kristen R. Stephens and Frances A. Karnes, <i>Exceptional Children</i>, 66, 219-238</p>

		<p>1.61.1 Peruse through the web sites of neighboring school districts to identify service delivery models in place. Chart results.</p> <p>1.62.1 <i>Analysis of data</i> Examine the relevant data for gifted students either throughout the State of Florida, by county, or throughout one county by school. Discuss (think, pair, share) finding and provide an explanation for the variances you observe.</p>		
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NATURE AND NEEDS MATRIX
TOPIC 15 – CULTURAL AND SOCIOECONOMIC DIFFERENCES

Competency 1.0 & Key Questions	Guiding Objectives Topic 15	Learning Options Activities	Method of Competency Demonstration	Resources
Continued from previous page Why do gifted students need different programs and curricular options?	1.21 Identify the social and emotional needs of gifted students and discuss their implications in determining services.	1.63.1 Research and discussion of program activities within your district. 1.64.1 Develop a graphic organizer to present the results of your research. 1.65.1 Facilitate a Jigsaw discussion opportunity to cover the major topics included in the Clark reading. 1.66.1 Use the Questions Often Asked" section (Clark, pp535-536) as the basis of a panel discussion. 1.67.1 Create three groups and ask that each choose a particular ethnic, cultural or socio-economic minority discussed in the readings for this session. List culturally	Lists of attitudes or abilities Survey and review of issues	<p>"Appropriate Differentiated Services, Guides for Best Practices in the Education of Gifted Children." Coleman Gallagher, <i>Gifted Child Today</i>, September/October 1995</p> <p>"Atypical Gifted" Understanding the Diversity of the Gifted." Bertie Kingore and Lynlee Rinard, TEMPO, Spring 1997, newsletter of the Texas Association for the Gifted and Talented</p> <p>ERIC Digest E520 (previously listed in Q2, Obj.1) http://www.ericfacility.net/databases/ERIC_Digests/ed358676.html</p> <p>ERIC Digest E480 http://www.ericfacility.net/databases/ERIC_Digests/ed321485.html</p> <p>"National Excellence: A Case for Developing America's Talent" Office of Educational Research and Improvement, U. S. Department of Education, Part 2, http://www.ed.gov/pubs/DevTalent/part2.html Part 3, http://www.ed.gov/pubs/DevTalent/part3.html</p>

		<p>supported attitudes or abilities that children from this group might bring to the learning setting which would be facilitating and/or limiting. Discuss what impact these would have on the gifted programming and how these differences could be used to enhance learning. Consider using graphic representation of findings.</p> <p>1.68.1 Design a survey for educators, parents, and students to address issues related to gifted programming. Review what research says about the issues referenced in your survey; conduct your survey; report the results; and compare your findings to current literature. Your survey should include at least twenty potential respondents and a minimum of five questions.</p>		
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NATURE AND NEEDS MATRIX
TOPIC 16 – SOCIO-EMOTIONAL NEEDS

Competency 1.0 & Key Questions	Guiding Objectives Topic 16	Learning Options Activities	Method of Competency Demonstration	Resources
Continued from previous page	1.22 Identify the social and emotional needs of gifted students and discuss their implications in determining services.	<p>Conduct a discussion with students regarding the Eight Great Gripes of Gifted Kids.” Consider inviting gifted students to participate in discussion.</p> <p>Develop and list strategies for dealing with the “Eight Great Gripes of Gifted Kids”(Gifted Kids Survival Guide and/or When Gifted Kids Don’t Have All the Answers).</p> <p>Develop an affective board game for students who are gifted that involves the students discussing the social and emotional needs of gifted students. Field test the game with students, have them evaluate it, and include your results along with a detailed explanation and blueprint of the game.</p>	Group discussions	<p>ERIC Digest E527 Nurturing Social Emotional Development of Gifted Students’ http://ericec.org/digests/e527.html (Note reading in Q1, Obj 1)</p> <p>ERIC Digest E488 Helping Gifted Students with Stress Management” http://ericec.org/digests/e488.html</p> <p>NAGC Gifted Education Programming Criterion: Socio-Emotional Guidance and Counseling http://www.nagc.org/table5.htm</p> <p><i>The Gifted Kids’ Survival Guide</i>, Galbraith and Delisle</p> <p><i>When Gifted Kids Don’t Have All the Answers</i>, Jim Delisle Judy Galbraith</p>

NATURE AND NEEDS MATRIX
TOPIC 17 – NATIONAL EVALUATION

Competency 1.0 & Key Questions	Guiding Objectives Topic 17	Learning Options Activities	Method of Competency Demonstration	Resources
Continued from previous page	1.23 Discuss the positive and negative perceptions of various stakeholders regarding gifted education and compare to the perspectives presented in the federal report, "National Excellence: A Case for Developing America's Talent."	<p>Role play/debate why gifted students need different programs and curricular options as various stakeholders: parents of gifted and non-gifted, classroom teacher, teacher of gifted, gifted and non-gifted student, administrator, support staff, custodian, etc. Create a T-chart (pro and con listing) or matrix with comparisons of various stakeholders. Summarize ERIC documents and/or Think, Pair, Share discussions.</p> <p>Complete "Survey on Beliefs and Attitudes Regarding Gifted Programs" from Project GAGE.</p>	<p>Discussions and role-play</p> <p>Charts or matrices</p> <p>Summaries</p>	<p>"National Excellence: A Case for Developing America's Talent" http://www.ed.gov/pubs/DevTalent/</p> <p>ERIC EC Digest #E476 http://ericec.org/digests/e476.html</p> <p>ERIC EC Digest #E525 http://ericec.org/digests/e525.html</p> <p>"Survey on Beliefs and Attitudes Regarding Gifted Programs" Project GAGE (HO 1.4)</p> <p>Beliefs About Education for Gifted Students" Project GAGE 1993</p>

NATURE AND NEEDS MATRIX
TOPIC 18 – THE EFFECTIVE TEACHER

Competency 1.0 & Key Questions	Guiding Objectives Topic 18	Learning Options Activities	Method of Competency Demonstration	Resources
Continued from previous page	1.24 Describe the characteristics of an effective teacher of gifted students.	<p>Brainstorm and list characteristics of an effective teacher of the gifted.</p> <p>Create a T-chart cross-referencing identified characteristics with unique needs often associated with gifted learners.</p> <p>Create a cartoon, drawing, or caricature of an effective teacher of the gifted.</p> <p>Role play an effective teacher of the gifted (include costumes, props). Contrast with role-play of ineffective teacher of the gifted.</p>	<p>List of characteristics of an effective teacher of the gifted</p> <p>T-chart</p> <p>Role play</p>	<p>“Who Should Teach the Gifted” Imogene Ramsey <i>The Clearing House</i>, 1990, Vol. 63</p> <p>NAGC Position Paper: “Competencies Needed by Teachers of Gifted and Talented Students”</p> <p>Gifted Education Programming Criterion: Professional Development http://www.nagc.org/table6.htm</p>

NATURE AND NEEDS MATRIX
TOPIC 19 – DEFINITIONS AND LAWS

Competency 1.0 & Key Questions	Guiding Objectives Topic 19	Learning Options Activities	Method of Competency Demonstration	Resources
<p>Continued from previous page</p> <p>What else should you consider?</p>	<p>1.25 Demonstrate knowledge of the changing nature of state and national definitions of gifted.</p> <p>1.26 Identify the laws that directly impact gifted students and programs in Florida, including the relationship between ESE and gifted programs.</p>	<p>1.81.1 Using the State Resources and State Definitions articles, choose two states that you have either lived in or have relatives or friends living in and compare and contrast the definitions of gifted in these two states. Prepare a chart to illustrate or summarize your findings.</p> <p>1.82.1 Create chart listing salient points of Florida's State Rule <u>for Gifted</u> vis-à-vis other exceptionalities.</p>	<p>Spreadsheet and/or charts depicting common traits of states in defining gifted.</p> <p>Group discussions</p> <p>Charts</p>	<p>State Resources for Gifted Education— http://ericec.org/fact/stateres.html</p> <p>Kristen R. Stephens and Frances A. Karnes, "State Definitions for the Gifted and Talented Revisited." <i>Exceptional Children</i>, 66, 219-238. (refer to Q2, Obj. 2)</p> <p><i>Florida Administrative Code (FAC) State Rule for Gifted</i> as per Chapter 6A-6.03019 http://fac.dos.state.fl.us/faconline/chapter06.pdf pp 152-153</p>

NATURE AND NEEDS MATRIX
TOPIC 20 – HISTORICAL AND CONTEMPORARY

Competency 1.0 & Key Questions	Guiding Objectives Topic 20	Learning Options Activities	Method of Competency Demonstration	Resources
Continued from previous page	1.27 Demonstrate understanding of major historical and contemporary trends that influence gifted education.	<p>List the major events affecting the development of gifted education in the US and FL. Use that list to prepare a timeline of major events affecting the development of gifted education.</p> <p>Create a graphic representation or web illustrating the salient points of the selected readings.</p>	<p>List and timeline</p> <p>Graphic representation or web</p>	<p>A Century of Gifted Education.” <i>Gifted Child Today Magazine</i>, Nov/Dec. 1999. http://proquest.umi.com/pqdweb?Did=000000047034484&Fmt=3&Deli=1&Mtd=1&Idx=3&Sid=1&RQT=309</p> <p>“The Top 10 Events in Gifted Education.” <i>Gifted Child Today Magazine</i>, Nov/Dec. 1999. http://proquest.umi.com/pqdweb?Did=000000047034510&Fmt=3&Deli=1&Mtd=1&Idx=7&Sid=1&RQT=309</p> <p>“My view of the "Top 10" events that have influenced the field of gifted education during the past century.” <i>Gifted Child Today Magazine</i>; Mobile; Nov/Dec 1999, Patricia A Haensly. http://proquest.umi.com/pqdweb?Did=000000047034474&Fmt=3&Deli=1&Mtd=1&Idx=6&Sid=1&RQT=309</p>

NATURE AND NEEDS MATRIX
TOPIC 21 - RESEARCH

Competency 1.0 & Key Questions	Guiding Objectives Topic 21	Learning Options Activities	Method of Competency Demonstration	Resources
Continued from previous page	1.28 Identify and interpret current research findings and recommendations that impact gifted education, e.g. NAGC Program Standards. http://www.nagc.org/web/prek12.htm	<p>Review district gifted program standards (when available) in light of those profiled on NAGC Program Standards site. Summarize findings.</p> <p>Assign related topics for research and discussion (based on <i>Kidsource</i> web site). Use ERIC Digest as preliminary source or reference.</p> <p>Create data spreadsheet which compares/contrasts common or major topics discussed in various articles, digests, and/or research papers.</p> <p>Create draft program standards for school district, if none exist.</p>	<p>Summary of findings</p> <p>Research paper on assigned topic</p> <p>Data spreadsheet</p> <p>Draft program standards</p>	<p>http://www.nagc.org/web/prek12.htm</p> <p>Topics for research and discussion http://www.kidsource.com/kidsource/pages/ed.gifted.html</p> <p>District curriculum and/or program standards</p>

NATURE AND NEEDS MATRIX
TOPIC 22 – PROCEDURAL SAFEGUARDS

Competency 1.0 & Key Questions	Guiding Objectives Topic 22	Learning Options Activities	Method of Competency Demonstration	Resources
Continued from previous page	1.29 Exhibit an understanding of the procedural safeguards for students who are gifted.	<p>Review elements of the procedural safeguards, as outlined in the new language of IDEA and relate to those district practices and procedures currently in place. Summarize findings.</p> <p>Review Florida's "Summary of Procedural Safeguards for Students Who Are Gifted" and or ERIC Digest # E541.</p> <p>Summarize findings.</p> <p>Conduct a "round-robin" discussion on the elements of the procedural safeguards vis-à-vis information in ERIC Digest.</p> <p>Role play an eligibility staffing where parent requests explanation of Florida's procedural safeguards.</p>	<p>Identify salient points from suggested readings.</p> <p>Round robin discussion</p> <p>Role play</p>	<p>Nichcy's "Procedural safeguards at a glance." http://www.nichcy.org/Trainpkg/traintxt/10txt.htm-glance</p> <p>ERIC Digest #E541 http://ericec.org/digests/e541.html</p> <p>Florida's "Summary of Procedural Safeguards for Students Who Are Gifted." http://www.firn.edu/doe/bin00014/pdf/giftgard.pdf</p>

NATURE AND NEEDS MATRIX
TOPIC 23 – ADVOCACY

Competency 1.0 & Key Questions	Guiding Objectives Topic 23	Learning Options Activities	Method of Competency Demonstration	Resources
Continued from previous page	<p>1.30 Discuss the role of the parent, teacher, and student in the advocacy process.</p> <p>1.31 Discuss the need for and benefits of parent involvement in the delivery of gifted program services.</p>	<p>Outline the four pitfalls often associated with gifted advocacy (as outlined in the ERIC Digest <i>Supporting Gifted Education Through Advocacy</i>).</p> <p>Discuss implications and brainstorm ways to avoid pitfalls.</p> <p>Establish several work groups and assign each the task of creating a flow chart or graphic representation of the major steps involved in establishing and maintaining a successful parent advocacy group.</p> <p>Use Hogies Gifted web site <i>Gifted Advocacy</i> resource sheet to assign readings aimed at providing further information on parent, teacher, and/or student role in the</p>	<p>Outline</p> <p>Brainstorming activity</p> <p>Flow chart</p> <p>Graphic representation</p> <p>Group assignment</p> <p>Summary of readings</p> <p>Panel discussions</p>	<p>ERIC Digest #E494 http://ericec.org/digests/darchives/e494.html</p> <p>Gifted Advocacy Resource Sheet http://www.hogiesgifted.org/advocacy.htm</p>

		advocacy process. Summarize findings and share information with group in a panel discussion format.		
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For add-on certification purposes, the participant must demonstrate the successful completion of all applicable competencies within the components, with such demonstration verified by the instructor. For inservice credit purposes, the participant must demonstrate increased competency on at least 80% of the specific objectives using pro- and post-texts or other valid measures.

Component Evaluation: The district's staff development program procedures will be used for evaluating coverage of the specified competencies and the effectiveness of instructional presentations. Instructors will evaluate content and make recommendations (or additions, modifications or deletion) of component content, activities or evaluation procedures.

DISTRICT MASTER INSERVICE PLAN TRAINING COMPONENT
Curriculum Development for the Gifted
Component # 1105006
60 Inservice Points (Maximum)

Curriculum Matrix

Curriculum Topic 1 – Key Terms, Defining Gifted and Curriculum, Justification of Need for Differentiation for Gifted

Competency 2.0 & Key Questions	Guiding Objectives Topic 1	Learning Options - Activities	Method of Competency Demonstration	Resources
<p>2.0 Who is a gifted learner, and what makes the learning process different for a student who is gifted? What is effective curriculum? What is the relationship between instruction/ content and student learning?</p> <p>Continued from previous page</p>	<p>2.1 Identify characteristics of students identified as gifted with a focus on implications for learning and curricular issues. (GT2K1);(GT3K1)</p> <p>2.2 Justify the need to differentiate or adapt instruction to respond to the needs of the student who is gifted. (GT7K1-2-3)</p> <p>2.3 Demonstrate understanding of the terminology used in the development of curriculum for students who are gifted, including such terms as acceleration, enrichment, and differentiation. (GT4S3)</p>	<p>Develop a personal definition of gifted. Share in pairs and in groups. Develop group definitions of gifted. Refer to the national and state definitions. Read Common Myths (Topic 1 HO 1). Identify which myths or truths are addressed through a selected simulation or learning game. Create a myth/reality game about gifted learners. Role-play a myth to a group and have group hold up true/false response cards to state their opinion. How could you present this to your faculty or at a parent meeting? Discuss the sides of the arguments for and against limiting gifted to academics only.</p>	<p>Completed definitions of gifted.</p> <p>Correct identification of truths and myths.</p> <p>Participation in role-play presentations and response activity. Completed written argument.</p> <p>Completed definition of curriculum. Completed Flowchart.</p> <p>Justification statement.</p> <p>Participation in discussion and overview assessment activity. Completed journal entry.</p>	<p>Websites: http://www.fldoe.org (to access State Rules) http://www.fldoe.org/bii/Gifted_Ed/ (to access gifted web page)</p> <p>Berger, S. (2000). Common myths about gifted students. Adapted from <i>College planning for gifted students</i> (2nd ed.). Arlington, VA: ERIC Clearinghouse on Disabilities and Gifted Education. Retrieved from http://www.hoagiesgifted.org/eric/fact/myths.html (Topic 1 HO 1)</p> <p>Colangelo, N., & Davis, G. A. (2003). <i>Handbook of gifted education</i>. Boston: Allyn & Bacon.</p> <p>Davis, G. A., & Rimm, S. B. (1998). <i>Education of the gifted and talented</i>. Needham Heights, MA: Allyn & Bacon.</p> <p>Maker, C. J., & Nielson, A. B. (1996). <i>Teaching models in the education of the gifted</i>. Austin, TX: Pro-Ed.</p> <p>Tomlinson, C. A., Kaplan, S. N., Renzulli, J. S., Purcell, J., Leppien, J., & Burns, D. (2002). <i>The parallel curriculum</i>. Thousand Oaks, CA: Corwin Press.</p>

		<p>Develop a personal definition of curriculum. Share in pairs and groups to develop a common definition. Refer to definition from <i>The Parallel Curriculum</i>. Then brainstorm characteristics of highly effective curriculum. Refer to <i>The Parallel Curriculum</i> book pp. 11–12 to discuss characteristics cited. Identify characteristics of children who are gifted and talented and their curricular implication in the classroom on a Flowchart (Topic 1 HO 4). Review Department of Education paper on Acceleration on website. With characteristics of a gifted learner in mind, review the state of Florida Rules related to providing service for students who are gifted and the rule for developing an educational plan for the gifted. Develop a justification for providing a specially designed instruction for this population. Using the pages from above, complete an overview assessment of the traits of effective curriculum as compared to what is currently being delivered in classrooms. Follow up with discussion</p>	<p>Completed worksheet. (Topic 1 HO 2) Completed worksheet. (Topic 1 HO3)</p>	<p>U.S. Department of Education, Office of Educational Research and Improvement (1993, October). National excellence: A case for developing America's talent. Retrieved from www.ed.gov/pubs/DevTalent/toc.html</p>
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		<p>regarding the current status and implications for students who are gifted. Journal opinions of the quality of instruction that students who are gifted are receiving in their local area or classrooms.</p> <p>Using Terms of Differentiation (Topic 1 HO 2), complete a word sort activity by sorting terms into “When,” “How,” and “What” groups. Discuss terms.</p> <p>Complete matching activity with Key Terms (Topic 1 HO 3) and discuss terms. (May serve as pre-test)</p>		
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Curriculum Matrix
Topic 2 – Program and State Standards, Frameworks for K-12 Gifted Students

Competency 2.0 & Key Questions	Guiding Objectives Topic 2	Learning Options - Activities	Method of Competency Demonstration	Resources
<p>Continued from previous page</p> <p>What are the Program and teacher standards for educating students who are gifted?</p> <p>What is the rationale for establishing standards, and what do they offer to gifted education?</p> <p>What are the <i>Florida's Frameworks for K-12 Gifted Learners</i> and how are they intended to be used?</p> <p>Are there standards for teachers of students who are gifted, and do these standards pertain to curriculum?</p> <p>Continued from previous page</p>	<p>2.4 Demonstrate knowledge of the role of current state/national standards of the general education curriculum and the implications for the education of students who are gifted. (GT9K2) (GT9S5)</p> <p>2.5 Demonstrate knowledge of the <i>Florida's Frameworks for K-12 Gifted Learners</i> and the ability to use them to guide planning instruction and assessment. (GT9S4) (GT10S5) (GT7S1) (GT8K3)</p> <p>2.6 Demonstrate knowledge of the national teacher preparation standards in gifted education. (GT9K2) (GT9S5)</p>	<p>Debate the positive and negative influence of standards. (Build on the terms from Topic 1)</p> <p>Develop a summary paper of VanTassel-Baska's chapter three with a summative paragraph aligning the relevance of the content to the Next Generation Sunshine State Standards (NGSSS).</p> <p>Create a statement—pro or con—for the NGSSS as they pertain to gifted education.</p> <p>Discuss how standards have changed over time with regard to both format and level of expectation. Predict what standards may look like in 10 years? 20 years?</p> <p>Using <i>Florida's Frameworks for K-12 Gifted Learners</i> as a reference, discuss how a "gifted framework" may be different than the Next Generation Sunshine State Standards (NGSSS).</p> <p>Use the resources through the WOGI website to</p>	<p>Class discussion.</p> <p>Summary paper.</p> <p>Written statement.</p> <p>Discussion and predictions</p> <p>Discussion and PowerPoint presentation and/or video.</p> <p>Completion of Checklist for Challenge and Rigor and small group presentations with observations.</p> <p>Small group/class discussion.</p>	<p>VanTassel-Baska, J. (2003). <i>Curriculum planning and instructional design for gifted learners</i>. Denver, CO: Love Publishing.</p> <p>Next Generation Sunshine State Standards (NGSSS): www.floridastandards.org</p> <p>National Association for Gifted Children. (2000). <i>Pre-K—grade 12 gifted program standards: NAGC standards</i>. Washington, DC: Author. Retrieved from http://www.nagc.org/uploadedFiles/PDF/Standards_PDFs/k12%20GT%20standards%20brochure.pdf</p> <p>Landrum, M., Callahan, C., & Shaklee, B. (Eds.), (2001). <i>Aiming for excellence: Gifted program standards</i>. Waco, TX: Prufrock Press.</p> <p>Weber, C. L., Graffam, B., Handley, M., Henderson, W., Kesler, M., O'Meara, J., Orr, M., Rawlins, S., & Stanley, L. (2007). <i>Florida's frameworks for K-12 gifted learners</i>. Tallahassee, FL: Florida Department of Education. Retrieved from http://etc.usf.edu/flstandards/sss/frameworks.pdf</p> <p>Websites:</p> <p>For resources to address the <i>Florida's Frameworks for K-12 Gifted Learners</i>. http://www.unfwogi.com/frameworks.html</p> <p>NAGC-CEC Teacher Preparation Standards: http://www.nagc.org/uploadedFiles/Information_and_Resources/NCATE_standards/final%20standards%20(2006).pdf</p>

		<p>provide a PowerPoint presentation and/or a detailed no motion video of each goal. (See Topic 2 HO 1)</p> <p>Using the Checklist for Challenge and Rigor (Topic 2 HO 2) from the WOGI resources provided on the website, examine a current unit that has been developed. In small groups, look for strengths and needs of the unit based on the rubric. Share observations.</p> <p>Review the NAGC-CEC Teacher Preparation Standards (Topic 2 HO 3). Identify which standards support a curriculum focus for educating students who are gifted. Discuss the importance of each in small groups and then as a class.</p>		
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Curriculum Matrix
TOPIC 3 – Principles of Differentiation

Competency 2.0 & Key Questions	Guiding Objectives Topic 3	Learning Options - Activities	Method of Competency Demonstration	Resources
Continued from previous page What are the principles of differentiated curriculum for students who are gifted? What are the principles of differentiation curriculum for students who are gifted?	2.7 Demonstrate knowledge of the principles of differentiation for students who are gifted. (GT4K1-2) (GT4S1,2,3,4,and5) 2.8 Appreciate the role of assessment as an instructional strategy. (GT8K3)	Discuss the NAGC Position Paper (Topic 3 HO 1). Chart what does and what does not constitute differentiation when adjusting curriculum for students who are gifted. Read Differentiating Curriculum for Gifted Students (Topic 3 HO 2) and chart the strategies noted. Write a statement comparing strategies in Topic 3 HO 1 and Topic 3 HO 2. Identify content specialists who might provide support for extensions to units of study. In small groups identify a unit topic and brainstorm possible mentors or content experts to contact. Review June Maker's	Completed chart of strategies. Statement of comparison. Small group unit analysis. Completion of chart.	National Association for Gifted Children (1998, October). <i>Position Papers of the National Association for Gifted Children</i> . Washington, DC: Author. (Topic 3 HO 1) Berger, S. L. (1991). Differentiating curriculum for gifted students. Retrieved from http://www.hoagiesgifted.org/eric/archived/e510.html (Topic 3 HO 2) Maker, C. J., & Nielson, A. B. (1996). <i>Teaching models in the education of the gifted</i> . Austin, TX: Pro-Ed. [Overview of modification areas] Instructional strategies for the differentiated classroom (2003). (video available from ASCD, P.O. Box 79760, Baltimore, MD 21279-0760; 800-933-2723; http://shop.ascd.org) Tomlinson, C. A. (2001). <i>How to differentiate instruction in mixed-ability classrooms</i> . Alexandria, VA: ASCD. Kaplan, S. (1979). <i>Inservice training manual: Activities for developing curriculum for the gifted/talented</i> . Los Angeles, CA: Office of the Ventura County Superintendent of Schools.

		Model for Content Modifications (Topic 3 HO 3a & 3b) and match the components of Maker's modification of differentiated curriculum to the specific areas, including content, process, product, and the learning environment on a chart.		
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Curriculum Matrix
TOPIC 4 – Curriculum Models

Competency 2.0 & Key Questions	Guiding Objectives Topic 3	Learning Options - Activities	Method of Competency Demonstration	Resources
Continued from previous page What are the principles of differentiation curriculum for students who are gifted?	2.9 Appreciate the role of assessment as an instructional strategy. (GT8K3)	<p>In a Venn Diagram, compare and contrast various models for differentiation. Suggested models include: 1. Tomlinson's Differentiated Instruction 2. Curriculum Council's Principles of Differentiated Curriculum (Topic 3 HO 4) 3. Maker's Modification of Differentiated Curriculum (Topic 3 HO 3a) 4. Parallel Curriculum Model (see PowerPoint presentations)</p> <p>Using a T-chart (Topic 3 HO 7), summarize what a differentiated classroom might look and sound like. Using the resources from the online Differentiation Toolbox (be sure to</p>	<p>Venn diagram (Topic 3 HO 5 and/or Topic 3 HO 6).</p> <p>T-Chart (Topic 3 HO 7).</p> <p>Small group presentations.</p> <p>Discussion and journal entry.</p>	<p>Parallel Curriculum Model PowerPoint Presentations: http://www.nagc.org/index.aspx?id=1069 http://people.wm.edu/~clties/PCM_Shelby_short.pdf</p> <p>Tomlinson, C. A., & Edison, C. C. (2003). <i>Differentiation in practice: A resource guide for differentiating curriculum, grades 5–9</i>. Alexandria, VA: ASCD.</p> <p>Tomlinson, C. A., & Edison, C. C. (2003). <i>Differentiation in practice: A resource guide for differentiating curriculum, grades K–5</i>. Alexandria, VA: ASCD.</p> <p>Tomlinson, C. A., Kaplan, S. N., Renzulli, J. S., Purcell, J., Leppien, J., & Burns, D. (2002). <i>The parallel curriculum</i>. Thousand Oakes, CA: Corwin Press.</p> <p>Tomlinson, C.A. (1998). <i>The differentiated classroom: Responding to the needs of all learners</i>. Alexandria, VA: ASCD.</p> <p><i>The Differentiation Toolbox</i> by Oliver and Shields. Retrieved from http://www.larrylewin.com/workshops/booklets/differentiation/DiffChap2.pdf</p>

		<p>take the quiz first!), explore strategies for differentiated instruction and assessment. In small groups, present content explored, including the forms of assessment and purpose of each.</p> <p>Discuss: <i>What is the prevalence of differentiation activities (strategies) in your school? In your classroom? In other classrooms for the gifted?</i> Write a concluding statement as a journal entry.</p>		
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Curriculum Matrix
TOPIC 5 – Curriculum and Instructional Strategies

Competency 2.0 & Key Questions	Guiding Objectives Topic 4	4 Learning Options – Activities	Method of Competency Demonstration	Resources
Continued from previous page What are the strengths and weaknesses of various curriculum models for students who are gifted? What are the strengths and weaknesses of various curriculum models for students who are gifted?	2.10 Demonstrate the ability to evaluate models for teaching gifted curriculum. (GT7K1, 2) (GT3K2) 2.11 Demonstrate the ability to evaluate models for teaching gifted curriculum. (GT7K1,2) (GT3K2)	Complete Worksheet Topic 4 HO 1 to pre- assess your lesson plan strategy. After completing recommended readings, discuss how a curriculum model might act as a guide to curriculum development. Include the role of the Educational Plan (EP) goals in discussion of each of the models. Compare and contrast the strengths and weaknesses of various selected models of curriculum development for the gifted according to Maker's Principles of Differentiated Curriculum on a matrix (Topic 4 HO 2). Explain the role pre- testing plays in each model.	Completed worksheet and discussion of commonalities with others in the class. Participation in discussions. Completed worksheet that compares selected models. Participation in discussion. Participation in group. Completed analysis paper. Completed journal entry.	Clark, B. (2002). <i>Growing up gifted</i> (6 th ed., pp. 363–378, 446–474). Upper Saddle River, NJ: Merrill Prentice Hall. Colangelo, N., & Davis, G. A. (2003). <i>Handbook of gifted education</i> (pp. 136–154). Boston: Allyn & Bacon. Maker, C. J. (1982). <i>Teaching models in the education of the gifted</i> . Rockville, MD: Aspens Systems Corporation. Purcell, H. J., Burns, D. E., & Leppien, J. H. (2002). The parallel curriculum model (PCM): The whole story. <i>Teaching for High Potential</i> , 6(1), 1–4. Renzulli, J. S. (1986). <i>Systems and models for developing programs for the gifted and talented</i> . Mansfield Center, CT: Creative Learning Press. Tomlinson, C. A., Kaplan, S. N., Renzulli, J. S., Purcell, J., Leppien, J., & Burns, D. (2002). <i>The parallel curriculum</i> . Thousand Oakes, CA: Corwin Press. VanTassel-Baska, J., & Brown, E. F. (2007). Toward best practice: An analysis of the efficacy of curriculum models in gifted education. <i>Gifted Child Quarterly</i> , 51(4), 342–358. VanTassel-Baska, J., & Brown, E. F. (2001). An analysis of gifted education curriculum models. In F. A. Karnes & S. M. Bean (Eds.), <i>Methods and materials for teaching the gifted</i> (pp. 93–132). Waco, TX: Prufrock Press. Website: NAGC website– (various resources and publications)

		<p>After review of the models, discuss how the role of the student's Educational Plan (EP) fits each of these models.</p> <p>Conduct a PMI (pluses, minuses, and interestings) of <i>differentiating curriculum and instruction for students</i> and summarize on a group chart.</p> <p>Write a paper explaining which one or two models could work best for you as you work to meet student needs.</p> <p>Write a journal entry on how your lesson plan strategy might change based on what you learned about differentiating curriculum and instruction for students.</p>		http://www.nagc.org/index.aspx?id=978&terms=Parallel+Curriculum+Model
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Curriculum Matrix
TOPIC 6 – Selecting Appropriate Resources, Materials, and Technology

Competency 2.0 & Key Questions	Guiding Objectives Topic 5	Learning Options – Activities	Method of Competency Demonstration	Resources
<p>Continued from previous page</p> <p>What strategies do exemplary teachers of students who are gifted use to facilitate growth and academic achievement in their students?</p> <p>What strategies do exemplary teachers of students who are gifted use to facilitate growth and academic achievement in their students?</p>	<p>2.12 Develop an understanding of the issues of equity and excellence as they relate to students who are gifted. (GT1K2,4, and 6) (GT2K1) (GT3K1,2,3)</p> <p>2.13 Demonstrate knowledge of research based, effective instructional strategies and the role of the teacher in implementing these strategies.</p> <p>2.14 Demonstrate the ability to identify and select challenging, multicultural gifted curriculum and appropriate instructional strategies. (GT7S4)</p> <p>2.15 Identify the impact of Response to Intervention (RtI) as it pertains to students who are gifted.(GT9S5)</p>	<p>Read and discuss Barbara Clark’s “A Declaration of the Educational Rights of the Gifted Child” from Clark, B. (2002). <i>Growing Up Gifted</i> (pp. 19–20). Within the field of gifted education, address the topics of equity vs .excellence. Develop a statement paper or letter to a legislator advocating for continued or stronger support for services to students who are gifted. Analyze identified learning strategies as directed for worksheet (Topic 5 HO1) with explanation and clarification of the role of the instructor for each. Generate a list of barriers and benefits to specially designed curriculum. Discuss/debate: “Do you have to be gifted to teach students who are gifted?” Justify the principles and standards of the NAGC paper. On the gifted page of the Florida Department of Education’s website</p>	<p>Participation in discussion of Declaration of Rights.</p> <p>Completed statement paper/letter.</p> <p>Completed worksheet (Topic 5 HO 1).</p> <p>Completed list.</p> <p>Participation in discussion/debate.</p> <p>Oral/written justification.</p> <p>Completed proposal for one of the grants</p> <p>Discussion of predictions.</p>	<p>Clark, B. 2002. <i>Growing up gifted</i>. (6th ed.). Upper Saddle River, NJ. Merrill Prentice Hall.</p> <p>Karnes, F., & Bean, S. (2001). <i>Methods and materials for teaching the gifted</i>. Waco, TX: Prufrock Press.</p> <p>Tomlinson, C. A., Kaplan, S. N., Renzulli, J. S., Purcell, J., Leppien, J., & Burns, D. (2002). <i>The parallel curriculum</i>. Thousand Oakes, CA: Corwin Press.</p> <p>VanTassel-Baska, J. (2003). <i>Curriculum planning and instructional design for gifted learners</i>. Denver, CO: Love Publishing.</p> <p>Websites: NAGC Standards: http://www.nagc.org Florida Department of Education: http://www.fldoe.org Florida Association for the Gifted: http://www.flagifted.org/</p>

		<p>(http://www.fldoe.org), review the publication summarizing Collaborative Curriculum Challenge grants. How might this grant enable you to provide an innovative curriculum for your students? As an alternative, review the mini-grant offered from the Florida Association for the Gifted (FLAG) at their website. Draft a proposal for a project you might use to redesign instruction for students. Research RtI as it relates to educating gifted students. Predict what impact it may have on the way we identify, educate, and evaluate gifted students. Discuss the class predictions.</p>		
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Competency 2.0 & Key Questions	Objectives Topic 6	Learning Options – Activities	Method of Competency Demonstration	Resources
<p>Continued from previous page</p> <p>How do exemplary teachers of gifted students select and use appropriate instructional materials, resources, and technology to facilitate academic growth and achievement for students?</p> <p>How do exemplary teachers of gifted students select and use appropriate instructional materials, resources, and technology to facilitate academic growth and achievement for students?</p> <p>How do exemplary teachers of gifted students select and use appropriate instructional materials, resources, and technology to facilitate academic growth and achievement for students?</p>	<p>2.16 Demonstrate awareness and knowledge of appropriate resources and materials for developing curriculum and facilitating learning for students who are gifted. (GT4S7) (GT5S2) (GT7S4, 5).</p> <p>2.17 Develop a basis for the evaluation of technical, physical, and human resources to facilitate student achievement. (GT4K1); (GT6S1); (GT7S4)</p>	<p>Discuss the role basal textbooks might play in a gifted curriculum for different content areas.</p> <p>Review <i>The Parallel Curriculum</i> on the parallel topic of <i>practice</i>; discuss the role of professionals in the disciplines and how they may be human resources; write a paper identifying a suitable match of a professional with the student under study for this course.</p> <p>Discuss the key considerations for selecting instructional materials and resources to effectively challenge students based on the Avery and Zuo reading. (Topic 6 HO 1, 3, 4, and 5)</p> <p>Create an evaluation tool for selecting appropriate print-based instructional materials.</p> <p>Discuss key considerations for selecting appropriate and challenging multimedia instructional materials and online sources.</p>	<p>Participation in class discussion.</p> <p>Participation in discussion and completed paper.</p> <p>Participation in class discussion.</p> <p>Creation of an evaluation tool for selecting print-based instructional materials.</p> <p>Creation of an evaluation tool for web documents and application of criteria.</p> <p>Checklist for integration.</p> <p>Journal entry.</p> <p>Discussion and criteria.</p>	<p>Avery, L. D., & Zuo, L. (2003). Selecting resources and materials for high-ability learners. In J. VanTassel-Baska (Ed.), <i>Content based curriculum for high ability learners</i> (pp. 259–277). Denver, CO: Love Publishing.</p> <p>Eisenberg, M. B., & Johnson, D. (2002). <i>Learning and teaching information technology—computer skills in context</i>. Syracuse, NY. ERIC Clearinghouse on Information and Technology. (ERIC Document Reproduction Service No. ED465377). Retrieved from http://www.eric.ed.gov:80/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/1a/19/4b.pdf (Topic 6 HO 5)</p> <p>Hoagies' Gifted Education Page: The "all things gifted" page. Retrieved from http://www.hoagiesgifted.org/differentiation.htm</p> <p>Houston, D. (2002). <i>Selecting media for the diverse classroom: A handbook for teachers</i> (Publication No. ESE 311534). Tallahassee, FL: Bureau of Exceptional Education and Student Services, Florida Department of Education. Retrieved from http://www.fldoe.org/ese/pdf/4dcmedia.pdf</p> <p>Journals and periodicals for parents and educators of gifted children. Original list compiled 2003 by ERIC Clearinghouse on Disabilities and Gifted Education, online at http://ericec.org Select "Gifted education." Revised 2009.(Topic 6 HO 4)</p> <p>Learning Links document (Topic 6 HO 1)</p> <p>March, Tom. (Revised April 17, 2005). Sorting strands of the World Wide Web for educators. (Original version published in newsletter of Computer-Using Educators Inc., July/August 1995). Retrieved from</p>

		<p>Identify six major types of Internet applications.</p> <p>Choose a Web site and apply the criteria. Share this evaluation with a colleague.</p> <p>Design a checklist for integrating technology into the gifted classroom.</p> <p>Discuss how we can ensure that technology is used appropriately for gifted learners. In a journal entry, answer the question "How has the use of technology changed instructional options for gifted students?"</p> <p>Read "Differentiation of Instruction" found at http://www.hoagiesgifted.org/differentiation.htm and Publishers of Gifted Education Materials (Topic 6 HO 2) and discuss. Establish criteria for determining when to use "outside" resources vs. teacher-developed curriculum.</p>		<p>http://www.tommarch.com/writings/webtypes.php</p> <p>Publishers of Gifted Education Materials. Many of the publications in this list are available at http://www.prufrock.com (Topic 6 HO 2)</p> <p>Resources for Implementing Technology (Topic 6 HO 3)</p> <p>Tomlinson, C., Kaplan, S., Renzulli, J., Purcell, J., Leppien, J., & Burns, D. (2002). <i>The parallel curriculum</i>. Thousand Oaks, CA: Corwin Press.</p> <p>VanTassel-Baska, J. (2003). <i>Curriculum planning and instructional design for gifted learners</i>. Denver, CO: Love Publishing.</p>
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Curriculum Matrix
TOPIC 7 – Instructional Needs and Strategies

Competency 2.0 & Key Questions	Objectives Topic 7	Learning Options – Activities	Method of Competency Demonstration	Resources
Continued from previous page How can teachers of gifted students ensure that the classroom instruction best meets the needs of each student? How can teachers of gifted students ensure that the classroom instruction best meets the needs of each student? How can teachers of gifted students ensure that the classroom instruction best meets the needs of each student? Continued from previous page	2.18 Demonstrate the ability to match instructional strategies and materials to individual needs of students.(GT4K2) 2.19 Demonstrate the ability to match instructional strategies and materials to individual needs of students.(GT4K2) 2.20 Demonstrate the ability to match instructional strategies and materials to individual needs of students.(GT4K2)	Analyze how a curricular unit for students who are gifted is alike and different from a unit intended for students in a general education classroom. Create a Venn diagram showing the results. Read “Providing Curriculum Alternatives to Motivate Gifted Students” (Topic 7 HO1), and explain how the alternatives described could be used with the Next Generation Sunshine State Standards. Compile a list of proven instructional strategies for working with gifted students. Possible sources include Coleman; Van Tassel; and <i>The Parallel Curriculum</i> , pages 53–56, “Teaching Methods.” Discuss those used frequently and those to use more often. Select four strategies and	Venn diagram. Class discussion. Compiled list. Written summary. Small group analysis of games or simulations. Participation in class discussion. Simulation or game presented to the class. Flash cards. Journal entry Flow chart. Completed simulation. Scenarios worksheet (Topic 7 HO 2 and HO 3).	Coleman, L., Cross, T. (2001). <i>Being gifted in school</i> . Waco, TX: Prufrock Press. Karnes, F., Bean, S. (2001). <i>Methods and materials for teaching the gifted</i> . Waco, TX: Prufrock Press. Sample <i>Interact</i> or other simulations Starko, A. J. (1986). <i>It’s about time: Inservice strategies for curriculum compacting</i> . Mansfield Center, CT: Creative Learning Press. Tomlinson, C., Kaplan, S. Renzulli, J., Purcell, J., Leppien, J., & Burns, D. (2002). <i>The parallel curriculum</i> . Thousand Oaks, CA: Corwin Press. VanTassel-Baska, J. (2003). <i>Curriculum planning and instructional design for gifted learners</i> . Denver, CO: Love Publishing. Winebrenner, S., & Berger, S. (1994). Providing curriculum Alternatives to motivate gifted students. Arlington, VA: ERIC Clearinghouse on Disabilities and Gifted Education (ERIC EC Digest #E524). Retrieved from http://www.hoagiesgifted.org/eric/e524.html (Topic 7 HO 1)

		<p>provide examples of when they would be effective tools.</p> <p>Research and provide a written summary of each of the following instructional and management strategies for differentiated, mixed-ability classrooms:</p> <ul style="list-style-type: none"> • Curriculum compacting • Independent projects • Interest centers or groups • Tiered assignments • Learning centers • Varying questions • Mentorships or apprenticeships • Contracts <p>Gather an assortment of <i>Interact</i> or other simulations and learning games. In small groups, identify the goals or outcomes for the game(s) and discuss which learning activities effectively address those goals. Refer to Karnes' reading. Discuss why these may or may not be effective instructional tools.</p> <p>Select a desired learning outcome or goal for a student who is gifted. Design a simulation or learning game to meet</p>	Self-designed case study worksheet (Topic 7 HO 4).	
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		<p>the needs of the student. You may choose to have the simulation geared to the <i>specific</i> learning needs of the student you are studying.</p> <p>Create a set of flash cards identifying different individual needs. Choose a partner. How many instructional strategies can you name to appropriately accommodate the given need?</p> <p>Consider strategies that best work for you as a student. Which are not effective for you? What factors determine which <i>are</i> and which are <i>not</i> successful for you? In a journal entry, summarize why you feel some strategies may be preferable to others based on learning styles.</p> <p>Review a rubric for evidence of mastery (page 71, Parallel Curriculum Model) and summarize in a flow chart.</p> <p>Complete a simulation involving curriculum compacting. (See Starko's book, for</p>		
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		<p>example.)</p> <p>Using a variety of case studies (Topic 7 HO 2 and HO 3), identify strategies used for the modification of differentiated curriculum for students who are gifted.</p> <p>Using Topic 7 HO 4, design a case study that emphasizes the modifications of differentiated curriculum for gifted learners. Exchange with a colleague and identify the modification strategies present on a worksheet.</p>		
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Curriculum Matrix
TOPIC 8 – Designing Units of Instruction

Competency 2.0 & Key Questions	Objectives Topic 8	Learning Options – Activities	Method of Competency Demonstration	Resources
<p>Continued from previous page</p> <p>What continuum of services would be appropriate to meet the needs of students who are gifted?</p> <p>What curricular components are essential in order to develop a unit of instruction that meets the cognitive and affective needs of students who are gifted?</p> <p>Continued from previous page</p>	<p>2.21 Demonstrate knowledge of a continuum of services to support the needs and interests of students who are gifted. (GT3K2–3); (GT5S1-3); (GT7)</p> <p>2.22 Demonstrate the ability to develop a unit of instruction aligning curricular components—including objectives, introduction, teaching strategies, learning activities, products, resources, and assessments to meet the cognitive and affective needs of students who are gifted. (GT2K1; GT3; GT4K2; GT7)</p>	<p>Using a compare/contrast graphic organizer analyze how your curriculum unit, intended for students who are gifted, would differ and/ or be similar to a unit intended for students in a general education classroom.</p> <p>In <i>The Parallel Curriculum</i> book, read pages 46–47 to determine the 10 components of curriculum.</p> <p>In a journal entry, identify the three most important components. Justify your choices.</p> <p>In <i>The Parallel Curriculum</i> book, read pages 49 and 92 for Taba’s knowledge categories. Using your current standards or a text from your classroom, identify the levels of knowledge addressed in a chart indicating frequency of types.</p>	<p>Compare/contrast Graphic organizer.</p> <p>Journal entry with justification of choices.</p> <p>Creation of a chart to indicate frequency of types of knowledge.</p> <p>Remodeled unit and evaluation.</p> <p>Clarification and discussion of “Big Ideas.” Unit developed. Self-evaluation. Critique(s).</p>	<p>Purcell, J. H., Burns, D. E., Tomlinson, C., Imbeau, M., & Martin, J. L. (2002). Bridging the gap: A tool to analyze and evaluate gifted education curricular units. <i>Gifted Child Quarterly</i>, 46(2), 306–321.</p> <p>Purcell, J. H., & Burns, D. E. (2002). <i>Template for designing PCM curriculum units and lessons. A Javits Gifted and Talented Demonstration Grant</i>. Washington, DC: Department of Education, Office of Educational Research and Improvement.</p> <p>Tomlinson, C., Kaplan, S., Renzulli, J., Purcell, J., Leppien, J., & Burns, D. (2002). <i>The parallel curriculum</i>. Thousand Oaks, CA: Corwin Press.</p> <p>VanTassel-Baska, J. (2003). <i>Curriculum planning and instructional design for gifted learners</i>. Denver, CO: Love Publishing.</p> <p>Websites: http://www.nagc.org http://www.unfwogi.com</p>

		<p>Read pages 67–80 of <i>The Parallel Curriculum</i> book using “Remodeling a Study Unit Using the Comprehensive Curriculum Framework.” Using this as a guide, remodel a study unit using the Next Generation Sunshine State Standards and national standards for the subject as well as any local district curriculum guides. The mini unit should cover at least five days. Use the NAGC Rubric for Rating Outstanding Curriculum Material—</p> <p>Revised and the Checklist for Challenge and Rigor (used in Topic 2) found on the WOGI website to self-evaluate.</p> <p>Understand and discuss the Core curriculum parallel and what is meant by “Big Ideas.”</p> <p>Select a theme, preferably within a field you teach—either in science, social studies, or language arts—that would be appropriate for students who are gifted and at the grade level you teach. Using the NAGC Rubric for Rating</p>		
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		<p>Outstanding Curricular Material (Topic 8 HO 1), develop a unit of study.</p> <p>Critique your own unit and then a colleague's curricular unit using the components from NAGC's Rubric for Rating Outstanding Curriculum Material and the Checklist for Rigor from the <i>Florida's Frameworks for K-12 Gifted Learners</i> found at www.unfwogi.com.</p>		
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Curriculum Matrix
TOPIC 9 – Providing a Continuum of Services

Competency 2.0 & Key Questions	Guiding Objectives Topic 9	Learning Options – Activities	Method of Competency Demonstration	Resources
Continued from previous page What continuum of services would be appropriate to meet the needs of students who are gifted? What continuum of services would be appropriate to meet the needs of students who are gifted? Continued from previous page	2.23 Demonstrate knowledge of a continuum of services to support the needs and interests of students who are gifted. (GT3K2–3); (GT5S1-3); (GT7)	Review resources and describe how service would be provided in each of the service delivery models listed and the variables that could hinder or facilitate learning for gifted students: Regular class placement (inclusion) Grouping provisions Independent study Subject/grade acceleration Facilitative support Consultation Supplemental tutoring Resource room (enrichment) Part time (pull-out) Full time class Separate school Mentorship Internship. Design a brochure that describes the continuum of services available in the local school district. Discuss whether one service model would be appropriate for all gifted students and how decisions are made regarding service.	Flowchart of ideal program options for each of the 3 students running from current placement through graduation. Share, compare, and contrast flowcharts. Completed interview questions, interview, and summary. List of pros and cons of acceleration and enrichment based on research and readings. Participation in debate. Small group presentations. Class discussion. Class discussion. Summary statement as a journal entry. Chart. Selected activities with	Feldhusen, J. F. (1998). Programs and services at the elementary level. In. J. VanTassel-Baska (Ed.), <i>Excellence in educating gifted & talented learners</i> (3rd ed., pp. 211–223; 225–240). Denver, CO: Love Publishing. Florida Department of Education. (2003). Acceleration of gifted students [Brief/flier]. Tallahassee, FL: Bureau of Exceptional Education and Student Services. Retrieved from http://www.fldoe.org/ESE/pdf/gift_accel.pdf (Topic 9 HO 3) Colangelo, N. (2002). <i>Iowa Scale for Acceleration Scale Manual: A guide for whole grade acceleration (K-8)</i> (2nd ed.). Scottsdale, AZ: Great Potential Press. Lynch, S. J. (1994, June). Should gifted students be grade-advanced? Reston, VA: ERIC Clearinghouse on Disabilities and Gifted Education. Council for Exceptional Children. Retrieved from http://www.eric.ed.gov:80/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/15/96/88.pdf (Topic 9 HO 1) National Association for Gifted Children. (1998, October). <i>Position Papers of the National Association for Gifted Children</i> . Washington, DC: Author.(Topic 9 HO 2)

		<p>Make a chart identifying typical services offered at each level – primary, intermediate, middle and high school. Prepare a flow chart depicting the ideal continuum of services for three students as described in the lesson.</p> <p>Prepare a list of interview questions for teacher of students who are gifted for your study student as well as the general education teacher for the student. Conduct the interview. Summarize the interview and results.</p> <p>Acceleration is frequently a controversial topic (Topic 9 HO 2). Create a list with the pros and cons of both acceleration and enrichment. Discuss when one is more appropriate than another. Debate the issue.</p> <p>Groups take parts of the Nation Deceived document to summarize and present to the class and compile with readings and research to write an opinion paper on the subject. Refer to Roger's book for additional activities related to grouping and</p>	products.	<p>Rogers, K. B. (2002). <i>Re-forming gifted education</i>. Scottsdale, AZ: Great Potential Press.</p> <p>Southern, W. B., & Jones, E. D. (1991). <i>Academic acceleration of gifted children</i>. New York: Teachers College Press.</p> <p>VanTassel-Baska, J. (1998). Key issues and problems in secondary programming. In J. VanTassel-Baska (Ed.), <i>Excellence in educating gifted & talented learners</i> (3rd ed., pp. 241–259). Denver, CO: Love Publishing.</p> <p>Winebrenner, S. (1990). <i>Teaching gifted kids in the regular classroom</i>. Minneapolis, MN: Free Spirit Press.</p> <p>Website: www.nationdeceived.org</p>
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		<p>acceleration.</p> <p>Using resources from Nationdeceived.org, discuss the common myths and research surrounding the myths regarding acceleration.</p> <p>Present the 10 components involved in the Iowa Scale for Acceleration.</p> <p>Clarify district and school position on acceleration and compile with readings and research to develop summary statements as a journal entry on the subject.</p> <p>Review and discuss the key concepts from the state of Florida's Brief Paper on Acceleration (Topic 9 HO 3) and The Templeton Report. Chart the key points of acceleration and when and why it may be appropriate.</p> <p>Refer to Roger's book for additional activities related to grouping and acceleration.</p>		
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Curriculum Matrix
TOPIC 10 – Student Outcomes

Competency 2.0 & Key Questions	Guiding Objectives Topic 10	Learning Options – Activities	Method of Competency Demonstration	Resources
Continued from previous page How can a meaningful educational plan (EP) be developed for a student who is gifted? Continued from previous page Continued from previous page Continued from previous	2.24 Demonstrate the ability to identify student outcomes, evaluate student progress, and develop an appropriate educational plan (EP). (GT2K4); (GT3); (GT4); (GT5); (GT6); (GT7); (GT8); (K3); (S3); (S4); (GT10)	Review State Rule 6A-6.0331, F.A.C., <i>General Education, Intervention Procedures, Identification, Evaluation, Reevaluation and the Initial Provision of Exceptional Education Services</i> , at https://www.flrules.org/gateway/ruleNo.asp?ID=6A-6.0331 and Rule 6A.6.030191, F.A.C., <i>Development of Educational Plans for Exceptional Students Who Are Gifted</i> , at https://www.flrules.org/gateway/ruleNo.asp?ID=6A-6.030191 and its Technical Assistance Paper, <i>Development of Educational Plans for Students Who Are Gifted</i> , at http://www.fldoe.org/ese/pdf/y2006-3.pdf . List factors related to an educational plan in terms of the impact on the education of students determined eligible for special programs for students who are gifted. List required participants and what information	List of factors and participants. Class discussion. . Class discussion. Analysis of a case study. Opinion paper. Class discussion. Class discussion.	Websites, <i>continued</i>: Technical Assistance Paper http://www.fldoe.org/ese/pdf/y2006-3.pdf Carol Ann Tomlinson and Differentiated Instruction http://www.caroltomlinson.com Hoagies' Gifted Education Page http://www.hoagiesgifted.org/ieps.htm

page		<p>each would be able to provide.</p> <p>Discuss the participation of a regular education teacher at the EP meeting. How might the situation be handled if the students who are gifted served at a school other than the general education setting, and what might be the best procedure at the middle or high school when a student has more than one regular teacher?</p> <p>Prior to the current rule, a district could choose to develop an individualized educational plan (IEP) for gifted students. Some districts chose to have an EP and an IEP if the student was a dual-exceptional student who was gifted and evidenced a disability. Discuss why you believe the current rule states that an EP must be developed for students who are gifted only, with related services that do not require special services—for example, occupational therapy (OT), physical therapy (PT), counseling, or a 504 plan for medical conditions that do not designate a disability,</p>	<p>Statement of justification.</p> <p>Documentation of findings.</p> <p>Development of an appropriate and justifiable EP.</p> <p>List.</p> <p>Class discussion.</p>	
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		<p>such as diabetes or ADD. The new rule specifies that if a student is dual exceptional and is gifted with a disability, that student must have an IEP that addresses the disability and the giftedness all the special needs of the student. The focus of the development of the EP is on the strengths of the child. Provide a case study of a gifted student for analysis. How is this student gifted? Since an EP is a plan for this child only, what evidence is there of how the student evidences gifted characteristics? What does this student need beyond what is offered in a general education classroom in terms of specially designed instruction?</p> <p>Traditionally, gifted students have been provided with more of the same or busy work when they complete their regular assignments. One teacher assigns 10 extra math problems for the gifted students, an extra page on written assignments, or an opportunity to go to a center or to help slower</p>		
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		<p>students. Develop an opinion paper about the message this may send to the student who is gifted. Discuss whether appropriate expectation levels can be set for students who are gifted. Does the nature of the gifted student defy such attempts? (VanTassel-Baska, 1992, 2003). The need to document present levels of performance requires appropriate measures. Discuss what could be used to provide this information.</p> <p>Discuss how the affective concerns of the student may be considered in establishing goals. For example, students who are gifted may feel they are “different” and see themselves as less than capable. Or, a student under peer pressure may feel the need to fit in with others and underachieve. Some students who are gifted are so accustomed to receiving good grades they panic if they think they may get lower than perfect scores. How does this impact the students’ performance levels? Tools some teachers use to evaluate progress include:</p>		
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		<ul style="list-style-type: none"> • Rating scales • Conferences • Self evaluation • Peer evaluation • Teacher evaluation • Performance assessments • Portfolios • Product assessments • Pre-post assessments • Journals • Evaluation by appropriate audience <p>Develop a brief statement justifying a case when each would be effective.</p> <p>What approaches to measuring student learning outcomes are most convincing? (VanTassel-Baska, 2003). <i>These are developed further in Topic 12.</i> Document your findings. Types of instruments to consider:</p> <ul style="list-style-type: none"> • Formal vs. informal • Standardized vs. non-standardized <p>Students who are gifted often learn they can “get by” with minimum effort unless appropriate expectations are put in place. Learning outcomes set expectations, so it is important to establish rigorous expectations for the student based on</p>		
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		<p>present levels of performance. Given data on an eligible gifted student, create an appropriate educational plan, ensuring the plan meets all district compliance requirements and appropriately addresses the specific needs of the student. Students' needs change over time with increased achievement.</p> <p>Development of a new EP or an EP review (which may be requested at any time by the parent, teacher, or school staff member) should assess how the child's needs have changed, what new goals should be set, whether the services currently provided are still appropriate. A change in services or placement can only take place at an EP meeting. The parent does not need to be present but should be notified of any change. Also, whenever an EP is written for longer than a two-year period, there should be a review of the EP. List why or when it might be necessary to review the EP and share in a class discussion.</p>		
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Curriculum Matrix
TOPIC 11 – Communicating and Advocating Effectively

Competency 2.0 & Key Questions	Specific Objectives Topic 11	Learning Options – Activities	Method of Competency Demonstration	Resources
Continued from previous page How can educators of students who are gifted communicate and advocate effectively with the many constituencies they serve?	2.25 Demonstrate the ability to effectively communicate and work in partnerships with students, families, and school personnel in the interest of students who are gifted. (GT10)	<p>Review recommended readings and discuss the more common communication mistakes and how to avoid them.</p> <p>Read pages from Walker. List ways advocating might improve programs and/or services for students in your area who are gifted. Decisions about service are made at the district level. In a journal entry, describe what changes you feel need to be made and what difference those changes would make for students in terms of receiving appropriate services.</p> <p>Design a newsletter or article about the program at the local school for students who</p>	<p>Class discussion. List. Journal entry. Newsletter or article.</p> <p>Workshop outline, agenda, & materials.</p> <p>Role play.</p> <p>School board presentation or letter</p>	<p>Karnes, F. A., & Lewis, J. D. (1997, May). Public relations: A necessary tool for advocacy in gifted education. ERIC Clearinghouse on Disabilities and Gifted Education. http://www.hoagiesgifted.org/eric/e542.html (Topic 11 HO 1)</p> <p>Lewis, J. D., & Karnes, F. A. (2001). Public relations and advocacy for the gifted. In F. A. Karnes & S. M. Bean (Eds.), <i>Methods and materials for teaching the gifted</i> (pp. 634–672). Waco, TX: Prufrock Press.</p> <p>Ramsey, R. D. (2002). <i>Communicating well with students, staff, parents, and the public</i>. Thousand Oaks, CA: Corwin Press.</p> <p>Walker, S. (1991). The survival guide for parents of gifted kids (pp. 99–113, <i>Advocacy: Working for improvement</i>). Minneapolis, MN: Free Spirit Press.</p>

		<p>are gifted.</p> <p>Prepare a short workshop for the faculty of the school or a parent group about the curriculum, program goals and objectives for students who are gifted.</p> <p>Create a role-play with colleagues and present to the class featuring examples and non-examples (i.e., “Dos and Don’ts”) for conducting a parent conference or meeting with a school board member or legislator.</p> <p>Shrinking budgets make the program for students who are gifted a target for cutbacks. Prepare a presentation for, or write a letter to, the school board defending the costs of the program.</p>		
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Curriculum Matrix
TOPIC 12 – Evaluation of Student Learning

Competency 2.0 & Key Questions	Specific Objectives Topic 12	Learning Options – Activities	Method of Competency Demonstration	Resources
Continued from previous page How do you evaluate student outcomes for students who are gifted? What assessment strategies impact differentiation?	2.26 Demonstrate understanding of terminology related to differentiated assessment strategies. (GT8K2; GT8K3; GT8S3; GT8S4) 2.27 Identify various types of assessment strategies used before, during, and after instruction that provide evidence of student growth and understanding. (GT8S3)	Take a pre-test (Topic 12 HO 1) related to key terms for understanding the concepts. In a journal entry, list what you consider as important cognitive learning outcomes for students who are gifted. How could you measure those outcomes? Discuss with the class. Brainstorm a list of questions related to effective planning and student assessment. For example: <ul style="list-style-type: none"> • Are students who are gifted achieving goals and objectives that they would not otherwise achieve if not for this instruction? • Are student achievements new achievements? 	Pre-test (Topic 12 HO1). Completed journal entry. List of questions. Mindmap/concept map/graphic organizer. Completed journal entry.	

		<ul style="list-style-type: none"> • Is instruction leading to high-level student performance? • How do I know if students are effectively using the content and skills taught? <p>Using a mind map, concept map, or other graphic organizer to document the process, outline the possible short-term and long-term effects differentiation might have on assessment. (You may want to include the following terms: short-term effects, long term effects, reporting, levels/types of assessment, K-12 continuum, and parent communication.)</p> <p>List reasons in a journal entry for the following questions: (1) Why should teachers conduct pre-assessment of student learning? and (2) What are the benefits? Share with the class.</p>		
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Competency 2.0 & Key Questions	Specific Objectives Topic 12	Learning Options – Activities	Method of Competency Demonstration	Resources
<p>Continued from previous page</p> <p>How do you evaluate student outcomes for students who are gifted?</p> <p>What assessment strategies impact differentiation?</p>	<p>2.28 Justify the need to differentiate assessment in order to respond to the needs of the student who is gifted. (GT8K2; GT8K3)</p> <p>2.29 Use alternative assessments and technologies to evaluate student learning. (GT8S4)</p>	<p>Identify in a chart ways to collect valid and reliable assessment data of students who are gifted. Categorize assessment data as pre-assessment, formative, or summative. Indicate any concerns with validity and/or reliability related to each assessment.</p> <p>Consider a product/performance that you might ask students in your classroom to develop. What dimensions of that product would be the most important to address? Describe at least three levels of performance for each of those dimensions in a rubric. Consider moving students from novice to expert.</p> <p>Critique the Student Product Assessment Form developed by</p>	<p>Chart of ways.</p> <p>Completed rubric.</p> <p>Written critique.</p> <p>Summary of findings.</p> <p>List of examples.</p> <p>Chart.</p> <p>Class Discussion.</p>	<p>Wormeli, R. (2006). <i>Fair isn't always equal</i>. Portland, ME: Stenhouse Publishers</p>

		<p>Renzulli & Reis (Topic 12 HO 2) for classroom use.</p> <p>Review Assessment Links (Topic 12 HO 3) and summarize findings.</p> <p>List examples of performance assessment you have used in your classroom. Identify positive and negative aspects of your experiences with performance assessment as opposed to traditional testing.</p> <p>Identify the benefits and challenges of using portfolio assessment with students who are gifted in a chart. Discuss the role of the teacher and the role of the student in developing and sharing a portfolio. How can portfolio assessment become a vital tool to guide instructional planning?</p>		
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Competency 2.0 & Key Questions	Specific Objectives Topic 12	Learning Options – Activities	Method of Competency Demonstration	Resources
<p>Continued from previous page</p> <p>How do you evaluate student outcomes for students who are gifted?</p> <p>What assessment strategies impact differentiation?</p>		<p>Research what assessments strategies/practices are associated with a differentiated instruction model, such as the Parallel Curriculum Model, Curriculum Compacting, Problem Based Learning, etc. In your written review:(1) identify what assessment strategies are included, (2) determine the strengths and weaknesses of such strategies, and (3) make suggestions for improvements, if needed. Conduct a review of technology tools that may be helpful in designing a variety of assessments, such a pencil-paper test, rubrics, etc. As a class, develop the criteria to be used in the review. Discuss as a class the role ipsative assessment has in the education of students who are gifted. Write a book critique of Rick Wormeli’s book, <i>Fair Isn’t Always Equal</i>, published in 2006.</p>	<p>Written review of model.</p> <p>Review of technology tools and class defined criteria.</p> <p>Class discussion.</p> <p>Book critique.</p>	

Curriculum Matrix
TOPIC 13 – Program Evaluation

Competency 2.0 & Key Questions	Specific Objectives Topic 13	Learning Options – Activities	Method of Competency Demonstration	Resources
<p>Continued from previous page</p> <p>How do you evaluate gifted program effectiveness?</p> <p>What standards and criteria guide best practices for decision making of the development and evaluation of programs for students who are gifted?</p>	<p>2.30 Establish criteria to evaluate the effectiveness of the gifted programs at local, district, and state levels based on research based, valid approaches. (GT1K2; GT1K3; GT7K1; GT7S3; GT9S5; GT10S4)</p> <p>2.31 Identify areas in which to assess gifted programs based on the parameters defining gifted services as set by state and national standards, laws, rules, and policies. (GT1K3; GT7S1; GT9S4; GT10S2)</p>	<p>Create a glossary of the list of key terms in Topic 13 HO 1. (Some terms can be found in Topic 12.) In a journal entry, indicate what you consider to be the most important aspects of gifted services.</p> <p>From <i>Handbook on Gifted Education</i>, jigsaw the section on “Issues and challenges in the education of gifted students” (pp.11–23). Have each group report out. Then have groups develop ways to create accountability for those issues. Using Clark’s text, <i>Growing Up Gifted</i>, read the section on Program Evaluation. There are 5 basic issues listed to be</p>	<p>Glossary of Terms. Journal entry. Group reports.</p> <p>List of ways.</p> <p>List of stakeholders.</p> <p>List of questions and services.</p>	<p>Callahan, C., & Caldwell, M. (1997). <i>Practitioner’s guide to evaluating programs for the gifted</i>. Washington, DC: NAGC.</p> <p>Callahan, C., & Reis, S. (2004). <i>Program evaluation in gifted education</i>. Thousand Oaks, CA: Corwin Press.</p> <p>Clark, B. (2008). <i>Growing up gifted</i> (pp. 493–496). Upper Saddle River, NJ: Pearson Education.</p> <p>Colangelo, N., & Davis, G. A. (2003). <i>Handbook of gifted education</i> (pp. 11–23, 293–307). Boston: Allyn & Bacon.</p> <p>Landrum, M., Callahan, C., & Shaklee, B. (2001). <i>Aiming for excellence: Gifted program standards</i> (pp. 77–87). Waco, TX: Prufrock Press.</p>

		<p>evaluated. Using these 5 issues, develop ways to measure the effectiveness of them and include stakeholders who would be involved. Brainstorm a list of stakeholders who should be a part of program evaluation. Generate a list of questions stakeholders may have in relation to gifted programming. In groups, assign roles of parent, teacher, school principal, community member, and Department of Education representative to each individual of the group. Develop a list of important aspects of gifted services and have each person prioritize the list from the perspective of the assigned role.</p>		
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Competency 2.0 & Key Questions	Specific Objectives Topic 13	Learning Options – Activities	Method of Competency Demonstration	Resources
<p>Continued from previous page</p> <p>How do you evaluate gifted program effectiveness?</p> <p>What standards and criteria guide best practices for decision making of the development and evaluation of programs for students who are gifted?</p>	<p>2.32 Identify areas in which to assess gifted programs based on the parameters defining gifted services as set by state and national standards, laws, rules, and policies. (GT1K3; GT7S1; GT9S4; GT10S2)</p>	<p>Provide a list with these categories: Curriculum and Instruction, Program Management, Service Delivery, Models, Affective Needs, Teacher Training, and Identification for Gifted (Topic 13 HO 2). Assign each group to create a set of criteria for the assigned topic to be used to evaluate that aspect of a gifted program. Share with the class.</p> <p>After generating or providing a list of critical aspects of gifted education, identify tools or strategies that could be used to measure the effectiveness of each aspect. Specify the tool, who could conduct the evaluation, and what obstacles or blurred lines there might be.</p>	<p>Set of criteria.</p> <p>Chart.</p> <p>T-chart.</p>	<p>NAGC Pre-K-Grade 12 Gifted Program Standards, National Association for Gifted Children. 2000. Retrieved from http://www.nagc.org/uploadedFiles/PDF/Standards_PDFs/Program%20Evaluation%20Chart.pdf</p> <p>Purcell, J., & Eckert, R. (2005). <i>Designing services and programs for high-ability students: A guidebook for gifted education</i>. Thousand Oaks, CA: Corwin Press.</p> <p>VanTassel-Baska, J., & Feng, A. X. (2004). <i>Designing and utilizing evaluation for gifted program improvement</i>. Waco, TX: Prufrock Press.</p>

		<p>For instance, if parent input into the type and intensity of service were important to measure, discuss how one could determine if parent input was being taken into account for that decision, who would be a person to collect this data, and what problems could arise with the validity of the data. After determining aspects to assess and possible tools to use, categorize each aspect to be evaluated as either <i>formative</i> or <i>summative</i> in a chart. Share with the class.</p> <p>Brainstorm a list of valid, reliable tools that could be used for the collection of data in multiple areas of program evaluation. Create a T-chart with the pros and cons of each tool.</p>		
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Competency 2.0 & Key Questions	Specific Objectives Topic 13	Learning Options – Activities	Method of Competency Demonstration	Resources
<p>Continued from previous page</p> <p>How do you evaluate gifted program effectiveness?</p> <p>What standards and criteria guide best practices for decision making of the development and evaluation of programs for students who are gifted?</p>	<p>2.33 Identify areas in which to assess gifted programs based on the unique needs of students who are gifted. (GT3K2; GT4K2)</p> <p>2.35 Identify effects of culture and environment as well as family and key stakeholders in gifted programming. (GT1K6; GT2K3)</p>	<p>In small groups, using Topic 13 HO 3, generate a list of other elements to be included in answering the question, “<i>Who</i> and <i>what</i> might be evaluated?” Have participants go to this website from the Australian Government, Department of Education, and look at Extension Module 5, Part 2, for more ideas. The website is: http://www.dest.gov.au/NR/rdonlyres/7CD960D7-9F6C-4C8A-AAFBB10B8E90A419/13926/SPECMModule5_PRIM.pdf</p> <p>After completing the list for HO 3, identify methodologies for gathering data as well as the intent of the evaluation. Complete the chart for Topic 13 HO 3.</p> <p>Consider one or two areas to evaluate within a program. Develop a 4-point rubric for the area to reflect an evaluation below standard, at standard, above standard, or exemplary.</p>	<p>List.</p> <p>Chart for Topic 13 HO 3.</p> <p>Development of rubric.</p> <p>Timeline.</p> <p>Class discussion.</p> <p>Completed self-rating.</p> <p>Action plan</p>	<p>Website: http://www.dest.gov.au/NR/rdonlyres/7CD960D7-9F6C-4C8A-AAFBB10B8E90A419/13926/SPECMModule5_PRIM.pdf</p>

		<p>Create a timeline of the assessment process for a program evaluation starting with the determination of the stakeholders through the reporting of the findings.</p> <p>Review the NAGC Gifted Education Programming Criterion on Program Evaluation (http://www.nagc.org/uploadedFiles/PDF/Standards_PDFs/Program%20Evaluation%20Chart.pdf).</p> <p>In a small or large group discussion, identify the Guiding Principle that would pose the greatest challenge.</p> <p>In a small or large group discussion, identify the Guiding Principle that would serve as the greatest strength.</p> <p>Using the NAGC Gifted Education Programming Criterion on Program Evaluation, complete a self-rating at the school, district, and state level.</p> <p>Identify strengths and needs related to gifted programming through the use of the results of a program evaluation.</p> <p>Develop an action plan</p>		
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		centered around improving one of the needs of the program.		
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For add-on certification purposes, the participant must demonstrate the successful completion of all applicable competencies within the components, with such demonstration verified by the instructor. For in-service credit purposes, the participant must demonstrate increased competency on at least 80% of the specific objectives using pro- and post-texts or other valid measures.

Component Evaluation: The district's staff development program procedures will be used for evaluating coverage of the specified competencies and the effectiveness of instructional presentations. Instructors will evaluate content and make recommendations (or additions, modifications or deletion) of component content, activities or evaluation procedures.

DISTRICT MASTER INSERVICE PLAN TRAINING COMPONENT
GUIDANCE AND COUNSELING FOR THE GIFTED
Component # 4102007
60 In-service Points (Maximum)

Competency 3.0 & Key Question 1	Guiding Objectives	Learning Options – Activities	Method of Competency Demonstration	Resources
What does it mean to be gifted?	<p>3.1 Identify common attitudes, biases, and pre-conceived expectations held about gifted children by teachers, parents, age-related peers, and throughout American society.</p> <p>3.2 Identify multiple ways attitudes and myths affect the everyday lives of gifted children, and impact educational services available to them.</p>	<p>Teacher Inventory: Topic 1 HO 1.</p> <p>“Distinguishing Myth from Reality” assessment.</p>	<p>Completed inventory and participation in discussion.</p> <p>Completed list of attitudes that affect gifted children at school and home and how you can favorably impact negative attitudes.</p> <p>Completed assessment and participation in dyadic discussion on the most common myths of teachers and the effect on students.</p>	<p>Cross, Tracy L. (2002, Summer). Competing with myths about the social and emotional development of gifted students. <i>Gifted Child Today</i>. Retrieved from www.sengifted.org/articles_social/Cross_CompetingWithMythsAboutTheSocialAndEmotionalDevelopment.t.shtml</p> <p>Delisle, J. R. (1984). <i>Gifted children speak out</i>. New York: Walker and Company.</p> <p>Delisle, J., & Galbraith, J. (2002). <i>When gifted kids don't have all the answers</i>. (pp. 6–36). Minneapolis: Free Spirit Publications.</p> <p>ERIC Clearinghouse on Handicapped and Gifted Children. (1990). #E476: Giftedness and the Gifted: What's It All About? Retrieved from www.hoagiesgifted.org/eric/digestlist.html</p> <p>ERIC Clearinghouse on Handicapped and Gifted Children. (n.d.). Common Myths About Gifted Students. Retrieved from www.hoagiesgifted.org/eric/fact/myths.html</p> <p>K., Carolyn. (2007). What is Highly Gifted? Exceptionally Gifted? Profoundly Gifted? And What Does It Mean? Retrieved from www.hoagiesgifted.org/highly_profoundly.htm</p> <p>K., Carolyn. (2007). Why Should I Have My Child Tested? Retrieved from www.hoagiesgifted.org/why_test.htm</p>

Continued from previous page What does it mean to be gifted?	3.3 Identify at least five Current definitions of giftedness. Note the impact each definition has in school, home, and society at large.	<p>Have a panel discussion between participants who were labeled gifted and in special programs and participants who were bright but not labeled. Examine the pros and cons of each experience.</p> <p>In groups, conduct a comparative analysis and discussion on definitions of giftedness.</p>	<p>Participation as volunteer on panel or as audience posing questions.</p> <p>In groups, exploring one definition and sharing benefits and limitations with entire class. Determining which definition is most useful in relationship to: understanding gifted children, gifted identification, gifted programming, and expectations of performance.</p>	<p>National Association for Gifted Children. "What is gifted?" Retrieved from www.nagc.org/index.aspx?id=574&ir</p> <p>Piechowski, M. (2006). <i>"Mellow out," they say. If I only could</i>. Madison, WI: Yunasa Books.</p> <p>Renzulli, J. (1998). The three-ring conception of giftedness. Retrieved from www.sp.uconn.edu/~nrcgt/sem/semart13.html</p> <p>Sheard, S. (n.d.). What parents want teachers (and professionals) to know. Retrieved from www.giftedhomeschoolers.org/articles/gettingit.html</p> <p>Silverman, L. K. (1993). <i>Counseling the gifted and talented</i> (pp. 3–10). Denver: Love Publishing Company.</p> <p>Tolan, S. (n.d.). Giftedness as asynchronous development. Retrieved from www.stephanietolan.com/gt_as_asynch.htm</p> <p>Webb, J., Meckstroth, E., & Tolan, S. (1982). <i>Guiding the gifted child</i> (pp. 1–34). Columbus, OH: Ohio Psychology Publishing Co.</p> <p>Additional Resources: A Fable? (n.d.). Retrieved from www.ri.net/gifted_talented/teachers.html</p>
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Continued from previous page What does it mean to be gifted?		Spend time surfing Web sites: www.hoagiesgifted.org/ www.sengifted.org www.gt-cybersource.org	Time spent reviewing Web articles in resource libraries available to teachers, parents, and gifted children. Completed list of articles.	<p>Delisle, J. (n.d.). In praise of elitism. Retrieved from www.prufrock.com/client/client_pages/In_Praise_of_Elitism.cfm</p> <p>I Remember by Wendy. (n.d.). Retrieved from www.hoagiesgifted.org/i_remember.htm</p> <p>Kingore, B. (n.d.). High achiever, gifted learner, creative thinker. Retrieved at www.bertiekingore.com/high-gt-create.htm</p> <p>Powell, T., & Siegle, D. (n.d.). Teacher bias in identifying gifted and talented students. Retrieved from www.sp.uconn.edu/~nrcgt/news/spring00/spring005.html</p> <p>Silverman, L. K. (2002). Asynchronous development. In M. Neihart, S. Reis, N. Robinson, & S. Moon (Eds.), <i>The social and emotional development of gifted children</i>. Washington, DC: NAGC.</p> <p>Smith, D. (2003, May). APA Monitor. Cultivating otherwise untapped potential. Retrieved from www.apa.org/monitor/may03/cultivating.html</p>
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Competency 3.0 & Key Question 2	Guiding Objectives	Learning Options – Activities	Method of Competency Demonstration	Resources
What characteristics do gifted individuals display across their lives that differentiate them from same-age peers?	3.4 Attain a developmental understanding of gifted individuals across the life span from infancy to adulthood incorporating a holistic perspective.	<p>Divide the class into reading and discussion groups, and assign a stage of development to each group. Collectively, the group will create a master list of holistic characteristics of the gifted during each specific phase.</p> <p>In pairs, list how gifted children in your classroom demonstrate differences across all five domains from their same age peers.</p>	<p>Participation in small group sharing and creation of master list of characteristics during specific stage assigned.</p> <p>With partner, creation of list of holistic characteristics of gifted children in your classroom and ways to support their sensitivities.</p>	<p>Overview of Topic: Clark, B. (2002). Growing up gifted. In <i>Growing up gifted</i> (6th ed., pp. 108–150). Upper Saddle River, NJ: Merrill Prentice Hall.</p> <p>Infancy: Smutny, J. F., Veenker, K., & Veenker, S. (1989). <i>Your gifted child</i> (pp. 1–16). New York: Ballantine Books.</p> <p>Toddler: Smutny, J. F., Veenker, K., & Veenker, S. (1989). <i>Your gifted child</i> (pp. 17–34). New York: Ballantine Books.</p> <p>Preschool: Smutny, J. F., Veenker, K., & Veenker, S. (1989). <i>Your gifted child</i> (pp. 35–38; 44–51). New York: Ballantine Books.</p> <p>School Age: Clark, B. (2002). Growing up gifted. In <i>Growing up gifted</i> (6th ed., pp. 168–207). Upper Saddle River, NJ: Merrill Prentice Hall.</p> <p>Teens: Delisle, J., & Galbraith, J. (1996). <i>The gifted kids' survival guide: A teen handbook</i> (pp. 243–267). Minneapolis, MN: Free Spirit Press.</p>

<p>Continued from previous page</p> <p>What characteristics do gifted individuals display across their lives that differentiate them from same-age peers?</p>	<p>3.5 Describe how the interaction between the environment and innate capabilities affects productivity throughout life.</p>	<p>Develop “resident expert” group presentation on creativity and lead a discussion how to incorporate and support creativity in the classroom.</p> <p>Conduct a class debate on whether gifted children will live up to their potential without special programs or services.</p>	<p>Demonstration of understanding of creativity by conducting a class discussion.</p> <p>Participation in debate related to faculty about gifted children.</p>	<p>Nature vs. Nurture: Clark, B. (2002). Growing up gifted. In <i>Growing up gifted</i> (6th ed., pp. 42–56). Upper Saddle River, NJ: Merrill Prentice Hall.</p> <p>Delisle, J. (n.d.). “Ask the experts.” (Topic 2 HO 4)</p> <p>Adult Giftedness: Lind, S. (n.d.). Fostering adult giftedness: Acknowledging and addressing affective needs of gifted adults. Retrieved from www.sengifted.org/articles_adult/Lind_FosteringAdultGiftedness.shtml</p> <p>Lovecky, D. (n.d.). Can you hear the flowers sing? Issues for gifted adults. Retrieved from www.sengifted.org/articles_adults/Lovecky_CanYouHearTheFlowersSing.shtml</p> <p>Tolan, S. (n.d.). Discovering the gifted ex-child. Retrieved from www.sengifted.org/articles_adults/Tolan_DiscoveringTheGiftedExChild.shtml</p> <p>Tolan, S. (n.d.). Self-knowledge, self-esteem and the gifted adult. Retrieved from www.stephanietolan.com/self-knowledge.htm</p> <p>Holistic Understanding of the Gifted: Delisle, J. (2003, Fall). To be or to do: Is a gifted child born or developed? <i>Roeper Review</i>, 6(1). Retrieved from www.gt-cybersource.org/Record.aspx?NavID=2_0&rid=12984</p>
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Continued from previous page What characteristics Do gifted individuals Display across their lives that differentiate them from same-age peers?	3.6 Describe how the interaction between the environment and innate capabilities affects productivity throughout life.	Bridge exercise: As a class, prepare a short interview that participants would conduct with students of varying ages on what they think giftedness is, and how they think it plays out at home, at school and socially.	Participation in creation of interview protocol, conducting interview, and preparation to share findings.	<p>Holistic Understanding of the Gifted, <i>continued</i>:</p> <p>Lovecky, D. (1997). Identity development in gifted children: Moral sensitivity. <i>Roeper Review</i>, 20(2), 90–94. Retrieved from www.sengifted.org/articles_social/Lovecky_IdentityDevelopmentInGiftedChildrenMoralSensitivity.shtml</p> <p>Lovecky, D. (1992). Exploring social and emotional aspects of giftedness in children. <i>Roeper Review</i>, 15(1), 18–25. Retrieved from www.sengfited.org/articles_social/Lovecky_ExploringSocialAndEmotionalAspectsOfGiftednessInChildren.html</p> <p>Schmitz, C. C., & Galbraith, J. (1985). Assessing who you've got: The gifted student. <i>Managing the social and emotional needs of the gifted</i> (pp. 21–27). Minneapolis: Free Spirit Press.</p> <p>Silverman, L. (2006). What We Have Learned About Gifted Children. Retrieved from www.gifteddevelopment.com/What_is_Gifted/learned.htm</p> <p>Tolan, S. Beginning brilliance. In J. Smutney, (1996). <i>The young gifted child: Potential and promise</i>. New York: Hampton Press. Retrieved from www.stephanietolan.com/beginning_brilliance.htm</p>
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<p>Continued from previous page</p> <p>What characteristics do gifted individuals display across their lives that differentiate them from same-age peers?</p>				<p>Creativity: Neihart, M., & Olenchak, R. (2002). Creatively gifted children. In M. Neihart, S. Reis, N. Robinson, & S. Moon, (Eds.), <i>The social and emotional development of gifted children</i>. Washington, DC: NAGC. Piiro, J. (2004). The creative process: A postmodern view of creativity with emphasis on what creators really do. Retrieved from http://personal.ashland.edu/~jpiiro/Australia%20keynote%20%20creativity.htm VanTassel-Baska, J. (n.d.). Creativity as an elusive factor in giftedness. Retrieved from www.gtcybersource.org/Record.aspx?NavID=2_0&rid=13721 Additional Resources: Cross, T. (2001). <i>On the social and emotional lives of gifted children</i>. Waco, TX: Prufrock Press. Cross, T. L., Coleman, L., & Terhaar-Yonders, M. (1991). The social cognition of gifted adolescents in schools: Managing the stigma of giftedness. <i>Journal for the Education of the Gifted</i>, 15, 44–55. Csikszentmihalyi, M., Rathunde, W., & Whaley, C. (1994). <i>Talented teens</i>. New York: Basic Books. Manor-Bullock, R., Look, C., & Dixon, D. N. (1995). Is giftedness socially stigmatizing? The impact of high achievement on social interactions. <i>Journal for the Education of the Gifted</i>, 18, 319–338. Piiro, J. (1999). <i>Talented children and adults: Their development and education</i> (2nd ed.). Columbus, OH: Prentice Hall/Merrill.</p>
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Competency 3.0 & Key Question 3	Guiding Objectives	Learning Options – Activities	Method of Competency Demonstration	Resources
What is the Phenomenological experience of a gifted individual?	<p>3.7 Understand the inner experience of children who are gifted.</p> <p>3.8 Become familiar with Dabrowski's Theory of Positive Disintegration and the importance of Developmental Potential and Over excitabilities.</p>	<p>Bridge building option: conduct interview, share what you learned; make a master list of what the students thought about giftedness.</p> <p>Write a one-page essay on how and why individuals who are gifted are more unlike one another than alike. Read article and share significant highlights. Delineate how over excitability traits are often misdiagnosed</p>	<p>Shared results of Interview with participants in your group.</p> <p>Created list.</p> <p>Written one page essay. Shared vital points to correctly identify over excitabilities.</p>	<p>Dabrowski's Theory: Gallagher, T. (n.d.). Over excitabilities used to predict giftedness. Retrieved from www.hoagiesgifted.org/dabrowski.htm</p> <p>Lind, S. (2001). Over excitability and the gifted. <i>The SENG Newsletter</i>, 1(1), 3–6. Retrieved from www.sengifted.org/articles_social/Lind_OverexcitabilityAndTheGifted.shtml</p> <p>Mendaglio, S. (n.d.). Dabrowski's Theory of Positive Disintegration: Some implications for teachers of gifted students. Retrieved from www.sengifted.org/articles_social/Mendaglio_DabrowskiTheoryOfPositiveDisintegration.shtml</p> <p>Piechowski, M. (2006). <i>"Mellow Out," they say. If I only could</i>. Madison, WI: Yunasa Books.</p> <p>Silverman, L. K. (1993). <i>Counseling the gifted and talented</i> (pp. 11–22). Denver: Love Publishing Company.</p> <p>Personality Variables and Gifted: Burruss, J., & Kaenzig, L. (1999, Fall). Introversion: The often forgotten factor impacting the gifted. <i>Virginia Association for the Gifted</i>, 21(1). Retrieved from www.gt-cybersource.org/Record.aspx?NavID=2_0&rid=12859</p>

Continued from previous page What is the phenomenological experience of a gifted individual?	3.9 Become cognizant of personality variables that affect the social and emotional well-being of gifted children.	Prepare a brochure of relevant information on gifted children's sensitivities, over excitabilities, and asynchronous development as an aid for teachers at school. Each person read an article on personality variables. Write a commentary on your experience as a gifted individual, and mention if the articles have missed any significant points.	Prepared brochure on gifted children's sensitivities and development. Shared significant points. Written commentary.	<p>Personality Variables and Gifted, <i>continued</i>: Kunkel, M., Chapa, B., Patterson, G., & Walling, D. (1992). Experience of giftedness: Eight great gripes six years later. <i>Roeper Review</i>, 15(1), 10–14. Retrieved from www.gt-cybersource.org/Record.aspx?NavID=2_0&rid=11358</p> <p>Lovecky, D. V. (1997). Identity development in gifted children: Moral sensitivity. <i>Roeper Review</i>, 20(2), 90–94. Retrieved from www.sengifted.org/articles_social/Lovecky_IdentityDevelopmentInGiftedChildrenMoralSensitivity.shtml</p> <p>Martin. (n.d.). Fitting in and speaking out: Me and Asperger's Syndrome. Retrieved from www.hoagiesgifted.org/fitting_in.htm</p> <p>Morelock, M. (1992). Giftedness: The view from within. <i>Understanding our Gifted: Open Space Communications</i>, 4(3), 1, 11–15. Retrieved from www.gtcybersource.org/Record.aspx?NavID=2_0&rid=11392</p> <p>Olszewski-Kubilius, P., & Kulieke, M. (n.d.). Personality dimensions of gifted adolescents. Retrieved from www.gt-cybersource.org/Record.aspx?NavID=2_0&rid=11262</p> <p>Roeper, A. (n.d.). The emotional needs of the gifted child. Retrieved from www.sengifted.org/articles_social/Roeper_TheEmotionalNeedsOfTheGiftedChild.shtml</p>
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<p>Continued from previous page</p> <p>What is the phenomenological experience of a gifted individual?</p>		<p>Create a short bibliography of relevant books incorporating gifted children's sensitivities, over excitabilities, and asynchronous development. Share the list with the remainder of the class.</p> <p>Read Piechowski's book, <i>"Mellow Out," they say. If I only could.</i> Share excerpts from the book to further understand "normal" experiences of profound sensitivities and over excitability among the gifted.</p>	<p>Conducted Web search to create a short bibliography to address topic.</p> <p>Shared insightful excerpts.</p>	<p>Personality Variables and Gifted, <i>continued</i>:</p> <p>Roeper, A. (2000, Fall). Giftedness is heart and soul. Retrieved from www.upsidedownschoolroom.com/heart&soul.html</p> <p>Sak, U. (n.d.). A synthesis of research on psychological types of gifted adolescents. Retrieved from www.sengifted.org/articles_social/Sak_SynthesisOfResearchOnPsychologicalTypes.shtml</p> <p>Silverman, L. (n.d.). The moral sensitivity of gifted children and the evolution of society. Retrieved from www.sengifted.org/articles_social/Silverman_TheMoralSensitivityOfGiftedChildren.shtml</p> <p>Webb, J. (1994). Nurturing social-emotional development of gifted children. ERIC Digest #E527. Retrieved from http://www.ericdigests.org/1995-1/social.htm</p> <p>Additional Resources:</p> <p>Csikszentmihalyi, M., Rathunde, K., & Whalen, S. (1994). <i>Talented teenagers: The roots of success and failure</i>. New York: Basic Books.</p> <p>Elkind, D. (1988). <i>The hurried child: Growing up too fast too soon</i>. Reading, MA: Addison-Wesley.</p> <p>Hebert, T., & Kent, R. (n.d.). Nurturing social and emotional development in gifted teenagers through adult literature. Retrieved from www.sengifted.org/articles_counseling/HebertKent_NurturingDevelopmentYoungAdultLiterature.shtml</p> <p>Roeper, A. (2006). <i>The "I" of the beholder: A guided journey</i></p>
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Competency 3.0 & Key Question 4	Guiding Objectives	Learning Options – Activities	Method of Competency Demonstration	Resources
How do the strengths and vulnerabilities of gifted individuals impact their lives?	<p>3.10 Understand strengths and vulnerabilities of a gifted individual that originates from within the self.</p> <p>3.11 Understand vulnerabilities that are due to another's reaction to giftedness.</p>	<p>Divide the readings among participants; share significant information not previously discussed with class.</p> <p>In groups, participants will complete one of three sheets: vulnerabilities within self; vulnerabilities form others; vulnerabilities at home, school, and community. Focus across life span. Share results.</p>	<p>Presentation of highlights of each article.</p> <p>Participation in recording vulnerabilities across the life span. Sharing list and participation in discussion.</p>	<p>Amends, E. (2003). Worry and the gifted: How much is too much? Retrieved from www.gt-cybersource.org/Record.aspx?NavID=2_0&rid=12801</p> <p>Blakeley, S. (2000, Spring). The emotional journey of the gifted and talented adolescent female. The National Research Center on the Gifted and Talented. Retrieved from www.sp.uconn.edu/~nrcgt/news/spring01/sprng013.html</p> <p>Buescher, T., & Higham, S. (n.d.). Helping adolescents adjust to giftedness. Retrieved from www.hoagiesgifted.org/eric/e489.html</p> <p>Jackson, S. (n.d.). Bright star—black sky: A phenomenological study of depression as a window into the psyche of the gifted adolescent. Retrieved from www.sengifted.org/articles_counseling/Jackson_BrightStarBlackSky.shtml</p> <p>Kaplan, L. (n.d.). Helping gifted students with stress management. Retrieved from www.hoagiesgifted.org/eric/e488.html</p> <p>Kaufman, D. (n.d.). Plateauing. Retrieved from www.hoagiesgifted.org/plateauing.htm</p> <p>Matthews, D., & Foster, J. (n.d.). Helping sensitive children cope in difficult times. Retrieved from www.sengifted.org/articles_social/FosterMatthewsTroublingTimes.shtml</p>

<p>Continued from previous page</p> <p>How do the strengths and vulnerabilities of gifted individuals impact their lives?</p>	<p>3.12 Understand vulnerabilities that are due to a specific circumstance.</p>	<p>In dyads, discuss the two-sided gifted experience: strengths and vulnerabilities. Create an acronym to depict each for the word “gifted.”</p> <p>Interview guidance counselor and discuss most common problems of gifted students in your school.</p> <p>Have students who are gifted and non-gifted write down a “top 10 concerns” list. Analyze results and process sensitive material with class.</p>	<p>Two lists with two acronyms for gifted. Written report of interview.</p> <p>Completed list of concerns, analysis of results, and assistance for students to process the outcome.</p>	<p>Neihart, M. (2002). Gifted children and depression. In M. Neihart, S. Reis, N. Robinson, & S. Moon (Eds.). <i>The social and emotional development of gifted children</i>. Washington, DC: NAGC.</p> <p>Neihart, M. (1999). The impact of giftedness on psychological well-being: What does the empirical literature say? <i>Roeper Review</i>, 22, 10–16.</p> <p>Roedell, W. (1984). Vulnerability of highly gifted children. <i>Roeper Review</i>, 6(3), 127–130. Retrieved from www.gtcybersource.org/Record.aspx?NavID=2_2&rid=11179</p> <p>Schuler, P. (n.d.). Gifted kids at risk: who’s listening? Retrieved from www.sengifted.org/articles_social/Schuler_GiftedKidsAtRiskWhosListening.shtml</p> <p>Schuler, P. (2002). Perfectionism in gifted children and adolescents. In M. Neihart, S. Reis, N. Robinson, & S. Moon (Eds.). <i>The social and emotional development of gifted children</i>. Washington, DC: NAGC.</p> <p>Shaine, J. (n.d.). Underachievement from the inside out. Retrieved from www.geocities.com/josh_shaine/insideout.html</p> <p>University of Michigan Health Minute Publication. Don’t let 20/20 hindsight happen to you. Retrieved from www.med.umich.edu/opm/newspage/2007/hmsuicide.htm</p>
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Continued from previous page How do the strengths and vulnerabilities of gifted individuals impact their lives?		<p>In quads, pick one of two films and discuss depiction of strengths and vulnerabilities utilizing Topic 4 HO 1 or Topic 4 HO 2.</p> <p>Read excerpts of gifted teens from M. Piechowski's book on what it is like to be her/him.</p>	<p>Participation in group discussion.</p> <p>Reading excerpts from book.</p>	<p>Webb, J., Amend, E., Webb, N., Goerss, J., Beljan, P., & Olenchak, F. (2004). Counseling, multiple exceptionality, and psychological issues. Retrieved from www.sengifted.org/articles_counseling/Webb_MisdiagnosisAndDualDiagnosisOfGiftedChildren.shtml</p> <p>Additional Resources: Ellsworth, J. (1998). Adolescence and gifted: addressing existential dread. Retrieved from www.sengifted.org/articles_counseling/Ellsworth_AdolescenceAndGiftedAddressingExistentialDread.shtml</p> <p>Maxwell, B. (n.d.). Diagnosis questions. Retrieved from www.sengifted.org/articles_counseling/Maxwell_DiagnosisQuestions.shtml</p> <p>Schmitz, C. C., & Galbraith, J. (1985). <i>Managing the social and emotional needs of the gifted: A teacher's survival guide</i>. Minneapolis, MN: Free Spirit Press.</p>
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Competency 3.0 & Key Question 5	Guiding Objectives	Learning Options – Activities	Method of Competency Demonstration	Resources
How does the very nature of highly gifted and profoundly gifted individuals separate them from others?	3.13 Realize that, by definition, a person who has an I.Q. four or more standard deviations above the norm will have greater difficulty finding peers and will be misunderstood by others.	<p>Divide the readings among participants; share significant information not previously discussed with class.</p> <p>Discuss how your district serves highly gifted students.</p> <p>Review your district's policy for identification and services for gifted. Write an essay on what is missing and what you think should be added.</p>	<p>Participation in presentation.</p> <p>Essay on district's services and lack thereof.</p>	<p>Carlton, S. (1992). Fitting a square peg into a round hole. <i>Roeper Review</i>, 15(1), 4–6. Retrieved from www.gt-cybersource.org/Record.aspx?NavID=2_0&rid=11368</p> <p>Davidson Institute. Retrieved from www.gtcybersource.org/Record.aspx?NavID=2_0&rid=10573</p> <p>Feldman, D. (1997). The mysterious case of extreme giftedness. In <i>The gifted and talented: Their education and development (78th Yearbook of the National Society for the Study of Education, Part I</i>, pp.335–351). Chicago: University of Chicago Press.</p> <p>Goldsmith, L. (1987). Girl prodigies: Some evidence and some speculations. <i>Roeper Review</i>, 10(2), 74–82. Retrieved from www.gtcybersource.org/Record.aspx?NavID=2_0&rid=11393</p> <p>Gross, M. (1994). Factors in the social adjustment and social acceptability of extremely gifted children. <i>Talent Development, Vol. II</i>, Ohio Psychology Press. Retrieved from www.gt-cybersource.org/Record.aspx?NavID=2_0&rid=10586</p> <p>Hansen, J. (1992). Discovering highly gifted students. <i>Understanding our Gifted, Open Space Communications</i>, 4(4). Retrieved from www.hoagiesgifted.org/identification.htm</p>

<p>Continued from previous page</p> <p>How does the very nature of highly gifted and profoundly gifted individuals separate them from others?</p>	<p>3.14 Recognize that a person with an I.Q. four or more standard Deviations above the norm is as holistically different from the norm as a person with an I.Q. four or more standard deviations below the norm is holistically different from the norm.</p>	<p>Write a letter to a new teacher offering information and advice on gifted and highly gifted students.</p> <p>Interview two AP teachers and write a paper on the characteristics, needs, and vulnerabilities of their highly gifted students.</p>	<p>Completed letter to a new gifted teacher.</p> <p>Written report of interview.</p>	<p>Kearney, K. (2000). Frequently asked questions about extreme intelligence in very young children. Retrieved from www.gtcybersource.org/Record.aspx?NavID=2_0&rid=11375</p> <p>Kearney, K. (1996). Highly gifted children in full inclusion classrooms. <i>The Hollingworth Center for Highly Gifted Children</i>, 12(4). Retrieved from www.gtcybersource.org/Record.aspx?NavID=2_0&rid=11310</p> <p>Kearney, K. (n.d.). The 10 most commonly asked questions about highly gifted children. <i>The Hollingworth Center for Highly Gifted Children</i>. Retrieved from www.gtcybersource.org/Record.aspx?NavID=2-0&rid=11235</p> <p>Lovecky, D. (1994). Exceptionally gifted children: Different minds. <i>Roeper Review</i>, 17(2). Retrieved from www.sengifted.org/articles_learning/Lovecky_ExceptionallyGiftedChildrenDifferentMinds.shtml</p> <p>Robinson, H. (1981). The uncommonly bright child. In M. Lewis, & L. Rosenblum (Eds.). <i>The uncommon child</i> (pp. 57–81). New York: Plenum Press. Retrieved from www.gt-cybersource.org/Record.aspx?NavID=2_0&rid=10576</p> <p>Thompson, M. (n.d.). All children are gifted. Retrieved from www.hoagiesgifted.org/all_children.htm</p> <p>Tolan, S. (n.d.). Is it a cheetah? Retrieved from www.sengifted.org/articles_learning/Tolan_IsItACheetah.shtml</p>
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<p>Continued from previous page</p> <p>How does the very nature of highly gifted and profoundly gifted individuals separate them from others?</p>	<p>3.15 Understand that any grouping of traits for profoundly gifted individuals is merely for convenience of presentation.</p>	<p>Read one of Leta Stetter Hollingworth's books and read excerpts to the class.</p>	<p>Reading excerpts to the class.</p>	<p>Albert, R. (1980). Exceptionally gifted boys and their parents. <i>Gifted Child Quarterly</i>, 24(4), 174–179. Retrieved from www.gt-cybersource.org/Record.aspx?NavID=2_0&rid=11361</p> <p>Clark, B. (2004). Tips for parents: Helping parents understand their profoundly gifted child. Davidson Institute Seminar. Retrieved from www.gt-cybersource.org/Record.aspx?NavID=2_0&rid=13165</p> <p>Feldman, D. (1993). Child prodigies: A distinctive form of giftedness. <i>Gifted Child Quarterly</i>, 37(4), 188–193. Retrieved from www.gt-cybersource.org/Record.aspx?NavID=2_0&rid=11426</p> <p>Hollingworth, L. (1926). <i>Gifted children: Their nature and nurture</i>. New York: Macmillan.</p> <p>Hollingworth, L. (1942). <i>Children above 180 I.Q. Stanford-Binet: Origin and development</i>. New York: World Book.</p>
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Competency 3.0 & Key Question 6	Guiding Objectives	Learning Options – Activities	Method of Competency Demonstration	Resources
How can we identify and support a gifted child who displays atypical characteristics due to life differences?	3.16 Describe the different social and emotional needs of gifted students from special populations. Include gender, ethnicity and culture, socioeconomic status, twice and underachieving students.	<p>Read articles and, as “class expert,” present to class the information and lead discussion.</p> <p>Choose a second focal topic and Complete Topic 6 HO 1.</p>	<p>Completed readings, assuming key role in discussion.</p> <p>Completed Topic 6 HO 1 with second topic.</p>	<p>Gender Differences–Girls: Kerr, B. (1985). <i>Smart girls, gifted women</i>. Dayton, OH: Ohio Psychology Press.</p> <p>Kerr, B. (1994). <i>Smart girls two: A new psychology of girls, women and giftedness</i>. Dayton, OH: Ohio Psychology Press.</p> <p>Feldman, D. (1993). Child prodigies: A distinctive form of giftedness. <i>Gifted Child Quarterly</i>, 37(4), 188–193. Retrieved from www.gt-cybersource.org/Record.aspx?NavID=2_0&rid=11426</p> <p>Piirto, J. (n.d.). Why are there so few? (Creative women: visual artists, mathematicians, scientists, musicians). Retrieved from www.gt-cybersource.org/Record.aspx?NavID=2_0&rid=11184</p> <p>Hollingworth, L. (1926). <i>Gifted children: Their nature and nurture</i>. New York: Macmillan.</p> <p>Reis, S. (2002). Social and emotional issues faced by gifted girls in elementary and secondary school. <i>SENG Newsletter</i>, 2(3), 1–5. Retrieved from www.sengifted.org/articles_social/Reis_SocialAndEmotionalIssuesFacedByGiftedGirls.shtml</p> <p>Rimm, S. (2002). <i>Helping today's girls become tomorrow's successful women: Ten tips for caring adults</i>. Free Spirit Press. Retrieved from www.gt-cybersource.org/Record.aspx?NavID=2_0&rid=11402</p> <p>Smutny, J. (1999). Gifted Girls. <i>Understanding our Gifted. Open Space Communications</i>, 11(2), 9–13. Retrieved from www.gtcybersource.org/Record.aspx?NavID=2_0&rid=11388</p>

Continued from previous page How can we identify and support a gifted child who displays atypical characteristics due to life differences?	3.17 Realize the need for additional or different assessment tools to identify special population students.	In groups of four, complete Topic 6 HO 2 covering all special populations presented. Pick a famous person who overcame several obstacles and write a short biography.	Completed Topic 6 HO 2. Completed Biography.	<p>Gender Differences–Boys:</p> <p>Alvino, J. (1994). An Investigation into the needs of gifted boys. <i>Roeper Review</i>, 13(4), 174–180.</p> <p>Clark, B. (2002). <i>Growing up gifted</i> (pp. 496–538). Columbus, OH: Merrill Prentice Hall.</p> <p>Colangelo, N., Assouline, S. G., Baldus, C. M., & New, J. K. (2003). Gifted education in rural schools. In N. Colangelo & G. A. Davis (Eds.), <i>Handbook of gifted education</i> (3rd ed., pp. 572–581). Boston: Allyn & Bacon.</p> <p>Ford, D. Y. (2003). Equity and excellence: Culturally diverse students in gifted education. In N. Colangelo & G. A. Davis (Eds.), <i>Handbook of gifted education</i> (3rd ed., pp. 506–520). Boston: Allyn & Bacon.</p> <p>Ford, D. (2002). Racial identity among gifted African American students. In M. Neihart, S. Reis, N. Robinson, & S. Moon (Eds.), <i>NAGC</i>. Waco, TX: Prufrock Press.</p> <p>Hebert, T. (n.d.). Managing his image: The challenge facing a gifted male. Retrieved from www.sengifted.org/articles_social/Hebert_ManagingHisImage.shtml</p> <p>Hebert, T. (2003). Using biography to counsel gifted young men. Retrieved from www.sengifted.org/articles_counseling/Hebert_UsingBiographyToCounselGiftedYoungMen.shtml</p> <p>Kerr, B. & Cohn, S. (2001). <i>Smart Boys</i>. Scottsdale, AZ: Great Potential Press.</p>
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<p>Continued from previous page</p> <p>How can we identify and support a gifted child who displays atypical characteristics due to life differences?</p>	<p>3.18 Learn how to recognize, understand, and support gifted children with multiple differences.</p>	<p>Read “The Silent Epidemic” and write an editorial. Compare district with state Web sites to see if special population gifted students are equally represented.</p>	<p>Editorial on “The Silent Epidemic.” Report comparing district with state Web</p>	<p>Gender Differences–Boys, <i>continued</i></p> <p>Kerr, B. A., & Nicpon, M. F. (2003). Gender and giftedness. In N. Colangelo & G. A. Davis (Eds.), <i>Handbook of gifted education</i> (3rd ed., pp. 493–505). Boston: Allyn & Bacon.</p> <p>Kerr, B., & Colangelo, N. (1994). Something to prove: Academically talented minority students. Ohio Psychology Press. Retrieved from www.gt-cybersource.org/Record.aspx?NavID=2_0&rid=10565</p> <p>Pollack, W. (1998). <i>Real boys: Rescuing our sons from the myths of boyhood</i>. New York: Holt Publishing.</p> <p>Bridgeland, J., Dilulio, J., & Morison, K. (2006). The silent epidemic: Perspectives of high school dropouts. Retrieved from www.civicerprises.net/pdfs/thesilentepidemic3-06.pdf</p> <p>Slocumb, P. D. (2001). Giftedness in poverty. <i>Gifted Education Communicator</i>, 32(4).</p> <p>Twice–Exceptional Differences:</p> <p>Brody, L., & Mills, C. (1997). Gifted children with learning disabilities: A review of the issues. <i>Journal of Learning Disabilities</i>, 30(3), 282–286.</p> <p>Cline, S., & Hegeman, K. (n.d.). Overcoming stereotypes. <i>Gifted Child Today</i>. Retrieved from www.hoagiesgifted.org/identification.htm</p> <p>Cronin, A. (n.d.). Asynchronous development and sensory integration intervention in the gifted and talented population. Retrieved from www.sengifted.org/articles_social/Cronin_AsynchrnousDevelopmentandSIIntervention.shtml</p>
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<p>Continued from previous page</p> <p>How can we identify and support a gifted child who displays atypical characteristics due to life differences?</p>		<p>Research your school records to note the trends of underachievement.</p>	<p>Analysis of your school's underachievement trends.</p>	<p>Twice-Exceptional Differences, <i>continued</i>:</p> <p>Dodson, W. (2002, Summer). Attention Deficit-Hyperactivity Disorder (ADHD): The basics and the controversies. <i>Understanding our Gifted</i>, 14(4). Retrieved from www.gt-cybersource.org/Record.aspx?NavID=2_0&rid=12693</p> <p>Lovecky, D. (1999). Gifted children with ADHD. Retrieved from www.gt-cybersource.org/Record.aspx?NavID=2_0&rid=11380</p> <p>Neihart, M. (2000). Gifted children with Asperger's Syndrome. <i>Gifted Child Quarterly</i>, 44(4), 222–230. Retrieved from www.gt-cybersource.org/Record.aspx?NavID=2_0&rid=11381</p> <p>Silverman, L. K. (2003). Gifted children with learning disabilities. In N. Colangelo & G. A. Davis (Eds.), <i>Handbook of gifted education</i> (3rd ed., pp. 533–543). Boston: Allyn & Bacon.</p> <p>Underachievement</p> <p>Baker, J., Bridger, R., & Evans, K. (1998). Models of underachievement among gifted preadolescents: The role of personal, family, and school factors. <i>Gifted Child Quarterly</i>, 42(1), 5–15. Retrieved from www.gt-cybersource.org/Record.aspx?NavID2_0&rid=11334</p> <p>Caveney, A. (n.d.). Motivational paralysis. Retrieved from www.hoagiesgifted.org/paralysis.htm</p>
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<p>Continued from previous page</p> <p>How can we identify and support a gifted child who displays atypical characteristics due to life differences?</p>			<p>Underachievement, <i>continued</i>:</p> <p>Emerick, L. (1992). Academic underachievement among the gifted: Students' perceptions of factors that reverse the pattern. <i>Gifted Child Quarterly</i>, 36(3), 140–146.</p> <p>Kanevsky, L., & Keighley, T. (2003). To produce or not to produce? Understanding boredom and the honor in underachievement. <i>Roeper Review</i>, 26(1). Retrieved from www.gt-cybersource.org/Record.aspx?NavID=2_0&rid=12995</p> <p>Rimm, S. B. (2003). Underachievement: A national epidemic. In N. Colangelo & G. A. Davis (Eds.), <i>Handbook of gifted education</i> (3rd ed., pp. 417–423). Boston: Allyn & Bacon.</p> <p>Schultz, R. (2000). Flirting with underachievement. <i>The Hollingsworth Center</i>, 13(2). Retrieved from www.gt-Cybersource.org/Record.aspx?NavID=2_0&rid=11370</p> <p>Siegle, D., and McCoach, D. (n.d.). What you can do to reverse underachievement in your classroom. Retrieved from www.gt-cybersource.org/Record.aspx?NavID=2_0&rid=13069</p> <p>Shaine, J. (n.d.). Underachievement from the inside out. Retrieved from www.geocities.com/josh_shaine/insideout.html</p> <p>Additional Resources:</p> <p>Goldstein, L. (2001). Diamond in the rough. Retrieved from www.donline.org/article/6069</p> <p>Karnes, M. B., & Johnson, L. J. (1990). <i>Identifying and programming for young black gifted children</i>. Unionville, NY: Trillium Press.</p>
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Continued from previous page				<p>Additional Resources, continued</p> <p>Lind, S. (2000). Before referring a gifted child for ADD, ADHD evaluation. <i>Communicator</i>, 31(4). Retrieved from www.gt-cybersource.org/Record.aspx?NavID=2-0&rid=11510</p> <p>Lovecky, D. (2006). <i>Different minds</i>. Philadelphia: Jessica Kingsley Publishing.</p> <p>McCarty, H., & Siccone, F. (2001). <i>Motivating your students: Before you can teach them, you have to reach them</i>. Needham Heights, MA: Allyn & Bacon.</p> <p>Slocumb, P. D., & Payne, R. K. (2000). Environmental opportunities. <i>Removing the mask: Giftedness in poverty</i> (pp. 17–41). Highlands, TX: RFT Publishing.</p> <p>Silverman, L. (2003). <i>Upside down brilliance: The visual spacial learner</i>. Denver: DeLeon Publishing.</p> <p>VanTassel-Baska, J., Johnson, D., & Avery, L. D. (2002). Using performance tasks in the identification of economically disadvantaged and minority gifted learners: Findings. <i>Gifted Child Quarterly</i>, 46(2).</p>
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Competency 3.0 & Key Question 7	Guiding Objectives	Learning Options – Activities	Method of Competency Demonstration	Resources
How can we help foster resiliency in at-risk gifted students?	<p>3.19 Identify risk factors and resiliency as related to students who are gifted.</p> <p>3.20 Enumerate what you can do as a teacher to help students at risk.</p> <p>3.21 List symptoms in children and adults of addiction and physical or sexual abuse.</p>	<p>Divide readings and present key information.</p> <p>In groups of four, discuss resiliency and gifted students.</p> <p>Write an essay on why gifted students might leave high school and what options exist for them.</p>	<p>Participation in discussion.</p> <p>In groups, answering questions and taking part in discussion.</p> <p>Completed and evaluated essay addressing key points.</p>	<p>Arellano, A. R., & Padilla, A. M. (1996). Academic invulnerability among a selected group of Latino university students. <i>Hispanic Journal of Behavioral Sciences</i>, 18(4), 485–507. (ISSN-0739-9863)</p> <p>Benard, B. (1995). Fostering resilience in children. <i>ERIC Digest</i> (ESO-PS-95-9). Retrieved from www.ericdigests.org/1996-2/fostering.html</p> <p>Clasen, D. R., & Clasen, R. E. (2003). Mentoring the gifted and talented. In N. Colangelo & G. A. Davis (Eds.), <i>Handbook of gifted education</i> (3rd ed., pp. 254–267). Boston: Allyn & Bacon.</p> <p>David, J. (Ed.). (1996). <i>The family secret: Adult children of alcoholics tell their stories</i>. Quill Publishing.</p> <p>Dixon, C. (1996). <i>Gifted and at risk. Fastback 398</i>. Bloomington, IN: Phi Delta Kappa Educational Foundation. (ISBN-0-87367-598-3) (ERIC Document Reproduction Service No. ED407824)</p> <p>Ford, D. Y. (1994). Nurturing resilience in gifted black youth. <i>Roeper Review</i>, 17(2), 80–85. (ISSN-0278-3193)</p> <p>Hebert, T. P. (1996). Portraits of resilience: The urban life experience of gifted Latino young men. <i>Roeper Review</i>, 19(2), 82. (ISSN-0278-3193)</p> <p>Kline, B. E., & Short, E. B. (1991). Changes in emotional resilience: Gifted adolescent females. <i>Roeper Review</i>, 13(3), 118–21. (ISSN-0278-3193)</p>

<p>Continued from previous page</p> <p>How can we help foster resiliency in at-risk gifted students?</p>		<p>Read Topic 7 HO 1 and HO 3 and write an essay.</p> <p>Read Topic 7 HO 2 and answer questions in a group. Define prevalence of risks and how teachers can help students in need.</p> <p>Prepare a presentation for students on alcoholism and addiction.</p> <p>Write a commentary on violence in the home referencing your community.</p> <p>Write a creative story with an at-risk character.</p>	<p>Topic 7 HO 1 and HO 3 related essay.</p> <p>Participation in Topic 7 HO 2 activities defining prevalence of risks and students in need.</p> <p>Evaluation of presentation to students.</p> <p>Written commentary on violence.</p> <p>Written creative short story.</p>	<p>Lovell, C. (2005). <i>Rachael Mason hears the sound</i>. Minneapolis, MN: Free Spirit Publishing.</p> <p>Neihart, M. (2002). Risk and resilience in gifted children: A conceptual framework. In</p> <p>M. Neihart, S. Reis, N. Robinson, & S. Moon (Eds.), <i>The social and emotional development of gifted children</i>. Washington, DC: Prufrock Press.</p> <p>Reis, S. M., Hebert, T. P., Diaz, E. I, Maxfield, L. R., & Ratley, M. E. (1995). Case studies of talented students who achieve and underachieve in an urban high school. Research Monograph 95120. Storrs, CT: The National Research Center on the Gifted and Talented, University of Connecticut.</p> <p>Renzulli, J., & Park, S. (2002). Giftedness and high school dropouts: Personal, family, and school-related factors. Research Monograph 02168. Storrs, CT: The National Research Center on the Gifted and Talented, University of Connecticut. Retrieved from http://www.gifted.uconn.edu/nrcgt/renzpark.html</p> <p>Violence Against Women Online Resources. Retrieved from http://www.vaw.umn.edu/documents/nativeamerican/nasection7.shtml</p> <p>Werner, E. E. (1984). Research in review: Resilient children. <i>Young Children</i>, 40(1), 68–72.</p> <p>Worrell, F. C. (1997). Academically talented students and resilient at-risk students: Differences on self-reported risk and protective factors. <i>Journal of At-Risk Issues</i>, 4(1), 10–18.</p>
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Competency 3.0 & Key Question 8	Guiding Objectives	Learning Options – Activities	Method of Competency Demonstration	Resources
How can schools support our brightest students?	<p>3.22 Read Templeton National Report on Acceleration: <i>A nation deceived: How schools hold back America's brightest students</i>.</p> <p>3.23 Understand Two categories of acceleration– grade based and subject based– and list 18 acceleration options</p>	<p>Take the short pretest, Topic 8 HO 1. Read articles assigned and share highlights. Read Chapters I and 2 of <i>A Nation Deceived, Vol. 1</i>, and participate in quad discussion. Fill out Topic 8 HO 2.</p> <p>Read parents' writings and write a letter in response.</p>	<p>Having read articles and shared highlights, participate in discussion of answers to Topic 8 HO 1.</p> <p>Participation in group discussion of Topic 8 HO 2.</p> <p>Responsive letter.</p>	<p>Assouline, S. G. (2003). Psychological and educational assessment of gifted children. In</p> <p>N. Colangelo & G. A. Davis (Eds.), <i>Handbook of gifted education</i> (3rd ed., pp. 124–145). Boston: Allyn & Bacon.</p> <p>Elkind, D. (n.d.). Acceleration. Retrieved from www.hoagiesgifted.org/elkind.htm Educational Resources Information Center. (n.d.). ERIC Digest #E526. Should gifted students be grade advanced? (Topic 8 HO 4)</p> <p>Goff, K., & Torrance, E. P. (1999). Discovering and developing giftedness through mentoring. <i>Gifted Child Today</i>, 22, 14–15, 52–53.</p> <p>Grant, B., & Piechowski, M. (n.d.). Theories and the good: Toward child-centered gifted education. <i>Gifted Child Quarterly</i>, 43(1), 4–12. Retrieved from http://gcq.sagepub.com/cgi/content/refs/43/1/4</p> <p>Gross, M., & van Vliet, H. (2005). Radical acceleration and early entry to college: A review of the research. <i>Gifted Child Quarterly</i>, 49(2). Retrieved from www.gtcybersource.org/Record.aspx?NavID=2_0&rid=14030</p> <p>Kearney, K. (1989). The early college option. <i>Understanding Our Gifted</i>, 1(4), 13. Retrieved from www.gtcybersource.org/Record.aspx?NavID=2_0&rid=11214</p>

<p>Continued from previous page</p> <p>How can schools support our brightest students?</p>	<p>3.24 Recognize homeschooling as a positive option for some gifted students and families.</p> <p>3.25 Be aware of myths, fears, and expectations of teachers and administrators that hold back students and the research that responds to.</p>	<p>Read Topic 8 HO 3 and participate in class discussion comparing enrichment with acceleration.</p> <p>Write an essay on steps high schools can take to meet needs of students who are gifted.</p>	<p>Participation in class discussion.</p> <p>Completed and evaluated essay on steps high schools can take to meet gifted needs.</p>	<p>Noble, K., Robinson, N., & Gunderson, S. (1993). All rivers lead to the sea: A follow-up study of gifted young adults. <i>Roeper Review</i>, 15(3), 124–130. Retrieved from www.gt-cybersource.org/Record.aspx?NavID=2_0&rid=11419</p> <p>Osborn, J. (n.d.). Educational advocacy for gifted students. Retrieved from www.gt-cybersource.org/Record.aspx?NavID=2_0&rid=11491</p> <p>Rogers, C. (n.d.). Carl Rogers, Core conditions and education. Retrieved from www.infed.org/thinkers/etrogers.htm</p> <p>Rogers, K. (2002). Effects of acceleration on gifted learners. In M. Neihart, S. Reis, N. Robinson, & S. Moon (Eds.), <i>The social and emotional development of gifted children</i>. Washington, DC: NAGC.</p> <p>Schiever, S. W., & Maker, C. J. (2003). New directions in enrichment and acceleration. In N. Colangelo & G. A. Davis (Eds.), <i>Handbook of gifted education</i> (3rd ed., pp. 163–173). Boston: Allyn & Bacon.</p> <p>Southern, W. T., & Jones, E. (2002). Types of acceleration: Dimensions and issues. In <i>A Nation Deceived: Vol. II</i>.</p> <p>Colangelo, N., Assouline, S., Gross, M., Wright, L., & Coulianos, C. (1991). A model program for precocious children: Hollingsworth Preschool. <i>Gifted Child Today</i>, 14(5), 24–29. Retrieved from www.gt-cybersource.org/Record.aspx?NavID=2_0&rid=11452</p>
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<p>Continued from previous page</p> <p>How can schools support our brightest students?</p>		<p>Working with two students, design what would be helpful to them in making educational decisions.</p> <p>In small group, discuss 18 types of acceleration and determine how they can be applied to your school district. Draft a letter to administrator.</p> <p>Become familiar with Iowa Acceleration Scale.</p> <p>Imagining you are a gifted coordinator: prepare for a staffing on an underachieving, highly gifted student.</p> <p>Make list of summer academic programs and talent searches for gifted students.</p>	<p>Participation in class discussion.</p> <p>Completed And evaluated essay on steps high schools can take to meet gifted needs.</p> <p>Familiarity with Iowa Acceleration Scale.</p> <p>Preparation for participation in staffing and report on staffing.</p> <p>Completed list of summer programs and talent searches.</p>	<p>Foster, C. (2000). In a class by themselves. <i>The Stanford Alumni Association</i>, 28(6). Retrieved from www.gtcybersource.org/Record.aspx?NavID=2_0&rid=11324</p> <p>Kantrowitz, B., & Rosenberg, D. (1984). In a class of their own: For exceptionally gifted children, the best school can be the one at home. <i>Newsweek</i>, 58. Retrieved from www.gtcybersource.org/Record.aspx?NavID=2_0&rid=11325</p> <p>Winnick, P. (2000). Home-schooled students take unorthodox route to become top college candidates. <i>Pittsburgh Post-Gazette</i>, Blade Communications. Retrieved from www.gtcybersource.org/Record.aspx?NavID=2_0&rid=113046</p> <p>Assouline, S. G., Colangelo, N., Lupkowski-Shoplik, A., & Lipscomb, J. (1998). <i>Iowa Acceleration Scale Manual: A Guide for Whole-Grade Acceleration K-8</i>. Scottsdale, AZ: Gifted Psychology Press, Inc.</p> <p>Kulik, J. A., & Kulik, C. C. (1997). Ability grouping. In N. Colangelo & G. A. Davis (Eds.), <i>Handbook of gifted education</i> (2nd ed., pp. 230–242). Boston: Allyn & Bacon.</p> <p>Kulik, J. A., & Kulik, C. C. (1984). The effects of accelerated instruction on students. <i>Review of Educational Research</i>, 54(3), 409–425.</p> <p>Osborn, J. (n.d.). Educational advocacy for gifted students. Retrieved from www.gtcybersource.org/Record.aspx?NavID=2_0&rid=11491</p> <p>Stanley, J. C., & McGill, A. M. (1986). More about young entrants to college: How did they fare? <i>Gifted Child Quarterly</i>, 30, 70–73.</p> <p>VanTassel-Baska, J. (n.d.). Individual instruction plan menu for the gifted child. Retrieved from www.gtcybersource.org/Record.aspx?NavID=2_0&rid=12847</p> <p>Wright, L., & Coulianos, C. (1991). A model program for precocious children: Hollingsworth Preschool. <i>Gifted Child Today</i>, 14(5), 24–29. Retrieved from www.gtcybersource.org/Record.aspx?NavID=2_0&rid=11452</p>
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Competency 3.0 & Key Question 9	Guiding Objectives	Learning Options – Activities	Method of Competency Demonstration	Resources
How can we help students learn what they want to do, not just what others think they should do?	<p>3.26 Understand the need for supportive Services for gifted Individuals due to the complexity and sensitivity of their nature.</p> <p>3.27 Recognize that a counselor, therapist, or psychologist must be amply educated in the gifted field so not to misdiagnosis common characteristics of gifted individuals as pathology.</p>	<p>Read articles in sub-topic and, as a “class expert,” present highlights and lead discussion.</p> <p>Create a bibliography of books and articles that support gifted students in your classroom.</p>	<p>Presentation of highlights and leading discussion.</p> <p>Creation of bibliography.</p>	<p>Counseling: Azpeitia, L., & Rocamora, M. (n.d.). Misdiagnosis of the Gifted. Retrieved from www.rocamora.org/Gifted.html</p> <p>Colangelo, N. (2003). Counseling gifted students. In <i>Handbook of gifted education</i> (pp. 373–387). Boston: Allyn & Bacon.</p> <p>Galbraith, J., & Delisle, J. (1996). College-bound, a prescription for success. <i>The gifted kids survival guide: A teen handbook</i> (pp. 174–204). Minneapolis, MN: Free Spirit Press.</p> <p>Gatto-Walden, P. (1999). Counseling gifted females with eating disorders. <i>Advanced Development Journal</i>, 8, pp.113–130.</p> <p>Kerr, B. (1991). Counseling gifted students: Techniques that work. <i>A handbook for counseling the gifted and talented</i>. Alexandria, VA: American Association for Counseling and Development.</p> <p>Lardner, C. (n.d.). School counselors light-up the intra- and inter-personal worlds of our gifted. Retrieved from www.hoagiesgifted.org/light_up_the_world.htm</p> <p>Lovecky, D. (1990). Warts and rainbows: Issues in the psychotherapy of the gifted. <i>Advanced Development Journal</i>.</p> <p>Moon, S. (2002). Counseling needs and strategies. In M. Neihart, S. Reis, N. Robinson, & S. Moon (Eds.), <i>The social and emotional development of gifted children</i> (pp. 213–222). Washington, DC: NAGC.</p>

<p>Continued from previous page</p> <p>How can we help Students learn what they want to do, not just what others think they should do?</p>	<p>3.28 Realize counseling provides empathy and partnership in times of need.</p> <p>3.29 Identify activities and resources to assist K-12 students who are gifted in planning for further education, career, or life choices.</p>	<p>Review counseling services available to gifted students and families and become acquainted with counselor to provide service as a team.</p> <p>In age/grade level groups, create a two hour workshop to help students understand and accept aspects of their giftedness.</p>	<p>Review of counseling services.</p> <p>Development of a plan to provide services to your students.</p> <p>Development of a two-hour workshop for students.</p>	<p>Counseling, continued: Silverman, L. (1993). Techniques for preventative counseling. In <i>Counseling the gifted</i> (pp. 81–110). Denver: Love Publishing Co.</p> <p>Silverman, L. (1993). Counseling Families. In <i>Counseling the gifted</i> (pp.151–178). Denver: Love Publishing Co.</p> <p>Webb, J., Amend, E., Webb, N., Goerss, J., Beljan, P., & Olenchak, R. (n.d.). Counseling, multiple exceptionality, and psychological issues. Retrieved from www.sengifted.org/articles_counseling/Webb_MisidagnosisAndDualDiagnosisOfGiftedChildren.shtml</p> <p>Guidance: Educational Resources Information Center. (n.d.). ERIC Digest #E490. College planning for gifted and talented youth. Retrieved from www.hoagiesgifted.org/eric/e490.html</p> <p>Kerr, B. (1991). Academic guidance and the curriculum. <i>A handbook for counseling the gifted and talented</i> (pp. 19–49). Alexandria, VA: American Association for Counseling and Development.</p> <p>Lardner, C. (n.d.). School counselors light-up the intra- and inter-personal worlds of our gifted. Retrieved from www.hoagiesgifted.org/light_up_the_world.htm</p> <p>Olszewski-Kubilius, P., & Yasumoto, J. (1994). Factors affecting the academic choices of academically talented adolescents. <i>Talent Development, Vol. II</i>. Ohio Psychology Press. Retrieved from www.gt-cybersource.org/Record.aspx?NavID=2_0&rid=10585</p>
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<p>Continued from previous page How can we help students learn what they want to do, not just what others think they should do?</p>	<p>3.30 Recognize that guidance and career counseling support gifted individuals in decision making for positive life choices.</p>	<p>Research the procedures necessary to refer a student for counseling. Participate in introspective exercise to address five domains. Determine how you could help gifted students relate to their total self.</p> <p>Conduct a Web search of self-awareness inventories. Create a week-long unit on self- discovery for students.</p>	<p>Acquisition of procedures and forms necessary to refer a student for counseling.</p> <p>Participation in exercise to recognize the importance of living out of all five domains daily. Creation of week-long unit on self-discovery.</p>	<p>Guidance, continued: Paiva, M. (n.d.). Navigating the road of college admissions for high-achieving students. Retrieved from www.hoagiesgifted.org/navigating_college.htm</p> <p>VanTassel-Baska, J. (n.d.). Academic counseling for the gifted. In L. Silverman (Ed.), <i>Counseling the gifted</i> (pp. 201–214). Denver: Love Publishing Co.</p> <p>Career Counseling: Educational Resources Information Center. (n.d.). ERIC Digest #E492. Career planning. Retrieved from www.hoagiesifted.org/eric/Archived/e492.htm</p> <p>Greene, M. (2002). Career counseling for gifted and talented students. In M. Neihart, S. Reis, N. Robinson, & S. Moon. (n.d.). <i>The social and emotional development of gifted children</i>. Waco, TX: Prufrock Press.</p> <p>Kerr, B. (1991). Career counseling for gifted and talented students. In <i>A handbook for counseling the gifted and talented</i> (pp. 83–99). Alexandria, VA: American Association for Counseling and Development.</p> <p>Nemko, M. (n.d.). Career advice for geniuses. Retrieved from hoagiesgifted.org/career_advice.htm</p> <p>Silverman, L. (1993). Career counseling. In <i>Counseling the gifted</i> (pp. 215–238). Denver: Love Publishing Co.</p>
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<p>Continued from previous page</p> <p>How can we help students learn what they want to do, not just what others think they should do?</p>		<p>Create a career matrix to analyze different job options incorporating results of self-awareness exercises utilized above.</p> <p>Write an essay on how you would respond to behavioral changes in a student.</p> <p>Peruse Web sites for list of feeling words.</p> <p>Complete exercise (Topic 9 HO 1) and, with class, create activities to identify emotions for the classroom.</p>	<p>Creation of matrix incorporating self-discovery exercises and Holland Inventory.</p> <p>Well-written essay addressing topic.</p> <p>Completed exercise and appropriate activities for classroom.</p>	<p>Additional Resources:</p> <p>Delisle, J., & Galbraith, J. (2002). <i>When gifted kids don't have all the answers</i>. Minneapolis, MN: Free Spirit Press.</p> <p>Galbraith, J., & Delisle, J. (1987). <i>Gifted kids survival guide II, ages 11–18</i>. Minneapolis, MN: Free Spirit Press.</p> <p>Galbraith, J., & Delisle, J. (1996). <i>Gifted kids survival guide: A teen handbook</i>. Minneapolis, MN: Free Spirit Press.</p> <p>Kincher, J. (1995). <i>Psychology for kids: 40 fun tests that help you learn about yourself</i>. Minneapolis, MN: Free Spirit Press.</p> <p>Lind, S. (n.d.). Developing a feeling vocabulary. Retrieved from www.sengifted.org/articles_social/Lind_DevelopingAFeelingVocabulary.shtml</p> <p>Murdock, M. (1989). <i>Spinning inward</i>. Boston: Shambhala.</p> <p>Rogers, K. (2002). Developing your child's plan and what happens next. <i>Re-forming gifted education</i>. Scottsdale, AZ: Gifted Potential Press.</p> <p>Webb, J., Amend, E., Webb, N., Goerss, J., Beljan, P., & Olenshcak, R. (2005). <i>Misdiagnosis and dual diagnoses of gifted children and adults</i>. Scottsdale, AZ: Great Potential Press.</p> <p>Wright, A., & Olszewski-Kubilius, P. (1993). <i>Helping gifted children and their families prepare for college: A handbook designed to assist economically disadvantaged and first generation college attendees</i>. Evanston, IL: NRC G/T.</p>
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Competency 3.0 & Key Question 10	Guiding Objectives	Learning Options – Activities	Method of Competency Demonstration	Resources
How can we facilitate social skills and leadership development in students?	<p>3.31 Help students develop social skills and inspire leadership.</p> <p>3.32 Support gifted children’s experience of global interconnectedness and personal responsibility to take action.</p> <p>3.33 Realize that a primary need in life.</p>	<p>Read articles and share highlights. Create activities to help students socially.</p> <p>Complete Leadership Style Profile (Topic 10 HO 1, HO 2, and HO 3) and discuss in class.</p> <p>Work in pairs to create a leadership unit for middle school students.</p> <p>Listen to five keynote speeches by Lance Secretan; write how they affected you and could help students.</p>	<p>Completion of reading articles and participation in discussion.</p> <p>Completion of Leadership Style Profiles and participation in discussion.</p> <p>Creation of unit plan utilizing anecdote.</p> <p>Summary of keynotes and journal entry on how they affected and informed you</p>	<p>Friendship and Social Skills Building:</p> <p>Gross, M. (n.d.). “Play partner” or “sure shelter”? Why gifted children prefer older friends. Retrieved from www.hoagiesgifted.org/play_partner.htm</p> <p>Gross, M. (n.d.). The “me” behind the mask: Intellectually gifted students and the search for identity. Retrieved from www.sengifted.org/articles_social/Gross_TheMeBehindTheMask.shtml</p> <p>Janos, P., Marwood, K., & Robinson, N. (1985). Friendship patterns in highly intelligent children. <i>Roeper Review</i>, 8(1). Retrieved from www.gt-cybersource.org/Record.aspx?NavID=2_0&rid=11377</p> <p>Gatto-Walden, P. (1999). Counseling gifted females with eating disorders. <i>Advanced Development Journal</i>, 8, 113– 130.</p> <p>Lovecky, D. (1995). Highly gifted children and peer relationships. <i>Counseling and Guidance Newsletter</i>, 5(3), 2, 6–7. Retrieved from www.gt-cybersource.org/Record.aspx?NavID=2_0&rid=11300</p> <p>Reis, S. (2002). Social and emotional issues faced by gifted girls in elementary and secondary school. <i>SENG newsletter</i>, 2(3), 1–5. Retrieved from www.sengifted.org/articles_social/Reis_SocialAndEmotionalIssuesFacedByGiftedGirls.shtml</p> <p>Rimm, S. (2003). <i>Social Adjustment and Peer Pressures for Gifted Children</i>. Retrieved from www.gt-cybersource.org/Record.aspx?NavID=2_0&rid=11287 (Topic 10 HO 3)</p>

<p>How can we facilitate social skills and leadership development in students?</p>	<p>3.34 Help gifted children to understand that their profound sensitivity and empathy can be channeled to help human-kind. 3.35 Recognize That perceptivity, empathy, ethics, values, integrity, and leadership are related.</p>	<p>Write a journal entry on how you can be an inspirational leader in the classroom.</p> <p>Create a list of inspirational quotes, one for each day of the school year.</p> <p>Research the development of social skills or leadership skill and create a list of favorite sites and activities; distribute to class.</p> <p>In pairs, create classroom activities to understand and practice dialogue.</p>	<p>Journal entry.</p> <p>List of quotes for daily use.</p> <p>Completed research of social or leadership skills and list of favorite sites and activities to share.</p> <p>Creation of classroom activities on “dialogue.”</p>	<p>Friendship and Social Skills Building, <i>continued</i>: Roeper, A. (1995). Empathy, ethics and global education. In <i>Selected Writings and Speeches</i> (pp.172–178). Minneapolis, MN: Free Spirit Press.</p> <p>Rogers, C. (1989). Significant learning in therapy and in education. In <i>On Becoming a Person</i> (pp. 279–296). Boston: Houghton Mifflin Co.</p> <p>Silverman, L. (n.d.). Developmental phases of social development. Retrieved from www.sengifted.org/articles_social/Silverman_DevelopmentalPhasesOfSocialDevelopment.shtml.</p> <p>Silverman, L. (1993). Social development, leadership and gender issues. In <i>Counseling the Gifted and Talented</i> (pp. 291–327). Denver: Love Publishing Co .</p> <p>Leadership Development: Bisland, A. (2004). Developing leadership skills in young gifted students. <i>Gifted Child Today</i>. Retrieved from www.highbeam.com/doc/1G1-113183945.html</p> <p>Davis, G., & Rimm, S. (2004). Leadership, affective learning, and character education. In <i>Education of the gifted and talented</i>. Boston: Pearson Custom Publishing. Educational Resources Information Center. (n.d.). ERIC Digest #E485. Developing leadership in gifted youth. Retrieved from www.hoagiesgifted.org/eric/Archived/e485.html</p> <p>Johnson, K. (2000). Affective component in the education of the gifted. <i>Gifted Child Today</i>. Retrieved from www.highbeam.com/doc/1G1-66107759.html</p>
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<p>Continued from previous page</p> <p>How can we facilitate social skills and leadership development in students?</p>		<p>Create classroom activity discussing everyone's responsibility to social action and servant leadership.</p> <p>Answer, "Who is a leader?" Write an inspirational message to your students suggesting their role as a leader.</p> <p>Investigate community service activities that students could join and invite a speaker to class.</p>	<p>Outline of unit of study on "servant leadership."</p> <p>Letter to students.</p> <p>List of community service opportunities for students and potential speaker(s).</p>	<p>Leadership Development, continued: Karnes, F., & Bean, S. (n.d.). Leadership development and gifted students. Retrieved from www.kidsource.com/kidsource/content/leadership_and_gifted.html</p> <p>Karnes, F., & D'Illio, V. (1989). Personality characteristics of student leaders. <i>Psychological Reports</i>, 64. 1125–1126.</p> <p>Kingore, B. (n.d.). Biographies and autobiographies: Life models in the classroom. Retrieved from www.bertiekingore.com/biographies.htm</p> <p>Maslow, A. H. (1971). Education and peak experiences. Goals and implications of humanistic education. In A. H.</p> <p>Maslow <i>The Farther Reaches of Human Nature</i> (pp. 168– 179; 180–195). New York: Viking Press.</p> <p>Moyle, V. (2005). Authentic character development—Beyond nature and nurture. In Hafenstein, Kutumbos, & Delisle (Eds.). <i>Perspectives in gifted education: Vol. 3. Complexities of emotional development, spirituality and hope</i> (pp. 33–59). Retrieved from www.sengifted.org/articles_learning/Moyle_AuthenticCharacterDevelopment.shtml</p> <p>Secretan, L. (n.d.). Keynotes. Retrieved from www.secretan.com/keynotes_vcl.php</p> <p>Additional Resources: Caudill, G., & Croteau, J. M. (1993). <i>Guiding images: Helping gifted and talented and creative children</i> (pp. 141–147). Unionville, NY: Trillium Press.</p> <p>Delisle, J., & Galbraith, J. (2002). <i>When gifted kids don't have all the answers</i>. Minneapolis: Free Spirit Press.</p>
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<p>Continued from previous page</p> <p>How can we facilitate social skills and leadership development in students?</p>			<p>Additional Resources, continued:</p> <p>Jaworski, J. (1996). <i>Synchronicity: The inner path of leadership</i>. San Francisco: Berrett-Koehler Publisher.</p> <p>Karnes, F. A., & Bean, S. M. (1993). <i>Girls and young women leading the way</i> (pp. 127–153). Minneapolis, MN: Free Spirit Press.</p> <p>Karnes, F., & Chauvin, J. (2000). <i>Leadership skills inventory</i>. Scottsdale, AZ: Gifted Psychology Press.</p> <p>Karnes, F., and Chauvin, J. (2000). <i>Leadership development program</i>. Scottsdale, AZ: Gifted Psychology Press.</p> <p>Lewis, B. (1991). <i>The kids' guide to social action</i>. Minneapolis, MN: Free Spirit Press.</p> <p>Manor-Bullock, R., Look, C., & Dixon, D. N. (1995). Is giftedness socially stigmatizing? The impact of high achievement on social interactions. <i>Journal for the Education of the Gifted</i>, 18(17), 319–338.</p> <p>Myrick, R., & Sorenson, D. (1992). <i>Helping skills for middle school students</i>. Minneapolis, MN: Educational Media Corp.</p> <p>Roeper, A. (1995). <i>Selected Writings and Speeches</i>. Minneapolis: Free Spirit Press.</p> <p>Roeper, A. (2006). <i>The "I" of the beholder</i>. Scottsdale, AZ: Great Potential Press.</p> <p>Secretan, L. (2004). <i>Inspire! What great leaders do</i>. New Jersey: John Wiley and Sons.</p> <p>Sisk, D., & Rosselli, H. (1998). <i>Leadership: A special type of giftedness</i>. Monroe, NY: Trillium Press.</p> <p>Silverman, L. K. (Ed.). (1993). <i>Counseling the gifted and talented</i>. Denver: Love Publishing Company.</p>
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Competency 3.0 & Key Question 11	Guiding Objectives	Learning Options – Activities	Method of Competency Demonstration	Resources
How can advocates positively affect others' understanding and acceptance of gifted children's needs?	<p>3.36 Acquire and refine the knowledge and skills needed to advocate for gifted learners.</p> <p>3.37 Identify how parent, teacher, and educational advocates can positively affect gifted services and programming.</p>	<p>Divide the readings among participants. Gather together in small groups to discuss key features of articles.</p> <p>Research and compile list of local, state, and national resources.</p> <p>Peruse Web sites to become familiar with advocacy issues, needs, resources, laws, skills, and strategies.</p>	<p>Completed assigning and reading articles and discussion of key features.</p> <p>Completed list of resources. Compiled notes, Web addresses, and relevant information on advocacy.</p>	<p>Educational Advocacy for the Gifted: Davidson Institute for Talent Development. (2006). Does No Child Left Behind require that no child can get ahead? Retrieved from www.gt-cybersource.org/Record.aspx?NavID=2_0&rid=14055</p> <p>Educational Resources Information Center. (n.d.). ERIC Digest #494. Supporting Gifted Education through advocacy. Retrieved from www.hoagiesgifted.org/eric/Archived/e494.html</p> <p>Educational Resources Information Center. (n.d.). ERIC. GT-Value FAQ. Retrieved from www.hoagiesgifted.org/eric/faq/gt-value.html</p> <p>Educational Resources Information Center. (n.d.). ERIC. GT-Legal issues. Retrieved from www.hoagiesgifted.org/eric/faq/gt-legal.html</p> <p>ERIC International/National Resources for Gifted Education. Retrieved from www.hoagiesgifted.org/eric/fact/gt-assoc.html</p> <p>Educational Resources Information Center. (n.d.). ERIC Digest. (n.d.). Student selection for gifted/talented programs. Retrieved from www.hoagiesgifted.org/eric/faq/gt-idpar.html</p> <p>Educational Resources Information Center. (n.d.). ERIC Digest 1990 #E494. Supporting gifted education through advocacy. Retrieved from www.gt-cybersource.org/Record.aspx?NavID=2_0&rid=11191</p>

<p>Continued from previous page</p> <p>How can advocates positively affect others' understanding and acceptance of gifted children's needs?</p>	<p>3.38 Identify advocacy issues, needs, resources, educational laws, skills, and strategies.</p> <p>3.39 Support the necessity of self-advocacy by gifted students.</p>	<p>Create a chart comparing states with and without gifted mandates and funding. Note Florida advocacy groups.</p> <p>Investigate legislative session in Florida and actions in Florida.</p> <p>Create an in-service training for district personnel on characteristic, needs, and issues of gifted students and include what participants can do in the school.</p>	<p>Knowledge of and familiarity with Florida gifted education mandates and advocacy groups.</p> <p>Knowledge of and familiarity with legislative session and actions in Florida.</p> <p>Synopsis of an in-service training session about gifted students.</p>	<p>Educational Advocacy for the Gifted, continued:</p> <p>Goodman, T. (n.d.). Asimov's law and advocacy. Retrieved from www.hoagiesgifted.org/asimovs_law.htm</p> <p>Sheard, W. (n.d.). A civil rights action for gifted children. Retrieved from www.hoagiesgifted.org/civil_action.htm</p> <p>Smutny, J. (1995). Early gifts, early school recognition. <i>Understanding our Gifted</i>, 7(3), 1, 13–16. Retrieved from www.gt-cybersource.org/Record.aspx?NavID=2_0&rid=11486</p> <p>Parental Advocacy for the Gifted:</p> <p>Davidson Institute for Talent Development. (2004). Parenting tips on educational advocacy. Retrieved from www.gt-cybersource.org/Record.aspx?NavID=2_0&rid=13063</p> <p>Davidson, J., Kring, D., & Moseley, J. (2005). How parent advocacy groups can make a difference: An interview with Debbie Kring and Juli Moseley. Retrieved from www.gtcybersource.org/Record.aspx?NavID=2_0&rid=13976</p> <p>DeVries, A. (1999). How to make parent-teacher conferences worthwhile and productive. In <i>Parenting for High Potential</i>. Retrieved from www.gt-cybersource.org/Record.aspx?NavID=2_0&rid=13114</p> <p>Johnsen, S. (n.d.). Knowledge is key: Advocating for your gifted child. Retrieved from www.dukegiftedletter.com/articles/vol7no1_connex.html</p>
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<p>Continued from previous page</p> <p>How can advocates positively affect others' understanding and acceptance of gifted children's needs?</p>		<p>As an advice columnist, write a response to both problematic letters concerning gifted students.</p> <p>In pairs, acting as gifted program coordinators, create a 5-year plan for preventative counseling for gifted students.</p> <p>As a group, respond to a problematic scenario with positive and negative role-play.</p> <p>Present your depiction to the class.</p>	<p>Written response to both letters.</p> <p>Development of preventative counseling program.</p> <p>Role-play of situation assigned to group and discussion of relevance with class.</p>	<p>Parental Advocacy for the Gifted, continued:</p> <p>Lloyd, M. (1999). The tea and terrorist society: Parent advocacy at the district level. <i>The Hollingsworth Center</i>, 12(3). Retrieved from www.gt-cybersource.org/Record.aspx?NavID=2_0,2_0&rid=11228</p> <p>Neville, C. (1997). Portfolio: An effective way to present your child to the school. <i>The Hollingsworth Center</i>, 11(1). Retrieved from www.gt-cybersource.org/Record.aspx?NavID=2_0&rid=11263</p> <p>Osborn, J. (n.d.). Assessment, educational issues, advocacy: The process of parenting a profoundly gifted child. Retrieved from www.gt-cybersource.org/Record.aspx/NavID=2_0&rid=11505</p> <p>Sinclair, E. (2005). Tips for parents: Educational advocacy. Young Scholar Seminar. Retrieved from www.gtcybersource.org/Record.aspx?NavID=2_0&rid=13962</p> <p>Additional Resources:</p> <p>Chase, B., & Katz, B. (2002). <i>The new public school parent: How to get the best education for your child</i>. New York: Penguin Publishers.</p> <p>Davidson, J., & Davidson, B. (2004). <i>Genius denied</i>. New York: Simon & Schuster.</p> <p>Gilman, B. (2003). <i>Empowering gifted minds: Educational advocacy that works</i>. Denver: DeLeon Publishing.</p> <p>Riley, T. L. (1999). Put on your dancing shoes! Choreographing positive partnerships with parents of gifted children. <i>Gifted Child Today</i>, 22, 50–53.</p> <p>State of Florida Department of Education: Acceleration Brief #311781. Clearinghouse Information Center, Room 628, Turlington Building, 325 West Gaines Street, Tallahassee, Florida 32399-0400 Telephone: 850-245- 0477; SunCom: 205-0477; Fax: 850-245-0987; E-mail: cicbiscs@FLDOE.org</p>
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Competency 3.0 & Key Question 12	Guiding Objectives	Learning Options – Activities	Method of Competency Demonstration	Resources
What is different about parenting a gifted child?	3.40 Understand that gifted children naturally have unique needs that parents are challenged to address daily.	<p>Read articles and create an overhead to share in a group.</p> <p>Dyads share fears and experiences. Quads enumerate changes within self from specific information attained through this module.</p> <p>Quads create matrix of five problem situations; teachers and parents' unique perspectives; and solutions.</p> <p>Write a commentary on the justified support and guidance needed by parents of gifted children.</p>	<p>Sharing of relevant information in group.</p> <p>Dyads' discussion of experiences and fears. Quads' enumeration of changes.</p> <p>Quads' sharing matrix of perspectives and solutions.</p> <p>Written commentary on special needs of parents of gifted children.</p>	<p>Parenting: Colangelo, N., & Dettmann, D. (1983). A review of research on parents and families of gifted children. <i>Exceptional Children</i>, 50. Retrieved from www.gt-cybersource.org/Record.aspx?NavID=2=0&rid=11455</p> <p>Cooper, B. (n.d.). So, the thing is...I am sorry. Retrieved from www.hoagiesgifted.org/apology.htm</p> <p>Cronin, A. (n.d.). Asynchronous parenting. Retrieved from www.gt-cybersource.org/Record.aspx?NavID=2_0,2-0&rid=11506</p> <p>Dale, H. (n.d.). Musings on our report card. Retrieved from www.hoagiesgifted.org/musings.htm</p> <p>Davidson Institute for Talent Development. (2004). Gifted friendly parenting strategies. Retrieved from www.gtcybersource.org/Record.aspx?NavID=2_0&rid=13061</p> <p>Duke University Talented Identification Program. (2006, Fall). Developing personal talent in your child. <i>Duke Gifted Letter</i>, 7(1). Retrieved from www.dukegiftedletter.com/articles/vol7no1_feature.html</p> <p>Elias, M. (n.d.). Critical, demanding parents can damage gifted children. Retrieved from www.usatoday.com/news/health/2005-08-21-gifted-kids_x.htm</p>

Continued from previous page What is different about parenting a gifted child?	3.41 Recognize that parents of gifted children need guidance and support to respond suitably to additional needs and demands.	<p>Create a comprehensive resource list for parents of gifted children.</p> <p>Select a parenting book to read and review its value to gifted parents.</p> <p>Find or begin a support group for parents of gifted children.</p> <p>Participants gather, according to locale, and brainstorm ways to effect positive communication between parents and teachers of gifted children.</p>	<p>Comprehensive resource list.</p> <p>Selection of parenting book and written/ oral review of its value to gifted parents.</p> <p>Identification of/creation of support group for parents of gifted kids.</p> <p>Evidence of collaboration to orchestrate respectful communication between teachers and parents.</p>	<p>Parenting, continued:</p> <p>Feldman, D., & Piirto J. (n.d.). Parenting Talented Children. In I. Bornstein (Ed.), <i>Handbook of Parenting</i> (pp. 285–304). New York: Longman. Retrieved from www.gt-cybersource.org/Record.aspx?NavID=2_0&rid=10581</p> <p>Hill, S. (n.d.). Parenting tips: Director's corner. Retrieved from www.sengifted.org/articles_directorscorner/Hill_Jan06.shtml</p> <p>Jacobsen, M. (n.d.). Tips for parents: The real world of gifted teens. Retrieved from www.gt-cybersource.org/Record.aspx?NavID=2_0&rid=12366</p> <p>Kearney, K. (n.d.). Parenting highly gifted children: The challenges, the joys, the unexpected surprises. Retrieved from www.hoagiesgifted.org/parenting_hg.htm</p> <p>Kvol, K. (n.d.). The art of avoiding power struggles with children. Retrieved from www.gtcybersource.org/Record.aspx?NavID=2_0,2_0&rid=12311</p> <p>Lind, S. (n.d.). Tips for parents: Introverts. Retrieved from www.sengifted.org/articles_parenting/Lind_TipsForParentsIntroverts.shtml</p> <p>Lind, S. (n.d.). Tips for parents of intense children. Retrieved from www.sengifted.org/articles_parenting/Lind_TipsForParentsOfIntenseChildren.shtml</p> <p>Ruf, D. (n.d.). The do's and don'ts for raising gifted kids. Retrieved from www.educationaloptions.com/raising_gifted_children.htm</p>
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Continued from previous page What is different about parenting a gifted child?	3.42 Realize that parents of gifted children may experience isolation from other parents due to others' lack of understanding; societal expectations and myths; jealousy; competition; and lack of acceptance that gifted children have special needs.	Write a letter to parents regarding their child's concerning behavior. Provide feedback to other members in group.	Effectively written letter to parents regarding their child's concerning behavior. Feedback provided to other group members.	<p>Parenting, continued: Schechter, J. (n.d.). Evaluating intellectual potential. Retrieved from www.ctd.northwestern.edu/resources/identification/evalintellect.html</p> <p>Sheely, A. (n.d.). Sex and the highly gifted adolescent. Retrieved from www.talentdevelop.com/articles/sexhighlygftd.html</p> <p>Siegle, D. (n.d.). Parenting strategies to motivate underachieving gifted students. Retrieved from www.dukegiftedletter.comm/articles/vol6no4_ee.html</p> <p>Thomas, J. (n.d.). Hard won truths. Retrieved from www.hoagiesgifted.org/hard_wontruths.htm</p> <p>Torrance, P., & Goff, K. (n.d.). Fostering academic creativity in gifted students. Retrieved from www.hoagiesgifted.org/eric/Archived/e484.html</p> <p>Webb, J. (n.d.). Tips for selecting the right counselor or therapist for your gifted child. Retrieved from www.sengifted.org/articles_parenting/Webb_TipsForSelectingTheRightCounselorForYourGiftedChild.shtml</p> <p>Wright, B. (n.d.). Parents' perspective of early college entrance for profoundly gifted children, Part I and II. Retrieved from www.gtcybersource.org/Record.aspx?NavID=2_0&rid=11257</p> <p>Family Dynamics: Kearney, K. (n.d.). Life in the asynchronous family. Retrieved from www.hoagiesgifted.org/asynchronous.htm</p>
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<p>Continued from previous page</p> <p>What is different about parenting a gifted child?</p>	<p>3.43 Understand the significance of quote from Mr. Rogers: "The best thing parents can do for children is to listen to them."</p>			<p>Family Dynamics, continued: Peters, R. (n.d.). How to help keep your kid from being bullied. Retrieved from www.gt-cybersource.org/Record.aspx?NavID=2_0&rid=13824 Rimm, S. (n.d.). The effects of sibling competition. Retrieved from www.gt-cybersource.org/Record.aspx?NavID=2_0,2_0&rid=14044 Robinson, N. (n.d.). Grandparents: What you (and maybe only you) can do to support your grandchildren's talent development. Retrieved from www.ctd.northwestern.edu/resources/talent_development/grandparents.html Silverman, L., & Kearney, K. (n.d.). Parents of the extraordinarily gifted. Retrieved from www.hoagiesgifted.org/parents_of_eg.htm Additional Resources: Davidson, J., & Davidson, B. (2004). <i>Genius denied: How to stop wasting our brightest minds</i>. New York: Simon & Schuster. Delisle, J. (2006). <i>Parenting gifted kids: Tips for raising happy and successful kids</i>. Waco, TX: Prufrock Press. Laney, M. (2005). <i>The hidden gifts of the introverted child: Helping your child thrive in an extroverted world</i>. New York: Workman Publishing Co. Matthews, D., & Foster, J. (2004). <i>Being smart about gifted children: A guidebook for parents and educators</i>. Scottsdale, AZ: Great Potential Press. Palmer, D. (2006). <i>Parents guide to I.Q. testing and gifted education</i>. Long Beach, CA: Parent Guide Books. Rimm, S. (2007). <i>Keys to parenting the gifted child</i>. Scottsdale, AZ: Great Potential Press. Webb, J., Gore, J., Amend, E., & DeVries, A. (2006). <i>A parent's guide to gifted children</i>. Scottsdale, AZ: Great Potential Press. Webb, J., Meckstroth, E., Tolan, S. (1982). <i>Guiding the gifted child</i>. Columbus, OH: Ohio Psychology Pub.</p>
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Competency 3.0 & Key Question 13	Guiding Objectives	Learning Options – Activities	Method of Competency Demonstration	Resources
Are all intellectually gifted children emotionally and spiritually gifted as well?	<p>3.44 Understand distinguishing characteristics of emotional giftedness.</p> <p>3.45 Become aware of characteristics of spiritual giftedness displayed in children.</p>	<p>Read articles and, in groups of four, denote what are distinguishing characteristics of emotional giftedness.</p> <p>Identify the difference between emotional intelligence and emotional giftedness.</p>	<p>Creation of overhead depicting characteristics of emotional giftedness.</p> <p>Commentary on emotional I.Q. and emotional giftedness.</p>	<p>Emotional Giftedness: Piechowski, M. M. (1997). Emotional giftedness: An expanded view. ERIC # ED413695. Retrieved from http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/15/0d/eb.pdf</p> <p>Piechowski, M. M. (2003). Emotional and spiritual giftedness. In N. Colangelo & G. A. Davis (Eds.), <i>Handbook of gifted.education</i> (3rd ed., pp. 403–416). Boston: Allyn & Bacon.</p> <p>Piechowski, M. M. (1997). Emotional giftedness: The measure of interpersonal intelligence. In N. Colangelo & G. A. Davis (Eds.), <i>Handbook of gifted education</i> (pp. 366–381). Needham Heights, MA: Allyn & Bacon.</p> <p>Piechowski, M. M. (2006). Gifted at heart. In M. M. Piechowski, <i>“Mellow out,” they say. If I only could</i> (pp. 207– 222). Madison, WI: Yunasa Books.</p> <p>Roeper, A. (1998). The “I” of the beholder: An essay on the self, its existence, and its power. <i>Roeper Review</i>, 20, 144–149.</p> <p>Spiritual Giftedness: Lovecky, D. (n.d.). Spiritual sensitivity in gifted children. <i>Roeper Review</i>, 20, 178–183.</p> <p>Noble, K. (2000). Spiritual intelligence: A new frame of mind. <i>Advanced Development Journal</i>, 9, 1–29.</p> <p>Piechowski, M. M. (2000). Childhood Spirituality. <i>Journal of Transpersonal Psychology</i>, 33, 1–15.</p>

Continued from previous page Are all intellectually gifted children emotionally and spiritually gifted as well?	3.46 Realize a person can be emotionally or spiritually gifted and not intellectually gifted, or intellectually gifted and not emotionally or spiritually gifted.	<p>Experience several guided visualization exercises and facilitate an exercise for your group.</p> <p>Peruse Web sites listed on spiritual giftedness and write an essay.</p> <p>Read excerpts from M. Piechowski's book that depicts internal characteristics and behaviors of emotionally and spiritually gifted individuals.</p>	<p>Participation in all visualization exercises and leading an exercise of choice.</p> <p>Compiled list of Web sites visited and written essay.</p> <p>Participation in discussion of spiritual giftedness.</p>	<p>Emotional Giftedness, continued:</p> <p>Piechowski, M. M. (2000). Childhood experiences and spiritual giftedness. <i>Advanced Development Journal</i>, 9, 65–90.</p> <p>Piechowski, M. M. (n.d.). Spiritual Giftedness. Notes from presentation at NAGC. Retrieved from www.metagifted.org/topics/metagifted/spiritualGiftedness/</p> <p>Piechowski, M. M. (2006). Spiritual giftedness. In M. M.</p> <p>Piechowski, "Mellow out," they say. <i>If I only could</i> (pp. 245–264). Madison, WI: Yunasa Books.</p> <p>Tolan, S. (n.d.). Spirituality and the highly gifted adolescent. Retrieved from www.stephanietolan.com/spirituality.htm</p> <p>Additional Resources:</p> <p>Aron, E. (1996). <i>The highly sensitive person: How to thrive when the world overwhelms you</i>. New York: Carol Pub.</p> <p>Choquette, S. (1999). <i>The wise child: A spiritual guide to nurturing your child's intuition</i>. CA: Three Rivers Press.</p> <p>Hart, T. (2003). <i>The secret spiritual world of children</i>. Makawao, HI: Inner Ocean.</p> <p>Kurcinka, M. S. (1991). <i>Raising your spirited child: A guide for parents whose child is more intense, sensitive, perceptive, persistent, energetic</i>. New York: HarperCollins.</p> <p>Noble, K. (2001). <i>Riding the windhorse: Spiritual intelligence and the growth of the self</i>. Cresskill, NJ: Hampton Press.</p>
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Continued from previous page Are all intellectually gifted children emotionally and spiritually gifted as well?		Conduct a Web search of summer camps for intellectually gifted children as well as emotionally and spiritually gifted children.	Compiled list of summer programs for intellectually gifted children as well as emotionally and spiritually gifted children.	Additional Resources, <i>continued</i>: Noble, K. (1994). <i>The sound of a silver horn: Reclaiming the heroism in contemporary women's lives</i> . Columbine, NY: Fawcett Pub. Rubin, L. (1996). <i>The transcendent child</i> . New York: Harper Perennial. Sisk, D., & Torrance, E. P. (2001). <i>Spiritual intelligence: Developing higher consciousness</i> . Buffalo, NY: Creative Education Foundation.
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For add-on certification purposes, the participant must demonstrate the successful completion of all applicable competencies within the components, with such demonstration verified by the instructor. For in-service credit purposes, the participant must demonstrate increased competency on at least 80% of the specific objectives using pro- and post-tests or other valid measures.

Component Evaluation: The district's staff development program procedures will be used for evaluating coverage of the specified competencies and the effectiveness of instructional presentations. Instructors will evaluate content and make recommendations (or additions, modifications or deletion) of component content, activities or evaluation procedures.

**DISTRICT MASTER INSERVICE PLAN TRAINING COMPONENT
EDUCATION OF SPECIAL POPULATIONS OF GIFTED STUDENTS**

Component # 2100014

60 In-service Points (Maximum)

Competency 4.0 & Key Questions	Specific Objectives	Procedural/Activities	Method of Competency Demonstration	Resources
<p>4.0 The sessions developed in Education of Special Populations of Gifted Students address various objectives that attempt to answer four broad questions:</p> <ul style="list-style-type: none"> • Who are they? • How do you find and identify them? • Why do diverse gifted students need different programs and curricular options? • How can you judge the effectiveness of the programs for diverse students? 	<p>4.1 Examine the nature of giftedness in relation to multicultural principles and underserved populations.(GT1K1;GT1K 4)</p> <p>4.2 Acquire Knowledge of diversity focus of national standards in gifted education.(GT9K1)</p> <p>4.3 Justify the need to modify and differentiate the curriculum in terms of the needs of these special populations. (GT1K7)</p> <p>4.4 Examine personal cultural competencies. (GT9K1;GT9S1)</p> <p>4.5 Within the broad spectrum of giftedness in the general population, identify sub-groups and underserved populations.(GT1K7)</p>	<p>Review the Demographics of Gifted students in Florida (Topic 1 HO 1). Write 3 statements that comment on changing demographics and the prevalence of diverse students in the gifted population. What does this indicate in terms of meeting their learning needs?</p> <p>Review the Diversity Focus in the NAGC-CEC Teacher Preparation Standards in Gifted Education (Topic 1 HO 2). Discuss why diversity has become such an important focus in meeting the learning needs of gifted students. Clarify and write your own definitions of the key terms in multicultural education. In a small group, discuss how these key terms apply to the education of special populations of gifted students and then</p>	<p>Completed statements on changing demographics.</p> <p>Active participation in discussion and group activities.</p> <p>Completion and presentation of chart comparing goals of gifted education and multicultural education.</p> <p>Completed Teacher's Cultural Conceptual Map.</p> <p>Completion of the planned presentation to parents on multicultural gifted education.</p> <p>Active participation in discussion and group activities.</p>	<p>National Association for Gifted Children. (2007). <i>Diversity Focus in the NAGC-CEC Teacher Preparation Standards in Gifted Education</i>. (Topic 1 HO 2)</p> <p>Ford, D. Y., & Harris III, J. J. (1999). <i>Multicultural gifted education</i>. New York: Teachers College Press. (Topic 1 HO 3)</p> <p>Eriksson, G. (2006). Applying Multicultural and Global Education Principles to the Education of Diverse Gifted and Talented Children. In B. Wallace & G. Eriksson (n.d.), <i>Diversity in Gifted Education</i> (pp. 1–8). London and New York: Routledge. (Topic 1 HO 6)</p> <p>Additional Resources: To access demographics on diverse populations of gifted students in Florida: http://data.fldoe.org/fsir/default.cfm</p> <p>Additional Resources, continued: To access demographics on diverse populations of gifted students in specific districts: http://www.fldoe.org/ese/datapage.asp To access NAGC-CEC Teacher Preparation Standards in Gifted Education: http://www.nagc.org/index.aspx?id=1873</p>

	<p>4.6 Understand the learning needs and challenges of diverse types of gifted students. (GT3K1)</p> <p>4.7 Identify the unique needs of gifted girls, culturally diverse, rural, disabled, underachieving, highly gifted, young gifted students, and disadvantaged gifted. (GT2K1)</p> <p>4.8 Examine challenges of finding gifted students from underserved populations. (GT2K2)</p> <p>4.9 Justify the need to modify and differentiate the curriculum in terms of the needs of these special populations. (GT4S6)</p> <p>4.10 Demonstrate Knowledge of Plan B State Board of Education Rules, 6A-6.03019, Special Instructional Programs for Students Who Are Gifted.(GT8K2; GT1K4)</p> <p>4.11 Demonstrate knowledge of alternative assessments and</p>	<p>complete the chart comparing goals of gifted education and multicultural education (Topic 1 HO 3). Compare the completed (participant group) chart with that of Ford & Harris (1999). (Topic 1 HO 4)</p> <p>Individually, complete the Teacher's Cultural Conceptual Map Activity. (Topic 1 HO 5) As a large group, discuss how teachers' cultural conceptual maps affect how they perceive diverse students in their classroom.</p> <p>Extended activity: prepare a presentation on multicultural gifted education and incorporate the development of diverse perspectives in gifted education using Table 1.1 by Eriksson, 2006. (Topic 1 HO 6)</p> <p>Read the scenario presented (Topic 2HO 1). This scenario is well known and generates empathy. Discuss the concept of empathy and discuss assumptions teachers make about students and the type of special population that this student</p>	<p>List of 10 guidelines for finding underserved, gifted students.</p> <p>Completion of template and interview on a special population of gifted students.</p> <p>Completion of a grid identifying the diversity characteristics that need to be addressed in each classroom.</p> <p>Effective participation in group activities. Completed matrix or completed portfolio of student</p>	<p>Brown, S. C., & Kysilka, M. L. (2003). <i>What every teacher should know about multicultural and global education</i>. Boston: Allyn and Bacon.</p> <p>Churchill, W. (1940). The Honorable Profession of Teaching. Taken from a speech by Sir Winston Churchill, June 4, 1940, before the House of Commons. (Topic 2 HO 1)</p> <p>Resnick, D., & Goodman, M. (1997, Fall). Research Review: Finding Underserved Populations. <i>Northwest Education Magazine</i>. Retrieved from http://www.nwrel.org/nwedu/fall_97/article6.html (Topic 2 HO 2)</p> <p>ERIC Clearinghouse on Disabilities and Gifted Education. <i>Famous People With Disabilities</i>. (Topic 2 HO 3)</p> <p>Cline, S., & Hegeman, K. (2001, Summer). Gifted Children with Disabilities. <i>Gifted Child Today</i>, 24(3). (Topic 2 HO 4)</p> <p>Web sites: http://www.sengifted.org http://www.ldonline.org http://www.hoagiesgifted.org Baldwin, A. Y., & Vialle, W. (1999). <i>The many faces of giftedness: Lifting the masks</i>.</p>
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	<p>nontraditional screening and evaluation appropriate for use with students from special populations (GT8S1)</p> <p>4.12 Match appropriate screening and identification Procedures with the needs of the special populations. (GT8K2)</p> <p>4.13 Understand the impact of global diversity issues in education of gifted students from diverse ethnic perspectives. (GT1K1; GT1K6)</p> <p>4.14 Examine the rights and perspectives of diverse ethnic religions of gifted students and first amendment issues. (GT1K5)</p> <p>4.15 Identify the characteristics of specific ethnic groups of gifted students. (GT3K4)</p> <p>4.16 Develop an awareness of and demonstrate teaching strategies for addressing the needs of specific</p>	<p>exemplifies. (Large group discussion)</p> <p>Assign reading (Topic 2 HO 2) and review the guidelines concerning finding and identifying minority gifted students. Using this list as a basis, modify the guidelines to create a list of 10 guidelines that would be applicable to finding all types of underserved gifted students from special populations. (Small group activity)</p> <p>Assign readings (Topic 2 HO 3; HO 4) and review of Web sites to small groups. Summarize findings. Facilitate jigsaw discussions on readings. Discuss the concept of the marginal individual, underserved gifted, and twice exceptional gifted student. Clarify the needs and characteristics of diverse types of special populations and discuss how these needs can be supported.</p> <p>Each student should interview a family of a child who has been identified as gifted and comes from a special population. Each member</p>	<p>samples for Plan B.</p> <p>Completed matrix of assessment devices for identification of special population groups with the best use for each. Completion of Flow Chart on screening and identification procedure. Completed identification action plan for a school.</p> <p>Effective participation in group activities and class discussions.</p> <p>List of guidelines for teachers of gifted</p>	<p>Belmont, CA: Wadsworth Publishers.</p> <p>Castellano, J. A. (2003). <i>Special Populations in Gifted Education</i>. Boston: Allyn and Bacon.</p> <p>Cline, S., & Schwartz, D. (1999). <i>Diverse populations of gifted children</i>. Upper Saddle River, NJ: Merrill.</p> <p>Smutny, J. F. (2003). <i>Underserved Gifted Populations</i>. Cresskill, NJ: Hampton Press.</p> <p>Wallace, B., & Eriksson, G. (2006). <i>Diversity in Gifted Education</i>. New York: Routledge (Taylor & Francis). ISBN13-9-78-0-415-36105-7</p> <p>Florida Department of State:</p> <p>6A-6.03313 Procedural Safeguards for Exceptional Students Who Are Gifted. (2004). (Topic 3 HO 1)</p> <p>6A-6.03019 Special Instructional Programs for Students Who Are Gifted. (Topic 3 HO 2)</p> <p>Retrieve legal updates from http://www.flrules.org</p> <p>Frasier, M. M., et al. (1995). <i>A Review of Assessment Issues in Gifted Education and Their Implications for Identifying Gifted Minority Students</i>, 54 pp. Retrieved from www.gifted.uconn.edu/nrcgt/reports/rm95204/rm95204.pdf (Topic 3 HO 3)</p> <p>Complete ERIC Web search for above documents and the following at http://www.eric.ed.gov</p> <p>ED369249 (Native Hawaiian)</p> <p>ED370320 (Multicultural)</p> <p>ED368095 (Economic and ethnic minorities)</p> <p>ED367127 (Native American)</p> <p>ED388021 (African American)</p>
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	<p>ethnic groups. (GT4K2;GT4K6)</p> <p>4.16 Understand the characteristics and needs of linguistic minority gifted students. (GT6K1)</p> <p>4.17 Appreciate and Incorporate the cultural and linguistic perspectives of gifted students who are bilingual or multilingual into curriculum. (GT6K3)</p> <p>4.18 Examine policies and procedures for working with gifted LEP (Limited English Proficient) or ELL (English Language Learners) students. (GT6K2)</p> <p>4.19 Examine ways to identify high potential linguistic minority students.(GT8K1)</p> <p>4.20 Identify strategies to effectively work with linguistically diverse gifted students and those who are classified as LEP or as ELL students. (GT7K2)</p> <p>4.21 Examine the impact</p>	<p>of the class may choose to focus on a different type of diversity: different country, ethnic minority, exceptionality, language, gender, etc. Include information on family background, dynamics, culture, language, education, curriculum, and early childhood development. In class, develop a format or template with key questions for the interview. Complete the interview according to this template.</p> <p>Review the diversity grid identifying the diversity characteristics that occur in all classrooms (Topic 2 HO 5). In small groups, discuss the educational modifications appropriate to differentiate the curriculum for each of the students listed in the example. Extended activity: design a diversity grid for your own classroom that clarifies types of diversity and learning needs for each of your students.</p> <p>Examine the Rule Revision to Plan B. (Topic 3 HO 1) Examine legal issues concerning racial and</p>	<p>on diverse religious perspectives in curriculum.</p> <p>Completed graphic organizers comparing ethnic group perspectives.</p> <p>A statement of answers to the 5 Round Robin questions.</p> <p>List of ethnic minority role models. A unit of study for gifted students Infusing diverse ethnic perspectives.</p> <p>A Plan for portfolio assessment</p>	<p>Buchanan, N. K., et al. (1993, June). <i>Performance-Based Identification of Culturally Diverse Gifted Students: A Pilot Study</i> (Native Hawaiian Children). (Report for Pacific Rim Symposium on Higher Education, EDRS No. ED369249)</p>
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	<p>of cultural, ethical, and educational norms and expectations on underachievement in gifted students.(GT1K5)</p> <p>4.22 Understand the individual characteristics, attitudes, and circumstances that can affect the achievement of a gifted student from diverse populations. (GT2K2)</p> <p>4.23 Explore ways to identify gifted students from special Populations who are unsuccessful in school. (GT8K2)</p> <p>4.24 Examine the characteristics and needs of these students. (GT3K3)</p> <p>4.25 Identify strategies to assist these students. (GT5S1; GT5S5)</p> <p>4.26 Clarify and define diverse types of twice exceptional Gifted students. (GT3K1)</p> <p>4.27 Demonstrate knowledge, characteristics, and needs</p>	<p>ethnic stipulations from the Web sites. Initiate a pro/con debate on the effectiveness of Plan B. Include LEP and Title 1 students.</p> <p>Extended Activity: Complete a Plan B Matrix for an underrepresented student. Or, create a portfolio of student samples to illustrate possible contents for alternative assessment within Plan B for an underrepresented student.</p> <p>Retrieve, copy, and review article under Resources, Topic 3 HO 3; in a large group, discuss issues and challenges in identifying gifted students from special populations.</p> <p>Assign class to small groups to research on the ERIC Web sites the screening and evaluation instruments used for gifted eligibility for the diverse ethnic populations. Each group will summarize and report. Individually review the Promising Practices chart. (Topic 3 HO 4) Develop a matrix of assessment devices for identification of special population</p>	<p>for a culturally diverse class.</p> <p>Effective participation in group activities and panel discussions.</p> <p>Effective panel discussion participation.</p> <p>A list of the challenges of identifying gifted LEP students.</p> <p>A brochure for teaching LEP/ELL gifted students.</p> <p>List of obstacles faced by gifted LEP and two activities.</p> <p>A “model” unit for gifted students infusing ESOL strategies.</p>	
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	<p>of students who are both gifted and hearing impaired/deaf, visually impaired/blind, and orthopedically disabled. (GT2K1)</p> <p>4.28 Identify the reasons that gifted students with disabilities are underrepresented in gifted programs. (GT1K4;GT1K7)</p> <p>4.29 Discuss strategies and programming needs for gifted students who are twice exceptional. (GT4K2)</p> <p>4.30 Identify and describe ADD and ADHD. (GT2K1)</p> <p>4.31 Identify the differences and similarities between ADD/ADHD and giftedness. (GT1K4)</p> <p>4.32 Identify Asperger's syndrome and its occurrence in gifted students. (GT2K1)</p> <p>4.33 Examine the characteristics and needs of these students.</p>	<p>groups with the best use for each. Include: a recommended list of assessments, including nonverbal tests such as the UNIT, the Naglieri, and the Raven's Progressive Matrices.</p> <p>Develop a graphic organizer or flow chart that stipulates steps toward identifying a special population student.</p> <p>Chart the screening and identification procedure showing the procedures for eligibility for an underrepresented student into the gifted program</p> <p>Extended Activity: Develop an identification action plan for schools that have large numbers of underrepresented students (Limited English proficient [LEP] or low income).</p> <p>As a large group, discuss how giftedness is defined culturally and geographically. In small groups, assign two countries outside North America and complete a Web search to review their definitions of gifted education. Consult the Web site of the World Council. As a large group,</p>	<p>Report of interview of a successful adult who is bilingual.</p> <p>Effective participation in group discussion and activities.</p> <p>Checklist to identify underachieving gifted students from diverse populations.</p> <p>A profile form that teachers can use for conferences and educational planning for underachieving gifted students.</p> <p>A list identifying resources that may assist families with problems or crises.</p> <p>Classroom Activities that stem from the interest inventory.</p> <p>Scrapbook that teachers make of eminent, highly successful adults</p>	
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	<p>(GT3K3)</p> <p>4.34 Discuss classroom strategies for creating a classroom supportive of gifted Students with behavioral/ emotional disorders. (GT4K2; GT4S7)</p> <p>4.35 Define the types of gifted learning disabled students. (GT2K1)</p> <p>4.36 Describe the procedures for identifying a gifted learning disabled student. (GT8K2)</p> <p>4.37 Understand program designs for gifted students with learning disabilities. (GT7S2)</p> <p>4.38 Identify and plan instructional strategies for teachers of gifted learning disabled students. (GT4K2;GT4S7)</p> <p>4.39 Identify and describe low socioeconomic status populations that are underserved. (GT1K6)</p> <p>4.40 Examine the nature of giftedness as masked by socioeconomic and educational</p>	<p>discuss the challenges facing immigrant-gifted students whose educational systems in the country of origin and definitions of giftedness are different from those of the United States Federal definition. Teachers should share their personal experiences with gifted students who are immigrants. As a large group, examine the rights of religious minorities according to the First Amendment. Consult the Web site: http://www.firstamendmentcenter.org</p> <p>How should these rights and diverse religious perspectives be incorporated in programs for gifted students? Develop a list of guidelines for teachers on addressing issues of religion in curriculum for religious minority gifted students.</p> <p>Students should read Topic 4 HO 3, 4, and 5. Information can also be obtained from additional Web sites dealing with ethnic groups who are gifted. Divide students into small groups and assign a specific American</p>	<p>who were underachievers at school.</p> <p>Graphic organizer Containing the types of physical disabilities, citing the needs of each and their accommodations in the classroom.</p> <p>Written reflection on biography.</p> <p>Written reflection on simulation of physical disability.</p> <p>Scrapbook of an educational outing/ day with a physically disabled student.</p>	
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	<p>disadvantages. (GT1K4)</p> <p>4.41 Identify inhibiting Socioeconomic factors that have prevented services for low income gifted children who have had inadequate learning opportunities. (GT1K5;GT5K1)</p> <p>4.42 Identify key research on identification of disadvantaged gifted students from underserved populations. Examine alternative, contextual or process oriented forms of assessment as promising ways to identify low-income gifted students. (GT8S1)</p> <p>4.43 Examine methods and strategies that challenge the unique needs of disadvantaged gifted children. (GT4S6; GT5S1)</p> <p>4.44 Research promising programs and services for poor gifted children that would accommodate their unique needs for skill-development, exposure to relevant</p>	<p>ethnicity to each group. Each group needs to list the specific ethnic perspectives, unique characteristics, types of stereotypes/ prejudice, learning preferences, and needs of the group. Note that even within the Anglo American group, the dominant culture, there is great diversity in ethnic origin— Italian American; Irish American, etc. Each group then reports back to the class. Discuss how these ethnic perspectives could be incorporated into curriculum for gifted students.</p> <p>Individual Activity: Choose two ethnic groups to compare. Complete the Graphic Organizer (Topic 4 HO 5) to answer the following question: How are the needs and characteristics of the different ethnic groups similar and different? Complete the Graphic Organizer (Topic 4 HO 6) to answer the following question: How are the needs of different minority ethnic groups the same or different from that of the majority Anglo American groups? Students will complete a “Round Robin”</p>	<p>Written educational plan incorporating strategies for teaching exceptional gifted.</p> <p>Completion and presentation of chart of characteristics of child with ADHD.</p> <p>Venn diagram contrasting ADHD students and gifted students.</p> <p>Completion and presentation of handbook for teachers of ADHD gifted.</p> <p>Active participation in discussion on Asperger’s syndrome and identification of these twice exceptional students.</p> <p>Completion and presentation</p>	
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	<p>experiences, mentoring opportunities and access to resources in the community. (GT5S4)</p> <p>4.45 Identify and describe the impact of non-traditional experiences, values, and cultural expectations on the development and educational experiences of gifted students. (GT1K6)</p> <p>4.46 Identify the unique characteristics and needs of gifted students from diverse family structures (GT3K3; GT3K4)</p> <p>4.47 Identify strategies for stimulating personal growth of gifted students from diverse families. (GT4S6)</p> <p>4.48 Identify community support systems for diverse families of gifted students. (GT10S2)</p> <p>4.49 Examine concepts of age-appropriate development in relation to concepts of giftedness. (GT1K5)</p>	<p>addressing: Why do you think minority groups are not as readily identified for gifted programs as the majority Anglo American groups? Why are Asian Pacific students identified more for gifted programs than other ethnic minority groups? What are the major hurdles faced by ethnic minority gifted students in their pursuit of learning? What are the major challenges for teachers who work with ethnic minority gifted students? How can ethnic perspectives be infused in the gifted program?</p> <p>Extended Activity: Develop a list of ethnically different role models that could be used to help students develop “profiles” of successful people from different ethnic backgrounds. Extended Activity: Identify the dominant ethnic minority group in your classroom. Select or develop a unit of study and adapt it to accommodate the learning needs of that group. Consult the website: http://www.teachingtolerance.org How can you modify that</p>	<p>of poster for teachers on Asperger’s.</p> <p>Effective participation in class discussion. List of activities that would be appropriate for gifted learning disabled students.</p> <p>Presentation of unit of study for gifted learning disabled students.</p> <p>Guidelines for teachers of LD gifted. Written journal. Mini-centers for LD gifted. Proposal for LD gifted. Effective participation in group discussions and activities.</p>	
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	<p>4.50 Understand the needs and characteristics of very young gifted students. (GT2K1)</p> <p>4.51 Examine ways to identify very young gifted students in early childhood education and support their educational and personal needs. (GT8K2)</p> <p>4.52 Understand the needs and characteristics of highly gifted students. (GT3K3)</p> <p>4.53 Identify problems and challenges and present options for developing skills in highly gifted students. (GT5S5)</p> <p>4.54 Examine exemplary practices and programs for meeting the needs of the highly gifted student. (GT5S1; GT7S2)</p> <p>4.55 Examine gender stereotyping and prejudice that impacts gifted girls; boys; and lesbian, gay, bisexual, transgender (LGBT) students. (GT5K1)</p>	<p>“new” unit to accommodate other ethnic students in the classroom?</p> <p>Extended Activity: Develop a plan for using portfolio assessment as a means of meeting the needs of a culturally diverse class. Review the Florida Consent Decree (Topic 5 HO 1) and the Florida Performance Standards for Teachers of English for Speakers of Other Languages. (Topic 5 HO 2)</p> <p>Determine the number of different languages and dialects spoken in your school district and list the recommendations the district suggests for instructional strategies to use with ESOL (English Speakers of Other Languages) students. Discuss how these apply to teaching gifted minority students.</p> <p>Divide the class into six groups; assign each group one of the six questions that deal with the challenges teachers face when working with LEP students. Have each group research their assigned question and be</p>	<p>Completion of creative activity on poverty: short story or poem on poverty or photographic collage. Completed scenario or description of a gifted student coping with poverty. Completed list of promising practices for differentiating the curriculum for these disadvantaged gifted students.</p> <p>Completed unit of study and/or notebook/binder of activities. Written report on a real hero who has overcome adversity.</p>	
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	<p>4.56 Examine the impact of culture and ethnicity on gender expectations for gifted students from minority groups. (GT3K4)</p> <p>4.57 Demonstrate knowledge of how gender issues can affect achievement and aspirations of gifted students. (GT1K7)</p> <p>4.58 Explore the contribution of mentorships in their education. (GT10K1; GT10S2)</p> <p>4.59 Identify and describe criteria of effective programs. (GT7K2)</p> <p>4.60 Examine theories of giftedness in the socio-cultural perspective in relation to goals for gifted programs. (GT1K4)</p> <p>4.61 Identify instructional methods that accommodate the needs of special populations. (GT4K2;GT4S2)</p> <p>4.62 Identify key research on programs for special populations. (GT5S1)</p>	<p>prepared to have a panel discussion on the results of their research:</p> <ol style="list-style-type: none"> <i>1. How can the challenges of working with LEP students be refocused to become guidelines for effective teaching strategies to use in gifted classes?</i> <i>2. What is the difference between identified LEP students in gifted classes and immigrant English speakers in gifted classes?</i> <i>3. How can a teacher use classroom peers to help students who have language difficulties?</i> <i>4. What are the issues in your school district around bilingualism?</i> <i>5. Would gifted students benefit more from bilingual classes or immersion classes?</i> <i>6. What are the current practices in place in school districts for dealing with gifted students who have diverse language needs?</i> <p>List the challenges of identifying gifted LEP students from a review of the Web search. (Topic 5 HO 4) Analyze the Sample Checklist for Identifying Language-Minority Students with High Potential and determine its usefulness for you.</p>	<p>Effective participation in group discussion and activity.</p> <p>List of guidelines For teachers and/ or parents on preventing dropouts of gifted students (brochure or newsletter).</p> <p>A data collection instrument that provides a profile to use in parent conferences, instructional planning, and guidance recommendations.</p> <p>Presentation for parents on rights and responsibilities in the educational planning team. List identifying resources that can assist families with problems or</p>	
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	<p>4.63 Communicate and consult with school personnel to evaluate effectiveness of programs in local schools/ districts.(GT10S6)</p>	<p>(Topic 5 HO 3)</p> <p>Review Topic 5 HO 5. Compare the list of ESOL Teaching Techniques to strategies for working with gifted students.</p> <p>Extended Activity: Develop a brochure for teaching LEP/ELL gifted students in your school or district.</p> <p>Compile a list of “obstacles” faced by gifted LEP students in classrooms and provide at least 2 ideas/activities to help them overcome the obstacles.</p> <p>Design a “model” unit for gifted students that illustrates the integration of ESOL strategies into the unit.</p> <p>Identify 2-3 adults who are bilingual or multilingual and “successful” in their professions. Interview them to determine how they developed English language proficiency. Compile this into a written report.</p> <p>Review the characteristics of the underachiever as they apply to gifted</p>	<p>crises.</p> <p>A brochure of services.</p> <p>Effective participation in group discussions and activities.</p> <p>A summary of recommendations for identifying young gifted children.</p> <p>List of educational problems that can occur when talent is not identified in young gifted children.</p> <p>Options of programming for young gifted children used to recommend educational placement and parent participation.</p>	
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		<p>students. Review the Personal Factors that can contribute to underachievement in gifted students (Topic 6 HO 7).</p> <p>Discuss how students who come from a different educational system, culture, or ethnicity can become underachievers and what steps can be taken to prevent this.</p> <p>Brainstorm a list of sources of data that can be used to identify gifted students who are not performing well academically.</p> <p>Participants will develop a checklist that teachers can use for self-examination or problem solving in conferences related to poor academic performance of gifted students.</p> <p>Participants should then compile data on a form that provides a profile that can be used in parent conferences, instructional planning, and guidance recommendations. The relevance and implications of different types of data should be discussed.</p>	<p>Venn Diagram contrasting young and highly gifted characteristics. Completed table of characteristics and program options of highly gifted.</p> <p>Poster Biography of Highly Gifted. Effective participation in group discussions and activities.</p> <p>A model list of affirmations developed to assist gifted learners create positive thoughts to guide their own lives.</p> <p>Checklist Scrapbook or collage poster of successful individuals or well-known leaders who occupy roles that are traditionally gender dominated.</p>	
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		<p>In small groups, create a list identifying resources that can assist families with problems or crises. Include support groups for gifted students and local associations.</p> <p>Extended Activity: Use the interest inventory on a sample of underachieving gifted students and use this information to develop activities that are appropriate for these students.</p> <p>Extended Activity: Create a scrapbook that teachers can use to motivate the gifted underachiever of eminent, highly successful adults who were underachievers at school. Review glossary of terms of types of exceptionalities that can occur in gifted students. (Topic 7 HO 1) As a large group, discuss ways in which these exceptionalities can be manifest in gifted students. Discuss common misconceptions and stereotypes, particularly relating to changing use of terms. Have the class read articles (Topic 7 HO 2; HO 3).</p>	<p>A form to recruit mentors that includes a checklist of activities for mentor participation in the gifted program.</p> <p>A collage or scrapbook of achievers in non-traditional gender roles.</p> <p>A list of historical and contemporary successful gifted and creative LGBT.</p> <p>A set of guidelines and/or brochure for teachers appropriate for meeting the unique needs of LGBT gifted students.</p> <p>Completed list of “worst practices” and/or poster.</p> <p>Completed checklist for evaluation.</p> <p>Completed program simulation creative product: completed brochure.</p> <p>Completed grant proposal for a specific type of diverse gifted</p>	
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		<p>List the types of physical disabilities, including health impairments that could occur in gifted students. Divide the class into small groups according to this list. Ask the students to describe individual cases in their own experience of these twice-exceptional students. They may want to search for case studies online. Have the small groups report back to the class and then, as a class, develop a graphic organizer or chart of individual characteristics and needs of gifted students with physical disabilities. Discuss obstacles that need to be overcome in identifying gifted students who are physically disabled.</p> <p>Read a biography and recount the story of an eminent person who had a physical disability, reflecting on the obstacles he/she had to overcome.</p> <p>Extended Activity: Simulation of a physical disability. Each of these options requires a guide to support the student and prevent accidents. Options include:</p>	<p>group</p> <p>Completed program evaluation and recommendations. Letter advocating for special populations of gifted students. PowerPoint presentation on best practices in a Javits program.</p>	
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		<ul style="list-style-type: none"> • Wheelchair—students will use a wheelchair at three different places: a restaurant, a mall, and a store; • Blindfold—students need to obtain different objects around the room while blindfolded; • Earphone—block sound with music through earphones and attend a presentation. Write a reflection on these simulation experiences. <p>Extended Activity: Spend an educational day with a physically disabled or health impaired student (preferably a twice-exceptional student). Interview them on prejudice and stereotyping; challenges and possibilities; and needs. Reflect on the experience and scrapbook this activity with pictures and comments.</p> <p>Trace the history of an identified physically disabled gifted student, including the identification process and barriers the student faced. Very few programs for twice-exceptional gifted exist. Review the Strategies for teaching</p>		
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		<p>exceptional gifted students (Topic 7 HO 4).</p> <p>Each student should write an educational plan for the specific case studies listed above.</p> <p>Assign the 5 articles (Topic 8 HO 1–5) to small groups of students to review and summarize. Report to the whole class.</p> <p>As a large group, chart the 14 characteristics that must be present for a child to be diagnosed as ADHD, and provide the provisions for the number of characteristics, age, and time constraints.</p> <p>As a large group, compare and contrast the gifted child and the child who has ADHD. Each student creates a Venn Diagram to show the similarities and differences between ADHD students and gifted students.</p> <p>Extended Activity: Create a handbook with classroom strategies for teachers of gifted behavioral/ emotional students.</p> <p>Describe the characteristics and needs of a student with</p>		
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		<p>Asperger's syndrome. How is this distinguished from general Autism? What are the difficulties of identifying students with behavioral/emotional disorders as gifted? (Large group).</p> <p>Extended Activity: Create a poster for teachers showing the strategies for working with a gifted student with Asperger's syndrome</p> <p>Class discussion: <i>Why are so many twice-exceptional gifted students identified after their referral for a learning disability? What misconceptions and prejudices are experienced by learning disabled gifted students?</i></p> <p>In pairs, create a list of activities that would be appropriate for gifted learning disabled students.</p> <p>In small groups, develop a unit of study to help gifted learning disabled students become aware of their strengths and weaknesses so they can cope with the wide discrepancy between them. Share the outline of</p>		
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		<p>the unit plans with the class. The full unit can be developed as homework. Create a set of guidelines for teachers to set up a supportive environment in a hypothetical classroom that values and appreciates individual learning abilities.</p> <p>Extended activity: Write a journal of a gifted learning disabled student's struggles in the classroom.</p> <p>Extended Activity: Create mini-centers with activities that are appropriate for gifted learning disabled students.</p> <p>Extended Activity: Develop a proposal that could be presented (for special funding) to the principal and Parent Teacher Organization advocating for a special program for learning disabled students.</p> <p>In a large group, discuss concepts of giftedness that assume that all students have had equal exposure to educational opportunities. Review misconceptions of giftedness and</p>		
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		<p>stereotypes using the Giftism Matrix (Topic 10 HO 1) in relation to poor gifted students.</p> <p>Review Topic 10 HO 2. Develop awareness of the middle-class norms of general education and high stakes testing that assumes access to current media, technology, resources, experiences, and skill-development. Debate the question: <i>How does the concept of "streetwiseness" or "Practical Intelligence" (Sternberg, 1996) relate to gifted students from economically disadvantaged backgrounds?</i></p> <p>Students should read Handouts 3 and 4 before class. Complete a jigsaw discussion activity on the concept of disadvantage. Each person in a group researches the following:</p> <p>Research statistics on poverty and illiteracy in Florida: <i>What are the inhibiting effects on developing giftedness?</i></p> <p>Research statistics on incidence of identified gifted students from low income families in Florida:</p>		
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		<p><i>Why are students of low-income families in Title 1 programs underserved? How do the current Florida State provisions under Plan B aim to increase the identification of disadvantaged gifted students? What other methods could be used to identify disadvantaged gifted students? What strategies can teachers use to bridge the gap in background knowledge and experience and challenge creative productivity for gifted disadvantaged students?</i></p> <p>Extended Creative Activities: Write a story or poem about a poor high ability or talented child and the challenges the child faces. —OR— Create a collage of photographs that show the different contexts and opportunities for wealthy and poor children.</p> <p>Extended Activity: Develop a scenario or describe a real case of a high-potential child experiencing different types of poverty and disadvantage—including third world countries. Include recommendations.</p>		
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		<p>(Reference: Mutuma, P. [2006]. Personal Perspective. pp.165-166.)</p> <p>Do an online search for programs that serve disadvantaged gifted students, particularly those who stem from the Jacob J. Javits Act that targets economically disadvantaged gifted students. Create a list of promising practices for differentiating the curriculum for these students. Include a list of exemplary programs nationally and internationally.</p> <p>Extended Activity: Create a unit of study that stresses the strengths of the gifted disadvantaged student.</p> <p>Compile those of the class into a notebook/binder of activities and strategies that could be used with disadvantaged gifted children.</p> <p>Extended Activity: Review the many fairy tales/children's stories about "rags to riches" and discuss the stereotypes about poverty they represent. Research a real hero who has overcome poverty to use as a</p>		
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		<p>motivation for disadvantaged gifted. (Consult the Horatio Alger Awards, which are given to great achievers who have overcome adversity and poverty.) Write a report.</p> <p>Students should read Topic 11 HO 1 and 2 before class. As a large group, define the concepts of assimilation and cultural pluralism. Analyze the article (Topic 11 HO 1) and describe the pressures on diverse families in relation to the conflict between the ethnic or cultural background and dominant culture. How are expectations, norms, and values different? How can teachers bridge these differences in the gifted program?</p> <p>In small groups, analyze article in Topic 11 HO 2, which must be retrieved from http://www.gifted.uconn.edu/NRCGT/reports/rm02168/rm02168.pdf. Develop a list of guidelines and resources that teachers can use to prevent gifted students from dropping out. This could be presented in a</p>		
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		<p>brochure or newsletter to teachers. This could also be modified as a list of guidelines for the parents of these high-risk gifted students.</p> <p>In small groups, brainstorm the many types of family structures, circumstances, and pressures that gifted students from diverse families' experience, which may affect academic achievement. Compare this with the list in Topic 11 HO 3. Review the interview schedule in Topic 11 HO 4.</p> <p>Discuss the relevance of these questions in relation to understanding the gifted student, curriculum, and parent rights and responsibilities. Participants may use this list as a resource in parent conferencing and in identifying resources that can assist families with problems or crises.</p> <p>In a large group, review the state guidelines on the rights and role of the parents in the educational planning team for gifted students (See http://www.fldoe.org/BII/Gifted_Ed). Discuss how</p>		
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		<p>to support those parents who may not be aware of these rights.</p> <p>Extended Activity: Develop a presentation for parents on the rights and roles of parents from diverse populations in the educational development of their gifted students.</p> <p>Extended Activity: Research services in the community that support the needs of diverse families and the gifted student, such as mental health services, medical services, social services, judicial system, and cultural associations. Develop this into a creative brochure that could be distributed to families from diverse structures and pressures.</p> <p>Students should read the articles Topic 12 HO 1 and 2 before class.</p> <p>As a large group, view video clips of highly gifted or precocious students. Discuss concepts of chronological age milestones and how these gifted students outstrip these—include the asynchronous nature of giftedness.</p>		
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		<p>Discuss stereotypes concerning prodigies. Possible videos to view: Finding Forrester; Stand and Deliver; Boy Wonder (60 Minutes clip); <i>Dangerous Minds</i>; <i>Cheaters</i>; <i>Good Will Hunting</i>; <i>A Beautiful Mind</i>.</p> <p>In small groups, participants will review characteristics of young children who are gifted (Topic 12 HO 3) and the implications of these needs.</p> <p>Brainstorm possible problems when ability is not recognized early in school with consideration of the highly gifted child.</p> <p>Extended activity: Develop a list of possible activities to use with very young gifted children.</p> <p>Complete a Web search on preschool/early identification of giftedness using the Web sources listed.</p> <p>Summarize recommendations four types of identification procedures and measures. Participants will provide</p>		
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		<p>examples of how to use these techniques with special consideration given to underrepresented populations such as ethnic minorities and limited English proficient (LEP).</p> <p>Extended Activity: Participants will plan to use the identification activities with a family that has a young child who may be gifted.</p> <p>In small groups, summarize the article in Topic 12 HO 2 and discuss the characteristics of the highly gifted individual.</p> <p>Use a Venn Diagram (Topic 12 HO 5) to identify characteristics of the young gifted compared to the highly gifted.</p> <p>Complete the table in Topic 12 HO 4 that lists characteristics, needs, and possible program options of the highly gifted.</p> <p>Discuss the educational options to include in the table on promising practices.</p> <p>Extended Activity: Research the later life adjustment of highly</p>		
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		<p>gifted students who experienced early entry into universities and extreme acceleration.</p> <p>Prepare a poster biography.</p> <p>Before class, students should read Topic 13 HO 1, 2, and 3.</p> <p>Conduct a jigsaw discussion using the following questions:</p> <ul style="list-style-type: none"> • What stereotypes and prejudices exist concerning gender in our society, schools, and classrooms? • How does gender prejudice impact gifted students from diverse populations? • How are dominant cultural norms about gender roles different from those of minority ethnic groups? • What are the specific needs and characteristics of gifted girls, boys, and LGBT students? • What are the challenges to teachers in managing a classroom with diverse gender expectations? • How can gender perspectives be incorporated into the gifted program? 		
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		<p>In small groups, participants should discuss the needs of females from families in which few have completed their education or gained steady employment. After interviewing 25 successful female politicians, Cantor and Bernay (1992) identified 5 messages these women received from significant figures early in life:</p> <ol style="list-style-type: none"> 1. You are loved and special. 2. You can do anything that you want to do. 3. You can use and enjoy your creative aggression and still be feminine. 4. You can be courageous and take risks. 5. You are entitled to dream great dreams. <p>Further examples of affirmations can be found in <i>The Self-Talk Solution</i>. Using these ideas, participants will write affirmations to be used as a model for female gifted students.</p> <p>Complete the activities described in "Supporting Gender Identity Development in Diverse Gifted Students Through Mentorships." (Topic 13 HO 4)</p>		
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		<p>Participants will create a checklist to use in recruiting mentors for a gifted program that includes possible local sources for mentors.</p> <p>Extended Activity: Develop a scrapbook or collage/poster of successful individuals or well-known leaders who occupy non-traditional gender roles.</p> <p>As a large group, discuss how modern media reflect changes in attitudes toward LGBT issues. What are common stereotypes and misconceptions about LGBT individuals? Choose contemporary video clips and discuss how homosexuality is portrayed:</p> <ul style="list-style-type: none"> • <i>Queer Eye for the Straight Guy</i> • <i>Will and Grace</i> <p>As a large group, analyze and list historical and contemporary gifted and creative LGBT individuals who are successful, and discuss the challenges they faced and contributions they made to society.</p> <p>Develop a set of</p>		
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		<p>guidelines for teachers that are appropriate for meeting the unique needs of LGBT gifted students. This activity may include producing a brochure on how to overcome prejudice or forming a gay/straight alliance. Do online searches for strategies: http://www.tolerance.org / Also consult the LGBT Task Force of NAGC: http://www.nagc.org.</p> <p>Before class, students should read Topic 14 HO 1, 2, and 3 and research programs developed under the Javits Grants.</p> <p>Using the reading resources, analyze the criteria of effective programs for special populations. Answer the questions on Topic 14 HO 1.</p> <p>In small groups, develop a list of “worst practices.” Turn this into a poster entitled “What Not to Do in Your Gifted Class.”</p> <p>In small groups, generate a checklist to evaluate programs for special populations of gifted students in line with “best practices.”</p>		
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		<p>Create a simulated program for the education of a specific group of special needs gifted students using the checklist you developed. Create a brochure for this program stipulating mission, identification, curriculum options, and expected outcomes.</p> <p>Individually or in pairs, write a grant proposal for a specific type of special population for your school, community, or district. Incorporate the best practices.</p> <p>Extended Activity: Choose a specific program from a local school district to evaluate. Develop a comprehensive plan for collecting data from administration, teachers, and parents. Analyze the results and develop a list of recommendations in relation to “best practices.”</p> <p>How can teachers advocate for meeting the needs of gifted students from special populations? Review the Jacob K. Javits Act and discuss the impact on services for special populations. Write</p>		
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		<p>a letter to a teacher's newsletter such as <i>Gifted Child Today</i>.</p> <p>Extended Activity: In pairs or small groups, research a program that was developed under a Javits Grant for underserved gifted populations (see document by D. Sisk listed in Resources). Examine the program in relation to best practices and the information in Topic 14 HO 1 and 2. Present findings to the class in a PowerPoint presentation.</p>		
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For add-on certification purposes, the participant must demonstrate the successful completion of all applicable competencies (100%) within the components, with such demonstration verified by the instructor. For in-service credit purposes, the participant must demonstrate increased competency on at least 80% of the specific objectives using pro- and post-tests or other valid measures.

Component Evaluation: The district's staff development program procedures will be used for evaluating coverage of the specified competencies and the effectiveness of instructional presentations. Instructors will evaluate content and make recommendations (or additions, modifications or deletion) of component content, activities or evaluation procedures.

**DISTRICT MASTER INSERVICE PLAN TRAINING COMPONENT
THEORY AND DEVELOPMENT OF CREATIVITY**

**Component # 2100013
60 In-service Points (Maximum)**

**Creativity Matrix
Topic 1: Valuing Creativity**

Topic 1 Key Questions	Guiding Objectives	Learning Options and Activities	Evidence of Mastery	Resources
Why is creativity important?	<p>Describe the importance, implications, and benefits of creative thinking for students in today's schools and for society. (GT2K1)</p> <p>Demonstrate an understanding of how creative thinking can be used to address problems in society. (GT1K2) (continued)</p>	<p>Administer and discuss Pretest. Complete "Are You Ready to Learn About Creativity?" (Topic 1 HO 1)</p> <p>Use Think-Pair-Share discussion strategy and use responses to share individual personal experiences class members have had with creativity in the classroom</p> <p>Read "A New Renaissance: Preparing Productive Thinkers for Tomorrow's World. (Topic 1 HO 2) and "Study: Creativity Is Important But Neglected. (online). Use questions provided for group discussion</p>	<p>Discussion. Report of personal experiences with creativity.</p> <p>Group discussion.</p> <p>Tentative personal definition of creativity.</p> <p>List and discussion of multiple examples of creativity applied to solve real-world problems.</p> <p>(continued)</p>	<p>Davis, G. A. (2004). Creativity, self-actualization and you. In <i>Creativity is forever</i> (5th ed., pp. 1–18). Dubuque, IA: Kendall/Hunt.</p> <p>Stansbury, M. (2008). "Study: Creativity Is Important but Neglected.. Retrieved from http://www.eschoolnews.com/2008/05/02/study-creativity-is-important-but-neglected/</p> <p>Treffinger (2008). A new Renaissance? Preparing productive thinkers for tomorrow's world. <i>Creative Learning Today</i>, 15(4), 1 and 11.</p> <p>Grazer, B. [Producer], & Howard, R. [Director]. (1995). <i>Apollo 13</i> [Motion Picture], United States: MCA Universal Home Video.</p>

		<p>(Topic 1 HO 3 & 4).</p> <p>Draft a tentative personal definition of Creativity. Reference Torrance's description of creativity from preface of Creativity is forever (Davis, 2004).</p> <p>View video clip from film Apollo 13. Respond to the question: What other examples can you think of in which creativity was as vital to a successful outcome as it was in the example from the film? List and discuss examples of how creative thinking can be used to address real problems in contemporary society. (continued)</p>		
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Topic 1 Key Questions	Guiding Objectives	Learning Options and Activities	Evidence of Mastery	Resources
Why is creativity important?	Describe the impact of creativity on personal growth and self-actualization. (GT2K3)	<p>Read and role play myths and misunderstandings associated with creativity from –Overcoming Misunderstandings on the Importance of Creativity (Topic 1 HO 5).</p> <p>View —Creativity is the Most Important Thing We Can Teach Our Children in the New Millennium PowerPoint.</p> <p>Discuss misunderstandings and the need for building advocacy skills to defend the significance of creativity.</p>	<p>Article or cartoon that dispels myths about creativity.</p> <p>Journal Entry: –What comes first? Self-actualization OR Creativity? Follow up: Support the other side of the argument!</p> <p>Completed Review of Exercises in Chapter 1, <i>Creativity is forever</i>, (Davis, 2004).</p> <p>Advocacy plan for dealing with misunderstandings about creativity. Presentation of the —Creativity Celebration as culmination of the course (Topic 5 HO 9).</p>	<p>Cramond, B. –Creativity Is the Most Important Thing We Can Teach Our Children in the New Millennium [PowerPoint slides]. Retrieved from http://archive.coe.uga.edu/torrance/pdf_ppt/ImportanceofCreativity.ppt</p> <p>Pink, D. H. (2005). Right brain rising & Abundance, Asia and automation (pp. 7–47). <i>A whole new mind</i>. New York: Berkley Publishing Group.</p> <p>Boon, R. J. (1997). —Cultural Creativity: The Importance of Creativity in Organizational and Educational Contexts. Retrieved from http://www.lobstick.com/BOON.HTM</p>

Topic 2 Key Questions	Guiding Objectives	Learning Options and Activities	Evidence of Mastery	Resources
What is creativity?	<p>Compare and contrast several definitions of creativity, including a personal definition, and explain why a single definition has not been universally accepted. (GT1K2) (GT1K4)</p> <p>(continued)</p>	<p>Small group activity: —Creativity Is...Creativity is NOT. Complete T-Chart. (Topic 2 HO 1) Discuss differences in groups' definitions. Jigsaw Chapters 3–5 in <i>Creativity is forever</i>, (Definitions and Theories—I and II, Creative Person) or chapters 2–4 in <i>Creativity in the classroom</i>, (Models of the Creative Process, Theories and Models of Creativity). Use —Many Ways of Defining Creativity (Topic 2 HO 2) to compare and contrast the similarities and differences between theorists' definitions. Refer to —Common Definitions of Creativity (Topic 2 HO 3) for additional background information.</p>	<p>Creative Reflection #1: Defining Creativity.</p> <p>Presentations of jigsaw groups' content.</p> <p>Chart of comparisons of definitions from handout.</p> <p>Unit of study for gifted students about the theories and definitions of creativity.</p> <p>Display and description of definition.</p> <p>Completed reflection.</p> <p>(continued)</p>	<p>Davis, G. A. (2004). Definitions and theories I and II; Creative person. In <i>Creativity is forever</i> (5th ed., pp. 39–115). Dubuque, IA: Kendall/Hunt.</p> <p>Starko, A. J. (2010). Models of the creative process, theories, and models of creativity. In <i>Creativity in the classroom: Schools of curious delight</i> (4th ed., pp. 21–80). New York: Routledge.</p> <p>Kingore, B. (2004). —High Achiever, Gifted Learner, Creative Thinker. Retrieved from http://www.bertiekingore.com/high-gt-create.htm</p> <p>(continued)</p>

		<p>—Bag Activity to demonstrate definition of creativity. Develop and/or refine personal definition of creativity. Share definitions and categorize those produced by the class.</p> <p>—Creative Reflection #1: Defining Creative People, Processes, and Products (Topic 2 HO 10).</p> <p><i>(continued)</i></p>		
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Creativity Matrix
Topic 2: Defining Creativity

Topic 2 Key Questions	Guiding Objectives	Learning Options and Activities	Evidence of Mastery	Resources
What is creativity?	<p>Review research in the field of creativity and apply it to a classroom setting. (GT1K1)</p> <p>Demonstrate an understanding of the elements of creative thinking (e.g., fluency, flexibility, originality, & elaboration). (GT7K1)</p> <p>(continued)</p>	<p>After reading chapter 5 in <i>Creativity is forever</i>, complete –The research says. . . (Topic 2 HO 9). Review characteristics shown to correlate with highly creative individuals. Compare column A and column B responses to assess participants’ knowledge of creative characteristics. Define FFOE—fluency, flexibility, originality and elaboration—in terms that clarify the role each plays in creative thinking. Refer to page 101 in <i>Creativity is forever</i>. Identify all the ways you might decorate a brick (or another common object) to give it a different look. Compute fluency. Create examples of tasks for students in various content areas using stem statements and verbs on —Creative Thinking Behaviors (Topic 2 HO 4). (continued)</p>	<p>Summary of research findings about creative people.</p> <p>Design of a lesson on a topic of research in creativity (threshold concept, association of creativity with creative eminence, handedness, etc.).</p> <p>Summary of a classroom activity using fluency, flexibility, originality, and elaboration (FFOE).</p> <p>List of student tasks created using stems (FFOE, etc.).</p> <p>(continued)</p>	<p>Michalko, M. (1998, May). Thinking like a genius: Eight strategies used by the supercreative, from Aristotle and Leonardo to Einstein and Edison. <i>The Futurist</i>, 32(4), 21–25. (Topic 2 HO 11)</p> <p>Cramond, B. (1995). —The Coincidence of Attention Deficit Hyperactivity Disorder and Creativity (RBDM9508). Retrieved from The University of Connecticut National Research Center on the Gifted and Talented website: http://www.gifted.uconn.edu/nrcgt/nrconlin.html#9508</p> <p>Gardner, H. E. (1988). <i>Art, mind, and brain: A cognitive approach to creativity</i>. New York: Basic Books.</p> <p>(continued)</p>

Topic 2 Key Question	Guiding Objectives	Learning Options and Activities	Evidence of Mastery	Resources
What is creativity?	<p>Identify cognitive and personal characteristics associated with creativity across cultures and throughout time using contemporary and historical examples. (GT2K1)</p> <p>(continued)</p>	<p>Research and present examples of creative people in various cultures and time periods. Discuss similarities and differences. Using the handout —Characteristics Associated with Creativity (Topic 2 HO 5), identify people known to the participants who possess these characteristics. Discuss ways that these individuals show indications of creativity. Read —Signals of Creativity (Topic 2 HO 6) and —High Achiever, Gifted Learner, Creative Thinker (Topic 2 HO 7). In small groups, complete column 3 of —Creative Traits in the Classroom (Topic 2 HO 8), describing how the traits can contribute positively to the classroom (see first column example). (continued)</p>	<p>Presentation of research subjects. Annotated timeline showing cultural and historical changes in the relationships of creativity to various cultures and time periods.</p> <p>Video, theatrical display, or a collage as significant evidence of culture and its relationship to the creative process that depicts the creativity of multiple cultures.</p> <p>List of common elements in personal characteristics and experiences of creative people. Completed worksheet. List of elements of the creative process, and examples of the person, process, product, and press. (continued)</p>	<p>Gelb, M. J. (2000). <i>How to think like Leonardo DaVinci: Seven steps to genius every day</i>. New York: Dell.</p> <p>Negroponte, N. (2003). Creating a culture of ideas. <i>Technology Review</i>, 106, 34–35.</p> <p>Piirto, J. (1998). <i>Under-standing those who create</i>. Scottsdale, AZ: Great Potential Press.</p> <p>(continued)</p>

Topic 2 Key Question	Guiding Objectives	Learning Options and Activities	Evidence of Mastery	Resources
What is creativity?	Identify cognitive and personal characteristics associated with creativity across cultures and throughout time using contemporary and historical examples. (GT2K1)	Take/review "Creativity Test.— Davis, G. A. (2004). <i>Creativity Is Forever</i> , pages 36–37. Read and discuss "Thinking Like a Genius. (Topic 2 HO 11).	Test. Position paper or action plan regarding the importance and role of these creativity characteristics in gifted programming (or in programming for all students) in your school/district.	Sternberg, R. J. (1990). <i>Nature of creativity: Contemporary psychological perspectives</i> . Cambridge, MA: Press Syndicate of the University of Cambridge. Tan, Ai-Girl (2007). <i>Creativity: A handbook for teachers</i> . Hackensack, NJ: World Scientific.

Creativity Matrix
Topic 3: Developing and Nurturing Creativity

Topic 3 Key Question	Guiding Objectives	Learning Options and Activities	Evidence of Mastery	Resources
How can creativity be developed and nurtured?	<p>Identify specific personal, developmental, socio-cultural, and educational experiences that <i>facilitate</i> the development of creativity and its expression. (GT2K2)</p> <p>Identify specific personal, developmental, socio-cultural, and educational experiences that <i>inhibit</i> the development of creativity and its expression. (GT2K2) <i>(continued)</i></p>	<p>Interview a self-selected creative individual using —Creative Reflection #2 (Topic 3 HO 1). Upon completion of the interviews, the group will debrief (Topic 3 HO 2) the Reflections. Compare encouragers and discouragers identified by the subjects of the case studies.</p> <p>Read article titled —Happiness and Creativity: Going with the Flow (Topic 3 HO 3). View video clip (one hour from start of the film; length of clip approximately three minutes) from <i>Billy Elliot</i> for an example of flow, and identify the characteristics and importance of flow in the creative process.</p>	<p>—Creative Reflection #2: Case Study of a Creative Person.</p> <p>Summary of similarities and differences of culture, economics, environment, and time on creativity.</p> <p>Journal Entry: What facilitating and inhibiting experiences have you had while pursuing personal creative endeavors?</p> <p><i>(continued)</i></p>	<p>Davis, G. A. (2004). Barriers, blocks, and squelchers: Why we are not more creative. In <i>Creativity is forever</i> (5th ed., pp. 19–37). Dubuque, IA: Kendall/Hunt.</p> <p>Davis, G. A. (2004). Creative process: Steps and stages, perceptual changes, and imagery. In <i>Creativity is forever</i> (5th ed., pp. 117–143). Dubuque, IA: Kendall/Hunt.</p> <p>Davis, G. A. (2004). Brainstorming and other techniques of creative thinking and problem solving. In <i>Creativity is forever</i> (5th ed., pp. 171–204). Dubuque, IA: Kendall/Hunt.</p> <p>Mann, E. L. (2010). The creative side of mathematics: Beyond rules, rhymes, and 'rhythmic. In <i>Understanding Our Gifted</i>, 22(2), 7–10. <i>(continued)</i></p>

		<p>Journal Entry: Give specific examples of External/Internal Barriers, Blocks, and Squelchers to creativity and creative expression from participants' experience. Use –Handy Dandy Checklist or How to Kill Ideas (Topic 3 HO 4) as a resource.</p> <p><i>(continued)</i></p>		
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Topic 3 Key Question	Guiding Objectives	Learning Options and Activities	Evidence of Mastery	Resources
How can creativity be developed and nurtured?	<p>Identify specific personal, developmental, socio-cultural, and educational experiences that <i>inhibit</i> the development of creativity and its expression. (GT2K2)</p> <p>Recognize ways to establish a classroom environment that fosters the development and expression of creativity. (GT2K2)</p> <p>(continued)</p>	<p>Discuss each of vonOech's Ten Mental Locks from Chapter 2 in <i>Creativity Is forever</i>. Refute each Mental Lock with a simple statement or two and include a few words about why this has become a Mental Lock. Complete —Locating Blocks and Barriers personal survey. (Topic 3 HO 5) Use the —Understanding Blocks and Barriers to Creativity page to identify and discuss personal creative blocks and barriers. Generate a list of experiences that facilitate and inhibit creativity in the school setting, applying information about what is known about facilitators and inhibitors of creativity. Role-play a situation in a classroom that encourages and one that discourages creativity.(continued)</p>	<p>Presentation of responses to Mental Locks.</p> <p>Completion of survey (Topic 3 HO 5). Journal entry: What are some ways I could use the knowledge about blocks and barriers to enhance my personal creativity? That of my students?</p> <p>List of ways to develop a positive classroom environment to promote creativity.</p> <p>Presentation of role-play.</p> <p>(continued)</p>	<p>Smutny, J. F. (2001). —Creative strategies for teaching language arts to gifted students (K–8). Arlington, VA: ERIC Clearinghouse on Disabilities and Gifted Education (ERIC EC Digest #E612). Retrieved from http://www.hoagiesgifted.org/eric/e612.html</p> <p>Smutny, J. F. (2002). —Integrating the arts into the curriculum for gifted students. Arlington, VA: ERIC Clearinghouse on Disabilities and Gifted Education (ERIC EC Digest #E631). Retrieved from http://www.ericdigests.org/2003-4/gifted-students.html</p> <p>Starko, A. J. (2010). Teaching creative thinking skills and habits. In <i>Creativity in the classroom</i>, (4th ed., pp. 119–172). New York: Routledge.</p> <p>(continued)</p>

Topic 3 Key Question	Guiding Objectives	Learning Options and Activities	Evidence of Mastery	Resources
How can creativity be developed and nurtured?	<p>Recognize ways to establish a classroom environment that fosters the development and expression of creativity. (GT2K2)</p> <p>Plan appropriate teaching strategies and groupings that support the development and expression of creative abilities. (GT2K2)</p> <p>(continued)</p>	<p>Redesign a lesson to incorporate one or more of the climatic characteristics described in —Climate for Creativity (Topic 3 HO 6), —The Environment Conducive to Creativity (Topic 3 HO 7), and —Ways to Enhance Creativity: A Different Approach (Topic 3 HO 8).</p> <p>Creative & Critical Thinking—Complete —Creative and Critical Thinking Questionnaire (Topic 3 HO 9). Define the difference between creative thinking and critical thinking, and demonstrate that both types of thinking are essential for creative problem solving. Refer to —Effective Problem Solving Relies On (Topic 3 HO 10) during discussion. Emphasize the interaction of two types of thinking in problem solving and productivity.</p>	<p>Redesigned lesson.</p> <p>Letter to parents of suggested strategies to use to enhance creative thinking.</p> <p>Completed questionnaire (Topic 3 HO 9).</p> <p>List of examples of creativity and critical thinking.</p> <p>(continued)</p>	<p>Csikszentmihalyi, M. (1997). Happiness and creativity: Going with the flow. <i>The Futurist</i>, 31(5), 8–12.</p> <p>Treffinger, D. (2005). Tools for the mind: Promoting creative problem solving. <i>Gifted Education Communicator</i>, 36(2), 8–11.</p> <p>Anonymous. (2001). Developing a climate for creativity. <i>Gifted Child Today</i>, 24(4), 7–8.</p> <p>Costa, A. L. (2001). <i>Developing minds: A resource book for teaching thinking</i>. Alexandria, VA: Association for Supervision & Curriculum Development.</p> <p>deBono, E. (1985). <i>Lateral thinking: Creativity step by step</i>. New York: Harper & Row.</p> <p>(continued)</p>

		Identify examples within books, movies, or plays that have central characters that use creative and critical thinking to affect the outcome of the story. <i>(continued)</i>		
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Topic 3 Key Question	Guiding Objectives	Learning Options and Activities	Evidence of Mastery	Resources
How can creativity be developed and nurtured?	<p>Plan appropriate teaching strategies and groupings that support the development and expression of creative abilities. (GT2K2)</p> <p>Investigate tools and programs (e.g., Odyssey of the Mind, Future Problem Solving, Invent America) for generating ideas, focusing thought, and fostering creativity. (GT4K2) (GT9K2)</p> <p>(continued)</p>	<p>Read chapter 6: —Creative Process— Steps and Stages, Perceptual Changes and Imagery and chapter 8: —Brainstorming and Other Techniques of Creative Thinking and Problem Solving in <i>Creativity is forever</i>; or chapter 6: —Teaching Creative Thinking Skills and Habits in <i>Creativity in the classroom</i>.</p> <p>Use —Guidelines for Generating (Topic 3 HO 11) as students are introduced to and practice using the following tools for generating ideas: Brainstorming and its variations, Attribute Listing, SCAMPER, Morphological Matrix, Visualization,</p> <p>—What If...? statements, Synectics. Complete sample activities for each of the tools.</p>	<p>Presentation of classroom lesson using multiple idea-generating and idea-focusing tools.</p> <p>Participation in practice activities. —Improving activity (SCAMPER). Synectics: Presentation of Responsibility, Rain, or Chicken Problem. Comic strip produced by analogical thinking.</p> <p>Presentation of solutions to CPS practice problem. Journal Entry: What attitudes and behaviors facilitate effective, creative problem solving? (continued)</p>	<p>Eberle, B., & Stanish, B. (1996). <i>CPS for kids: A resource book for teaching creative problem-solving to children</i>. Waco, TX: Prufrock Press.</p> <p>Hudson, W. (1999). Be a creativity curator today! <i>Gifted Child Today</i>, 22(2) 22.</p> <p>Isaksen, S. G., & Treffinger, D. J. (1985). <i>Creative problem-solving: The basic course</i>. Buffalo, NY: Bearly, Limited.</p> <p>Kanter, R. M. (1985). <i>Change masters</i>. New York: Simon & Schuster Adult Publishing Group.</p> <p>McLagan, P. A. (2003). <i>Distributed intelligence</i>. T & D, vol. 57, 52–56.</p> <p>Meador, K. (2001). The whistles stop here: Encouraging meaningful, creative thinking in the classroom. <i>Understanding our gifted</i>, 12(4). (continued)</p>

		<p>Read pages 124–130 in <i>Creativity Is forever</i> or pages 38–40 and 145–150 in <i>Creativity in the classroom</i>. Review —Steps to Creative Problem Solving (CPS) (Topic 3 HO 17). Complete CPS practice activities.</p>		
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Topic 3 Key Question	Guiding Objectives	Learning Options and Activities	Evidence of Mastery	Resources
How can creativity be developed and nurtured?	Investigate tools and programs (e.g., Odyssey of the Mind, Future Problem Solving, Invent America) for generating ideas, focusing thought, and fostering creativity. (GT4K2) (GT9K2) (continued)	Use —Guidelines for Focusing (Topic 3 HO 21) as students are introduced to and practice using the following tools for focusing ideas: ALoU, PCA, Assisters and Resisters, Plan of Action. Complete practice activities for each of the tools. Read and discuss the article, –Tools for the Mind: Promoting Creative Problem Solving (Topic 3, HO 26). Use classroom examples of how the tools might be used in content areas. For additional creativity tools, see http://www.creatingminds.org . or http://www.mindtools.com . Complete —Creative Reflection #3: Creativity Tools in the Classroom.	Participation in practice activities. List of examples of ways to use generating and focusing tools in or out of the classroom. Completion of —Creative Reflection #3: Creativity Tools in the Classroom (Topic 3 HO 31). Discussion. (continued)	Palmer, W. R., & Schlichter, C. L. (1993). <i>Thinking smart: A primer of the talents unlimited model</i> . Mansfield Center, CT: Creative Learning Press. Piirto, J. (1999). Ways to enhance creativity: A different approach. (Excerpts taken with permission from <i>Tempo</i> , Vol. XIX, Issue 3; adapted from <i>Understanding those who create</i> , 2nd ed., 1999). Ross, T. [Producer], & Daldry, S. [Director]. (2000). <i>Billy Elliot</i> [Motion Picture]. UK: Working Title Films & BBC Films. Runco, M. A. (1993). <i>Creativity as an educational objective for disadvantaged students</i> (RBDM9306). Retrieved from The University of Connecticut National Research Center on the Gifted and Talented website: http://www.gifted.uconn.edu/nrcgt/reports/rbdm9306/rbdm9306.pdf (continued)

		<p>Review several examples of Interact© simulations. After a review of several of the simulations, discuss what they offer that is different from studying the same subject from a text. Identify the skills students are expected to use to work through the simulation.</p> <p><i>(continued)</i></p>		
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Topic 4 Key Question	Guiding Objective	Learning Options and Activities	Evidence of Mastery	Resources
How can creativity be measured and creative outcomes be assessed?	<p>Describe, compare, and evaluate different instruments for measuring creativity. (GT8K2) (GT8S4)</p> <p>Examine the role of assessment, including portfolio development, in the evaluation of creative processes and products. (GT8S4)</p> <p><i>(continued)</i></p>	<p>Administer, score, and analyze one assessment of creativity to 5 to 10 students.</p> <p>Journal Entry: Reflect on past personal creative activities or products. What sort of assessments or criticism of the activities and products took place? How did the criticism or assessment motivate you (or not) to continue growth in this area?</p> <p>Formulate guidelines for the creation and maintenance of portfolios for products formed from creative processes.</p> <p><i>(continued)</i></p>	<p>Summary of results of test administration.</p> <p>Journal Entry.</p> <p>Guidelines for portfolio creation and maintenance.</p> <p><i>(continued)</i></p>	<p>Cropley, A. J. (2000). Defining and measuring creativity: Are creativity tests worth using? <i>Roeper Review</i>, 23, 72–79.</p> <p>Millar, G. W. (2010). <i>The power of creativity: Results of the 50-year follow-up to the Torrance longitudinal study of creative behavior</i>.</p> <p>Naglieri, J. A., & Kaufman, J. C. (2001). Understanding intelligence, giftedness, and creativity using the PASS theory. <i>Roeper Review</i>, 33, 151–156.</p> <p>Piirto, J. (1998). <i>Understanding those who create</i>. Scottsdale, AZ: Great Potential Press.</p> <p>Purcell, J., & Renzulli, J. (1998). <i>Total talent portfolio</i>. Mansfield Center, CT: Creative Learning Press.</p> <p>Renzulli, J. S., & Reis, S. M. —Student Product Assessment Form (SPAF). Retrieved from http://www.gifted.uconn.edu/sem/pdf/spaf.pdf</p> <p><i>(continued)</i></p>

Creativity Matrix
Topic 4: Measuring Creativity and Assessing Creative Outcomes

Topic 4 Key Question	Guiding Objectivee	Learning Options and Activities	Evidence of Mastery	Resources
How can creativity be measured and creative outcomes be assessed?	Describe traits and appropriate criteria used to assess creative outcomes and products. (GT1K3) (GT1K4) (continued)	<p>Review Creative Abilities (Chapter 5, Table 5.6 in Davis text). Refer to —Curricular Examples of the Elements of Creativity (Topic 4 HO 3) for sample tasks that can reinforce and assess these abilities. Design additional examples within a chosen content area.</p> <p>Discuss the Know, Understand, Perform, Accomplish progression within Goal 4 of the <i>Florida's Frameworks for K–12 Gifted Learners</i> (see Topic 3) in assessing creative growth. Following the discussion:</p> <ul style="list-style-type: none"> • Use the four-tiered scale from Goal 4 rubric to assess a student-created product brought to class by participants. • Identify a classroom activity to advance students from one level to the next on the rubric. <p>(continued)</p>	<p>Participant-created examples of tasks within chosen content areas.</p> <p>Design of a measure of creativity that is nonverbal.</p> <p>Creation of an informal Creativity Assessment Tool (iCAT) that helps identify or better understand the creative learner (Topic 4 HO 4).</p> <p>Student activity including assessment related to <i>Florida's Frameworks for K–12 Gifted Learners</i> Goal 4 (see Topic 3).</p> <p style="text-align: center;">(continued)</p>	<p>Treffinger, D. J., Young, G. C., Shelby, E. C., & Shepardson, C. (2002). —Assessing creativity: A guide for educators. Storrs, CT: National Research Center on the Gifted and Talented. Retrieved from http://www.gifted.uconn.edu/nrcgt/reports/rm02170/rm02170.pdf</p> <p>VARIOUS TESTS OF CREATIVITY: Khatena, J., & Torrance, E. P. (1976). <i>Khatena-Torrance creative perceptions inventory</i>. Chicago: Stoelting.</p> <p>Meeker, M., Meeker, R., & Roid, G. H. (1985). <i>Structure of intellect learning abilities test manual</i>. Los Angeles: Western Psychological Services.</p> <p style="text-align: right;">(continued)</p>

Topic 4 Key Question	Guiding Objective	Learning Options and Activities	Evidence of Mastery	Resources
How can creativity be measured and creative outcomes be assessed?	Describe traits and appropriate criteria used to assess creative outcomes and products. (GT1K3) (GT1K4)	<p>Add a creative component to a pre-existing student assignment and design a rubric for assessing the outcome.</p> <p>Asses a creative product with the —Student Product Assessment Form (SPAF) (Topic 4 HO 6).</p>	<p>List of constructs for evaluating creative outcomes.</p> <p>Rubric of redesigned assignment.</p> <p>Assessment of a creative product with the —Student Product Assessment Form (Topic 4 HO 6).</p>	<p>VARIOUS TESTS OF CREATIVITY, CONTINUED:</p> <p>Meier, N. C. (1940). <i>The Meier art tests</i>. Iowa City, IA: Bureau of Educational Research and Service, University of Iowa.</p> <p>Renzulli, J. S., Smith, L., White, C, & Hartman, R. (2001). <i>Scales for rating the behavioral characteristics of superior students</i> (Rev. ed.). Mansfield Center, CT: Creative Learning Press.</p> <p>Torrance, E. P. (1962). <i>Torrance tests of creative thinking</i>. Bensenville, IL: Scholastic Testing Service.</p>

Creativity Matrix
Topic 5: Personalization and Commitment to Creativity

Topic 5 Key Question	Guiding Objectives	Learning Options and Activities	Evidence of Mastery	Resources
How will you commit to nurturing creativity in your students and yourself?	Explore and analyze the ethical issues surrounding creativity. (GT1K1) (continued)	Complete —Creative Reflection #4: Creativity and World Affairs by making observations over several days and responding to the questions. Following group discussion of —Creative Reflection #4, small group work is done to explore topics related to ethics, such as: creativity and nationalism; creativity and equity creativity as human freedom; creativity of the future. Each group should generate a Web or collage about how we see creativity in each of the areas (arts, science, education, etc.) affecting humans and predicting how creativity will be needed in the future.	—Creative Reflection 4: Creativity and World Affairs (Topic 5 HO 3). List Web Collage Presentation Discussion. (continued)	Davis, G. A. (2004). Teaching for creative growth. <i>Creativity is forever</i> (5th ed., pp. 313–350). Dubuque, IA: Kendall/Hunt. Davis, G. A. (2004). Creativity in gifted education. <i>Creativity is forever</i> (5th ed., pp. 273–296). Dubuque, IA: Kendall/Hunt. Hudson, W. (1999). Be a creativity curator today! <i>Gifted Child Today</i> , 22(2), 22–25. (Topic 5 HO 1) (continued)

		<p>Conduct individual research on current ethical issues.</p> <p>Download Digital Citizenship and Creative Content lesson plans from http://www.digitalcitizenshipped.com/ and view Unit 1, Activity 1. In this curriculum, designed for high school students, the rules that dictate the ethical use of digital files (music, movies, software, etc.) are addressed. Discuss the role of education to create an awareness of the rights connected with creative content.</p> <p><i>(continued)</i></p>		
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Topic 5 Key Question	Guiding Objectives	Learning Options and Activities	Evidence of Mastery	Resources
How will you commit to nurturing creativity in your students and yourself?	<p>Explore and analyze the ethical issues surrounding creativity. (GT1K1)</p> <p>Design and implement a personal plan for establishing a classroom environment to nurture and develop creativity. (GT5S1) (GT5S2) (GT9S7)</p> <p>(continued)</p>	<p>Conduct the Creativity Scavenger Hunt (Topic 5 HO 4). Discuss ethical implications of observations, as stated within the activity. Research newspapers, journals, and the Internet to locate examples of creative thinking used to address current societal problems or challenges. Watch Ken Robinson video, —Do Schools Kill Creativity? at http://www.youtube.com/watch?v=iG9CE55wbty. Discuss the idea: —We don't grow into creativity; we grow out of it. Review —Assessment of Classroom Material for Creative Thinking (Topic 5 HO 5). Using a variety of published material for classroom use, apply the questions and evaluate the materials. Compare evaluations with other class members.</p> <p>(continued)</p>	<p>Complete Scavenger Hunt.</p> <p>List of some ideas and practices in your school that have been successful in the past, but are now limiting productivity and growth, with an action plan for getting rid of them.</p> <p>Letter advocating the purchase of classroom materials for creativity development.</p> <p>Completion of assessment.</p> <p>(continued)</p>	<p>Mildrum, N. K. (2000). Creativity reigns (not reined) in the regular classroom. <i>The Education Digest Ann Arbor</i>, 66(1), 33–38. (Topic 5 HO 2)</p> <p>Starko, A. J. (2010). Teaching creative thinking skills and habits. In <i>Creativity in the classroom</i> (4th ed, pp. 119–171). New York: Routledge.</p> <p>Microsoft (2008). <i>Digital citizenship and creative content</i>. Retrieved from http://www.digitalcitizenshiped.com/</p> <p>(continued)</p>

Topic 5 Key Question	Guiding Objectives	Learning Options and Activities	Evidence of Mastery	Resources
How will you commit to nurturing creativity in your students and yourself?	<p>Evaluate personal and student creative development and monitor success in applying creativity strategies to real problems and challenges. (GT5S4) (GT8K3) (GT9S7)</p> <p><i>(continued)</i></p>	<p>Design and create a visual representation of a —Creativity Academy in which you consider changes (in relation to people, places, and things) that will enhance teaching and learning for creativity and innovation. Do not limit yourself to today’s conceptions of who, what, when, why, or how —school exists. Complete —Personalizing Creativity Within My Classroom (and My Life!) (Topic 5 HO 6) activity, following instructions on the handout. Refer to —Seven Steps to Creative Growth (Topic 5 HO 7) for areas to be addressed in the Personal Plan of Action. Information regarding the tools to be used can be found in Topic 3. Using —The Growth of Creativity (Topic 3 HO 8) as an example, design a tool to be used for students to reflect on their creative growth. Present —Final Course Products and Performances (assigned during Topic 1).</p> <p><i>(continued)</i></p>	<p>Sharing and justification of the vision of a “Creativity Academy.” Completion of “Personalizing Creativity Within My Classroom (and My Life!”</p> <p>(Topic 5 HO 6).</p> <p>Tool for self-assessment of student’s growth.</p> <p>“Final Course Products and Performances.” <i>(continued)</i></p>	<p>Hennessy, B. (2004). —Developing creativity in gifted children: The central importance of motivation and classroom climate. Storrs, CT: The National Research Center on the Gifted and Talented. http://www.gifted.uconn.edu/nrcgt/reports/rm04202/rm04202.pdf</p> <p>VanTassel-Baska, J. (2004). Creativity as an elusive factor in giftedness. <i>Update: College of William and Mary</i>. Retrieved from http://cfge.wm.edu/Gifted%20Educ%20Articles/Creativity.html</p> <p>Robinson, K. (2006). —Ken Robinson says schools kill creativity. Retrieved from http://www.youtube.com/watch?v=iG9CE55wbTY</p>

Topic 5 Key Question	Guiding Objectives	Learning Options and Activities	Evidence of Mastery	Resources
How will you commit to nurturing creativity in your students and yourself?	Evaluate personal and student creative development and monitor success in applying creativity strategies to real problems and challenges. (GT5S4) (GT8K3) (GT9S7)	<p>—Creativity Celebration (Topic 5 HO 9) Journal of Reflective Commentary.</p> <p>—Book Talks with books about creativity and related topics (Topic 5 HO 10).</p> <p>Creative Unit: Select one area (language arts, science, etc.) and develop a unit of multiple lessons that integrate creativity.</p> <p>—Technology-Based Culminating Activity Suggestions (Topic 5 HO 11).</p>	<p>Presentation of project:</p> <p>—Creativity Celebration Journal.</p> <p>—Book Talks (Topic 5 HO 10).</p> <p>Creative Unit.</p> <p>Presentation of technology activity (Topic 5 HO 11).</p>	

For add-on certification purposes, the participant must demonstrate the successful completion of all applicable competencies within the components, with such demonstration verified by the instructor. For in-service credit purposes, the participant must demonstrate increased competency on at least 80% of the specific objectives using pro- and post-texts or other valid measures.

Component Evaluation: The district's staff development program procedures will be used for evaluating coverage of the specified competencies and the effectiveness of instructional presentations. Instructors will evaluate content and make recommendations (or additions, modifications or deletion) of component content, activities or evaluation procedures.

Appendix C-2-Level 7 Learning Gifted Endorsement Progression Plan

Level 7 Learning Gifted Endorsement Progression Plan

Adopted 6/2011

I. TITLE.

This program is entitled the Level 7 Learning Gifted Endorsement Professional Development Plan.

II. RATIONALE/PURPOSE

Potential teachers of the gifted throughout the State of Florida should have access to affordable, rigorous, current, and state-mandated professional development instruction which, when applied to a Florida district's eligible and current "add-on endorsement plan," can assist corresponding districts in providing highly qualified teachers to teach students who are gifted.

Specialization requirements for the Florida Gifted endorsement, as specified in Florida State Board of Education Rule 6A-4.01791, are:

I. A bachelor's or higher degree with certification in an academic class coverage, and

II. Fifteen (15) semester hours in gifted education to include three (3) semester hours in each area specified below:

- a. Nature and needs of gifted students to include student characteristics; cognitive, social, and emotional needs; and history and current research;
- b. Curriculum and instructional strategies for teaching gifted students to include modification of curriculum content, instructional process, student products, and learning environment;
- c. Guidance and counseling of gifted students to include motivation, self-image, interpersonal skills, and career options for gifted students;
- d. Educating special populations of gifted students such as minorities, underachievers, handicapped, economically disadvantaged, and highly gifted to include student characteristics and programmatic adaptations; and
- e. Theory and development of creativity to include elements of creativity such as fluency, flexibility, originality, and elaboration.

III. This rule shall take effect July 1, 1992.

Specific Authority 1001.02, 1012.55, 1012.56 FS. Law Implemented 1001.02, 1012.54, 1012.55, 1012.56 FS. History—New 7-1-92.

III. PROGRAM OBJECTIVE

The primary objective of this program is to make available to practicing educators those courses which will provide for them the skills and competencies to teach gifted education. This program will meet the Gifted Endorsement requirements for State Board Rule 6A-4.01791 through inservice

training, when points are awarded by corresponding districts. Level 7 Learning does NOT award inservice points. Inservice points are only offered through school districts who have an active gifted add-on endorsement plan. The specific competencies to be gained by the teachers are identified in the in-service components within this adopted plan.

IV. ADMISSION REQUIREMENTS

Certified teachers who plan to add the endorsement to their current certificate. In recognition of the fact that teachers may desire to take courses from multiple providers while working to earn the Florida Gifted Endorsement, credit for completed coursework will be accepted by Level 7 Learning and the participant's professional development director under the following conditions:

1. Level 7 Learning participants obtain approval to register for the course, PRIOR to enrolling (as necessary), from the District Program Consultant and/or the participant's district professional development director
2. Gifted professional development courses are taught by an instructor who is a Florida certificated teacher, has a K-12 gifted endorsement and a master's degree in a field related to education or a subject area taught in Florida K-12 schools.
3. Level 7 Learning provides authentic transcript of completed coursework with authorized signature affixed
4. Level 7 Learning is able to provide a course description and completion requirements, upon request.

V. PROGRAM REQUIREMENTS

Individuals endeavoring to add the Florida Gifted Endorsement to the Florida Educator's Certificate must earn a total of 300 hours (equivalent to 15 credit hours of college credit) by successfully completing the prescribed set of in-service components included in this program. Those hours, when accompanied by an authentic authorized signed transcript are then turned in to a corresponding district's professional development and/or certification department. The district is responsible to award inservice points toward gifted endorsement, per their current and active gifted add-on endorsement program.

Candidates for the Florida Gifted Endorsement must earn the 300 total hours by completing a specified number of hours in each area as follows:

1. 60 hours – Curriculum Development for the Gifted
2. 60 hours – Theory and Development of Creativity
3. 60 hours – Education of Special Populations of Gifted Students
4. 60 hours - Guidance and Counseling for the Gifted Student

5. 60 hours – Nature and Needs of Gifted Students

These hours will then be accepted through a District's Master In-service Plan.

VI. COURSE AND PROGRAM COMPLETION PROCEDURE

As each course is completed, participants will receive an authentic authorized signed transcript of completion. If the entire program is completed within Level 7 Learning, then an additional completion certificate will be awarded stating the program was completed. However, according to state and district policies, teachers may be able to take courses at the college/university level, within their districts or via other professional development programs which, in combination, may result in an awarding of gifted endorsement through their district's inservice program system.

VII. PROGRAM EVALUATION

To the satisfaction of the instructor, each participant will:

1. Complete assigned activities
2. Demonstrate increased competency on at least 80% of the objectives as determined by a preand post-assessment or by other valid means of measurement, in compliance with Florida Statutes and Rules

COURSE COMPONENTS FOR THE FLORIDA GIFTED ENDORSEMENT

Component Title: Curriculum Development for the Gifted

Number of Hours: 60

Description of Activity: This component is designed for educators holding valid teaching certificates to develop and demonstrate the ability to plan and implement curriculum appropriate for gifted students. Training under this component may be delivered by the distance learning process through instructional media and electronic/web-based interfaces, face to face sessions, and/or phone conference.

General Objectives

This module infuses the NAGC-CEC Teacher Preparation Standards in Gifted Education (2007) in its objectives, as presented by the National Association of Gifted and Talented Children and the Council for Exceptional Children. Participants will be able to demonstrate modifications in the content, process, product, affect, and learning environment of classroom and curricula as they relate to gifted students. Ultimately, course participants will design units of instruction that are powerful, aligned, engaging, authentic, and challenging.

Specific Objectives

1. Identify characteristics of students identified as gifted with a focus on the implications for learning and curricular issues.

2. Justify the need to differentiate or adapt instruction to respond to the needs of the student who is gifted.
3. Demonstrate understanding of terminology used in the development of curriculum for students who are gifted, including such terms as acceleration, enrichment, and differentiation.
4. Demonstrate knowledge of the role of current state/national standards of the general education curriculum and the implications for the education of students who are gifted.
5. Demonstrate knowledge of the Florida's Frameworks for K-12 Gifted Learners and the ability to use them to guide planning instruction and assessment.
6. Demonstrate knowledge of the national teacher preparation standards in gifted education.
7. Demonstrate knowledge of the principles of differentiation for students who are gifted.
8. Appreciate the role of assessment as an instructional strategy.
9. Demonstrate the ability to evaluate models for teaching gifted curriculum.
10. Develop an understanding of the issues of equity and excellence as they related to students who are gifted.
11. Demonstrate knowledge of research-based, effective instructional strategies and the role of the teacher in implementing these strategies.
12. Demonstrate the ability to identify and select challenging, multicultural gifted curriculum and appropriate instructional strategies.
13. Identify the impact of Response to Intervention (RtI) as it pertains to students who are gifted.
14. Demonstrate awareness and knowledge of appropriate resources and materials for developing curriculum and facilitating learning for students who are gifted.
15. Develop a basis for the evaluation of technical, physical, and human resources to facilitate student achievement.
16. Demonstrate the ability to match instructional strategies and materials to individual needs of students.
17. Demonstrate the ability to develop a unit of instruction aligning curricular components—including objectives, introduction, teaching strategies, learning activities, products, resources, and assessments—to meet the cognitive and affective needs of students who are gifted.
18. Demonstrate knowledge of a continuum of services to support the needs and interests of students who are gifted.
19. Demonstrate the ability to identify student outcomes, evaluate student progress, and develop an appropriate Educational Plan (EP).
20. Demonstrate the ability to effectively communicate and work in partnerships with students,

families, and school personnel in the interest of students who are gifted.

21. Demonstrate understanding of terminology related to differentiated assessment strategies.
22. Identify various types of assessment strategies used before, during and after instruction that provide evidence of student growth and understanding.
23. Justify the need to differentiate assessment in order to respond to the needs of the student who is gifted.
24. Use alternative assessments and technologies to evaluate student learning.
25. Establish criteria to evaluate the effectiveness of the gifted programs at local, district, and state levels based on research-based, valid approaches.
26. Identify area in which to assess gifted programs based on the parameters defining gifted services as set by state and national standards, laws, rules, and policies.
27. Identify areas in which to assess gifted programs based on the unique needs of students who are gifted.
28. Identify effects of culture and environment as well as family and key stakeholders in gifted programming.

Evaluation

To the satisfaction of the facilitator, each individual will:

1. Complete assigned activities.
2. Demonstrate increased competency on at least 80% of the objectives as determined by a preand post- assessment or by other valid means of measurement, in compliance with Section 231.608(1), Florida Statutes and Rule 6A-5.07(5), FAC

In addition, each individual will complete an evaluation of the effectiveness of both component and consultant.

Component Title: Theory and Development of Creativity for the Gifted

Number of Hours: 60

Description of Activity: This component is designed for educators holding valid teaching certificates to develop and demonstrate knowledge of attitudes and strategies that develop the creative process in gifted students. Training under this component may be delivered by the distance learning process through instructional media, electronic/web-based interface, face to face sessions, and/or telephone conference.

General Objectives

The course will provide an overview of the theory, research, practical strategies and resources on creativity, with an emphasis on classroom applications in the gifted classroom.

Specific Objectives

1. Identify the role that creativity plays in personal development.
2. Describe the impact of creativity on personal growth and self-actualization.
3. Identify the elements of creativity.
4. State several definitions of creativity and compare and contrast these definitions.
5. Identify contemporary and historical examples of people who have demonstrated creativity in various domains and cultural settings.
6. Identify myths and misunderstandings associated with creativity.
7. State several definitions of creativity and compare and contrast these definitions.
8. Identify specific personal, socio-cultural and educational experiences and opportunities that facilitate/inhibit the development of creativity.
9. Examine and analyze the dynamics of individual creativity and collaborative creativity.
10. Demonstrate an understanding of the elements of creative thinking (e.g., fluency, flexibility, originality, and elaboration).
11. Identify critical points in the development of creativity from early childhood through adulthood.
12. Identify controversies concerning the nature of creativity to understand why a universally accepted definition of creativity has not been attained.
13. Identify cognitive and personal characteristics associated with creativity across cultures and throughout time.
14. Recognize how culture, economics, environment, and time impact the expression of creativity.
15. Understand the role of assessment in determining creativity and the use of tests and inventories.
16. Describe, compare, and evaluate different instruments for measuring creativity.
17. Identify ways to establish a classroom environment that fosters the development and expressions of creativity.
18. Consider role of emotion, physical aspects, exploration/discovery, experimentation, unpredictability, and ambiguity in creativity.
19. Analyze the creative learning environment from 3 perspectives: personal, sociocultural, educational.
20. Describe the importance, implications, and benefits of creative thinking for students in today's schools and society.

21. Examine organizational and managerial structures and practices that facilitate/inhibit the development and expression of creativity.
22. Discuss the nature of innovation and the process of change relative to creative outcomes.
23. Identify examples of how creative thinking can be used to address problems in society.
24. Identify tools for generating ideas and focusing thought with overview of relevant programs.
25. Identify programs or curricula that can serve as initiatives for fostering creativity (Odyssey of the Mind, Future Problem Solving, Invent America, Artifacts Box, mentoring, SCAMPER).
26. Demonstrate an understanding of the process of invention and identify the steps of moving from an idea through the patent process.
27. Discuss the value of creativity in an era of educational accountability.
28. Examine the role of self-assessment, including portfolio development, in the evaluation of creative processes and products.
29. Describe characteristics and appropriate criteria used to assess creative outcomes and products.
30. Develop plans to integrate creativity within and across the content areas focusing on process and product.
31. Design and implement a personal plan for establishing a classroom environment to nurture and develop creativity.
32. Create pathways/opportunities for developing individual student creativity (mentorship, community resources, contests, clubs, special lessons/classes, dual enrollment, distance learning).

Evaluation

To the satisfaction of the consultant, each individual will:

1. Complete assigned activities.
2. Demonstrate increased competency on at least 80% of the objectives as determined by a preand post-assessment or by other valid means of measurement, in compliance with Section 231.608(1), Florida Statutes and Rule 6A-5.075(5), FAC

In addition, each individual will complete an evaluation of the effectiveness of both component and consultant.

Component Title: Education of Special Population of Gifted Students

Number of Hours: 60

Description of Activity: This component is designed for educators holding valid teaching

certificates to develop and demonstrate knowledge of the evolution of gifted education and the nature and needs of gifted students who are from special populations. Training under this component may be delivered by the distance learning process through instructional media and electronic/web interfaces, face to face sessions, and/or telephone conferences.

General Objectives

The Education of Special Populations of Gifted Students module provides an overview of the challenges and issues that face diverse populations of gifted students as they struggle to gain acceptance, recognition, and access to appropriate gifted education to meet their individual needs.

Specific Objectives

1. List and describe the categories of gifted identified by the USDOE.
2. List and describe the different special populations of gifted.
3. Compare and contrast the characteristics of the general gifted populations with those of special populations.
4. Understand how the historical perspectives of Giftedness interfere with the identification of Special Populations of Gifted.
5. Examine the demographics of Gifted Students in Florida.
6. Discuss the NAGC-CEC Teacher Preparation Standards and their purpose.
7. Assess personally held cultural competencies and biases.
8. Understand the development, norms, standardization, and scoring of traditional IQ and achievement testing.
9. Recognize the reasons for underrepresentation of special populations in traditional IQ and achievement testing.
10. Identify promising practices for the identification of special populations of gifted.
11. Demonstrate knowledge of Plan B State Board of Education Rules 6A-6.03019.
12. Match appropriate screening and identification procedures to the needs of special populations.
13. Identify the characteristics of specific culturally and linguistically diverse groups of gifted students.
14. Based on the characteristics and needs, describe the challenges associated with identification of culturally and linguistically diverse gifted students.
15. Compare and contrast the characteristics and needs of the different economic groups of gifted students.

16. Describe the challenges associated with identification of economically disadvantaged gifted students.
17. Explore promising practices in the identification, teaching strategies, and programming for culturally, linguistically, and economically different gifted students.
18. Identify the characteristics and special needs of gifted students with physical, sensory, emotional/behavioral, and learning disabilities.
19. Based on the characteristics and needs, describe the challenges associated with identification of gifted students with physical, sensory, emotional/behavioral, and learning disabilities.
20. Explore promising practices in the identification, teaching strategies, and programming for dually diagnosed gifted students.
21. Explore the gender differences and issues associated with gifted males and females.
22. Develop strategies to ensure that the needs of both genders are provided equitable educational opportunities.
23. Compare and contrast the differences between gifted and highly gifted students.
24. Develop strategies to ensure that the unique social, emotional, and academic needs of the highly gifted are addressed.
25. Explore the reasons for underachievement in gifted students.
26. Develop strategies that address the needs of the underachieving gifted student.
27. List and describe the characteristics of young gifted students.
28. Discuss the importance of early identification of the young gifted student.
29. Describe appropriate interventions for young gifted students.
30. Understand the difference between the deficit and growth paradigm models.
31. Understand the need for student-centered educational practices that meet the individual needs of all gifted students.
32. Recognize the need for collaboration with general education, special education, and gifted education in order to meet the needs of all gifted learners.
33. Identify and describe the essential elements of effective programs.
34. Develop instructional methods to ensure that the needs of all gifted students (including the special populations of gifted) are met.
35. Investigate key research on the elements of effective programming.
36. Design a plan for evaluating the gifted program.

Evaluation

To the satisfaction of the consultant, each individual will:

1. Complete assigned activities.
2. Demonstrate increased competency on at least 80% of the objectives as determined by a preand post-assessment or by other valid means of measurement, in compliance with Section 231.608(1), Florida Statutes and Rule 6A-5.075(5), FAC. In addition, each individual will complete an evaluation of the effectiveness of both component and consultant.

Component Title: Nature and Needs of Gifted Students

Number of Hours: 60

Description of Activity: This component is designed for educators holding valid teaching certificates to develop and demonstrate knowledge of cognitive, social, and emotional characteristics common to individuals who are gifted along with strategies that can be used to meet the academic needs of different categories of students who are gifted. Training under this component may be delivered by the distance learning process through instructional media, electronic/web interfaces, face to face sessions, and/or telephone conference.

General Objectives

The Nature and Needs of the Gifted Students module provides an overview of gifted education on the national, state, and local level. Cognitive, social, and emotional characteristics common to individuals who are gifted are identified, along with strategies that can be used to meet the academic needs of different categories of students who are gifted.

Specific Objectives

1. Identify and describe cognitive and affective behaviors, which lead to referrals to screening and testing for giftedness.
2. Identify the role that creative thinking/process/products play in the identification of giftedness.
3. Identify characteristics of giftedness and discuss the needs and problems associated with these characteristics.
4. Demonstrate understanding of the difference between potential vs. performance as it relates to giftedness.
5. Understand the relationship between high academic achievement and giftedness.
6. Compare and contrast the theories of intelligence that pertain to gifted education.
7. Develop an awareness of existence of special populations.
8. Identify the incidence of identified gifted students at the local, state, and national levels. Discuss how the prevalence of gifted students varies based on various definitions of giftedness in terms of culture, socio-economic level, location, and other factors.
9. Identify emerging national and state trends in the identification of students who may be gifted.

10. Demonstrate understanding of major historical and contemporary trends that influence gifted education.
11. Demonstrate knowledge of the changing nature of state and national definitions of gifted.
12. Develop an awareness of existence of special populations.
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13. Describe how gifted education is organized at the state and local levels.
14. Describe traditional/alternative assessment instruments/techniques used to screen and identify students who are gifted. Discuss the advantages and disadvantages of these instruments/techniques.
15. Define the criteria for gifted eligibility and placement.
16. Identify the laws that directly impact gifted students and programs in Florida, including the relationship between ESE and gifted programs.
17. Understand the relationship between gifted programming and identification criteria.
18. Identify and interpret current research findings and recommendations that impact gifted education, e.g. NAGC Program Standards.
19. Explain the referral and identification process in your district. Consider the roles of students, parents, and school personnel.
20. Describe different types of service delivery models for gifted programs.
21. Discuss the relationship of the level of need to placement in a continuum of services.
22. Describe how gifted services differ from general education services with regard to curriculum, instruction, assessment, conceptual orientation, grouping and environment.
23. Discuss the advantages and disadvantages of labeling gifted students.
24. Recognize the implications of cultural and socioeconomic differences on programming.
25. Identify the social and emotional needs of gifted students and discuss their implications in determining services.
26. Demonstrate knowledge of normal and advanced (typical and atypical) child development.
27. Exhibit an understanding of the procedural safeguards for students who are gifted.
28. Understand the role of the parent, teacher and student in the advocacy process.
29. Recognize the need for and benefits of parent involvement in the delivery of gifted program services.
30. Understand the positive and negative perceptions of various stakeholders regarding gifted education and compare to the perspectives presented in the federal report, National Excellence: A Case for Developing America's Talent.
30. Describe the characteristics of an effective teacher of the gifted.

Evaluation

To the satisfaction of the consultant, each individual will:

1. Complete assigned activities.
2. Demonstrate increased competency on at least 80% of the objectives as determined by a preand post-assessment or by other valid means of measurement, in compliance with Section 231.608(1), Florida Statutes and Rule 6A-5.075(5), FAC. In addition, each individual will complete an evaluation of the effectiveness of both component and consultant.

Component Title: Guidance and Counseling for the Gifted Student

Number of Hours: 60

Description of Activity: This component is designed for educators holding valid teaching certificates to develop and demonstrate knowledge of the social and emotional development of gifted students. Training under this component may be delivered by the distance learning process through instructional media, electronic/web interfaces, face to face sessions, and/or telephone conferences.

General Objectives

The Guidance and Counseling for the Gifted module provides an overview of the theory, research, practical strategies, and resources on guidance and counseling, with an emphasis on classroom application in the gifted classroom.

Specific Objectives

1. Identify common attitudes, biases, and pre-conceived expectations held about gifted children by teachers, parents, age-related peers, and throughout American society.
2. Identify multiple ways attitudes and myths affect the everyday lives of gifted children, and impact educational services available to them.
3. Identify at least 5 current definitions of giftedness. Note the impact each definition has in school, home, and society at large.
4. Attain a developmental understanding of gifted individuals across the life span from infancy to adulthood incorporating a holistic perspective.
5. Describe how the interaction between the environment and innate capabilities affects productivity throughout life.
6. Understand the inner experience of children who are gifted.
7. Become familiar with Dabrowski's Theory of Positive Disintegrations and the importance of Developmental Potential and Overexcitabilities.
8. Become cognizant of personality variables that affect the social and emotional well-being of

gifted children.

9. Understand strengths and vulnerabilities of a gifted individual that originates from within the self.
10. Understand vulnerabilities that are due to another's reaction to giftedness.
11. Understand vulnerabilities that are due to a specific circumstance.
12. Realize that, by definition, a person who has an IQ four or more standard deviations above the norm will have greater difficulty finding peers and will be misunderstood by others.
13. Recognize that a person with an IQ four or more standard deviations above the norm is as holistically different from the norm as a person with an IQ four or more standard deviations below the norm is holistically different from the norm.
14. Understand that any grouping of traits for profoundly gifted individuals is merely for convenience of presentation.
15. Describe the different social and emotional needs of gifted students from special population. Include gender, ethnicity and culture, socio-economic status, twice exceptional and underachieving students.
16. Realize the need for additional or different assessment tools to identify special population students.
17. Learn how to recognize, understand, and support gifted children with multiple differences.
18. Identify risk factors and resiliency as related to students who are gifted.
19. Enumerate what you can do as a teacher to help students at risk.
20. List symptoms in children and adults of addiction and physical or sexual abuse.
21. Read Templeton National Report on Acceleration: A nation deceived: How schools hold back America's brightest students.
22. Understand two categories of acceleration- grade based and subject based- and list acceleration options.
23. Recognize home-schooling as a positive option for some gifted students and families.
24. Be aware of myths, fears, and expectations of teachers and administrators that hold back students and the research that responds to these concerns.
25. Understand the need for supportive services for gifted individuals due to the complexity and sensitivity of their nature.
26. Recognize that a counselor, therapist, or psychologist must be amply educated in gifted field so not to misdiagnose common characteristics of gifted individuals as pathology.
27. Realize counseling provides empathy and partnership in times of need.

28. Identify activities and resources to assist students who are gifted in planning for further education, career, or life choices.
29. Recognize that guidance and career counseling support gifted individuals in decisionmaking for positive life choices.
30. Help students develop social skills and inspire leadership.
31. Support gifted children's experience of global interconnectedness and personal responsibility to take action.
32. Realize that a primary need in life is to belong.
33. Help gifted children to understand that their profound sensitivity and empathy can be channeled to help humankind.
34. Recognize that perceptivity, empathy, ethics, values, integrity, and leadership are related.
35. Acquire and refine the knowledge and skills needed to advocate for gifted learners.
36. Identify how parent, teacher, and educational advocates can positively affect gifted services and programming.
37. Identify advocacy issues, needs, resources, educational laws, skills, and strategies.
38. Support the necessity of self-advocacy by gifted students.
39. Understand that gifted children naturally have unique needs that parents are challenged to address daily.
40. Recognize that parents of gifted children need guidance and support to respond suitably to additional needs and demands.
41. Realize that parents of gifted children may experience isolation from other parents due to lack of understanding societal expectations and myths; completion; lack of acceptance that gifted children have special needs.
42. Understand the significance of quote from Mr. Rogers: "The best thing parents can do for children is listen to them."
43. Realize a person can be emotionally or spiritually gifted and not intellectually gifted, or intellectually gifted and not emotionally or spiritually gifted.

Evaluation

To the satisfaction of the consultant, each individual will:

1. Complete assigned activities.
2. Demonstrate increased competency on at least 80% of the objectives as determined by a pre and post-assessment or by other valid means of measurement, in compliance with Section 231.608(1), Florida Statutes and Rule 6A-5.075(5), FAC In addition, each individual will

complete an evaluation of the effectiveness of both component and consultant.

Appendix C-3-Beacon Learning

Florida Gifted Endorsement Alignment Matrix Beacon Educator

Component Number	Name of Course	Topics/Objectives	Method of Competency Demonstration
[Enter district course number]	Gifted: Curriculum and Instructional Strategies	Topic 1 - Key Terms (Objective 1) Topic 2 - Program and State Standards (Objective 2) Topic 3 - Principles of Differentiation (Objective 3) Topic 4 - Curriculum Models (Objective 4) Topic 5 - Curriculum and Instruction Strategies (Objective 5) Topic 6 – Designing Units of Instruction (Objective 6) Topic 7 – Instructional Needs and Strategies (Objective 7) Topic 8 – Selecting Appropriate Materials, Resources, and Technology (Objective 8) Topic 9 – Providing a Continuum of Services (Objective 9) Topic 10 – Student Outcomes (Objective 10) Topic 11 – Communicating and Advocating Effectively (Objective 11)	Successful completion of the following. 1) Application exercises that include a dialogue between facilitator and the educator participant 2) Lesson plan analysis 3) Case studies analysis 4) Identify terms related to gifted curriculum and instructional strategies 5) Multiple choice assessment 6) Match instructional strategies to needs of learner 7) Identify and justify choices in curriculum and instruction from classroom scenarios

Florida Gifted Endorsement Alignment Matrix Beacon Educator

Component Number	Name of Course	Topics/Objectives	Method of Competency Demonstration
[Enter district course number]	Gifted: Educating Special Populations	<p>Topic 1 – Incidence of Special Populations of Gifted Students (Objectives 1-4)</p> <p>Topic 2 – Diverse Types of Gifted Students (Objectives 5-9)</p> <p>Topic 3 – Identification of Special Populations of Gifted Students (Objectives 10-12)</p> <p>Topic 4 – Ethnicity (Objectives 13-16)</p> <p>Topic 5 – Linguistic Diversity (Objectives 17-20)</p> <p>Topic 6 – Underachievement in Gifted Students from Diverse Populations (Objectives 21-24)</p> <p>Topic 7 – Twice-Exceptional: Physical (Objectives 25-28)</p> <p>Topic 8 – Twice-Exceptional: Behavioral and Emotional (Objectives 29-32)</p> <p>Topic 9 – Twice-Exceptional: Learning Disabilities (Objectives 33-36)</p> <p>Topic 10 – Socio-economic and Educational Disadvantage (Objectives 37-43)</p> <p>Topic 11 – Diverse Family Structures and Pressures (Objectives 44-47)</p> <p>Topic 12 – Age: Young Gifted and Highly Gifted (Objectives 48-53)</p> <p>Topic 13 – Gender (Objectives 54-57)</p> <p>Topic 14 – Evaluation of Effective Programs for Special Populations of Gifted Students (Objectives 58-62)</p>	<p>Successful completion of the following.</p> <ol style="list-style-type: none"> 1) Application exercises that include a dialogue between facilitator and the educator participant 2) Analysis of past and present researchers in the field of gifted 3) Answer short response questions 4) Self-reflection 5) Application of diverse gifted student populations 6) Classroom scenario analysis 7) Case studies analysis 8) Identifying strategies for gifted students with disabilities 9) Multiple choice assessment 10) Application of screenings and assessments

Florida Gifted Endorsement Alignment Matrix Beacon Educator

Component Number	Name of Course	Topics/Objectives	Method of Competency Demonstration
[Enter district course number]	Gifted: Guidance and Counseling	Topic 1 - Understanding the Gifted (Objectives 1-3) Topic 2 - Developmental Characteristics of Gifted Children (Objectives 4-5) Topic 3 - Phenomenological Experience of Being Gifted (Objectives 6-8) Topic 4 - Strengths and Vulnerabilities (Objectives 9-11) Topic 5 - Personality Variance of the Gifted and Highly Gifted (Objectives 12-14) Topic 6 - Special Populations (Objectives 15-17) Topic 7 - Risk Factors and Resiliency (Objectives 18-20) Topic 8 - Opportunities in Educational Placement (Objectives 21-24) Topic 9 - Counseling, Guidance, and Career Placement (Objectives 25-29) Topic 10 - Supporting Social Skills and Leadership Development (Objectives 30-34) Topic 11 - Advocates for the Gifted (Objectives 35-38) Topic 12 - Parenting the Gifted Child and Family Dynamics (Objectives 39-42) Topic 13 - Emotional Giftedness and Spiritual Giftedness (Objectives 43-45)	Successful completion of the following. 1) Application exercises that include a dialogue between facilitator and the educator participant 2) Answer short response questions 3) Classroom scenarios analysis 4) Case studies analysis 5) Comparing and contrasting characteristics with needs 6) Reflection 7) Placement recommendations based on learner scenario 8) Personal evaluation of sources and resources 9) Multiple choice assessment

Florida Gifted Endorsement Alignment Matrix Beacon Educator

Component Number	Name of Course	Topics/Objectives	Method of Competency Demonstration
[Enter district course number]	Gifted: Nature and Needs	Topic 1 – Defining Giftedness/ Exploring Foundations (Objectives 1-4) Topic 2 – Understanding Giftedness (Objectives 5-8) Topic 3 – Identifying the Gifted (Objectives 9-11) Topic 4 – Educating the Gifted (Objectives 12-16) Topic 5 – Managing Gifted Programs (Objectives 17-20)	Successful completion of the following. 1) Application exercises that include a dialogue between facilitator and the educator participant 2) Self-reflection 3) Case studies analysis 4) Application of gifted characteristics 5) Answer short response questions 6) Classroom scenario analysis 7) Multiple choice assessment 8) Application of differentiated instruction 9) Alignment of gifted program models and needs of learner 10) Personal evaluation of current research in gifted education

Florida Gifted Endorsement Alignment Matrix Beacon Educator

Component Number	Name of Course	Topics/Objectives	Method of Competency Demonstration
[Enter district course number]	Gifted: Theory and Development of Creativity	<p>Topic 1 - Knowledge and Characteristics(I): Valuing Creativity (Objectives 1-2)</p> <p>Topic 2 - Knowledge and Characteristics (II): Clarifying Creativity (Objectives 3-6)</p> <p>Topic 3 - Knowledge and Characteristics (III): Understanding the Elements of Creativity (Objectives 7-13)</p> <p>Topic 4 - Knowledge and Characteristics (III): Cultural Conceptions of Creativity (Objectives 14-16)</p> <p>Topic 5 - Knowledge and Characteristics (IV): Assessing Creativity (Objectives 17-18)</p> <p>Topic 6 - Implementing Creativity (I): Fostering a Creative Learning Environment (Objectives 19-22)</p> <p>Topic 7 - Implementing Creativity (II): Nurturing and Developing Creativity (Objectives 23-26)</p> <p>Topic 8 - Implementing Creativity (III): Identifying Goals (Objectives 27-30)</p> <p>Topic 9 - Implementing Creativity (IV): Evaluation Procedures (Objectives 31-33)</p> <p>Topic 10 - Personalization, Actualization, and Commitment of Additional Resources (Objectives 34-36)</p>	<p>Successful completion of the following.</p> <ol style="list-style-type: none"> 1) Application exercises that include a dialogue between facilitator and the educator participant 2) Application of creativity 3) Case studies analysis 4) Classroom scenario analysis 5) Application of creative thinking 6) Justification of elements of creative thinking 7) Multiple choice assessment

Appendix D

Forms

ALTERNATIVE PROGRAM FOR ADD-ON CERTIFICATION:

GIFTED ENDORSEMENT

PLAN OF STUDY/VERIFICATION OF COMPLETION REQUIREMENTS

Applicant Information

Name:	Date:
Employee ID Number:	
Home Address: Phone:	School Address: Phone:
Current Assignment Area:	Current Certification Area:
Assigned Out-Of Field: <input type="checkbox"/> Yes <input type="checkbox"/> No	DOE Certification No:
	DOE Certification Type:

I understand that in order to obtain add-on endorsement in gifted, I must:

- hold a valid Florida Professional Educator's Certificate, issued on the basis of a Bachelor's or higher degree, in an academic area.
- successfully complete the approved district alternative program for add-on certification outlined on the form attached.

I have been counseled regarding and understand the following:

- requirements for continued employment in an out-of-field status;
- requirements for adding gifted endorsement to my certificate;
- availability of university or college courses to meet certification requirements; and
- benefits/constraints of an add-on program vs. university or college course work or degree program options.

I further understand that

- The district will maintain documentation of my program attendance, performance, and completion.
- The district will provide, on request, continuing advisement on matters related to certification, add-on offerings and progress toward completion of program requirements.

_____Applicant's Signature

_____Administrator Recommendation

_____Gifted Coordinator/Facilitator Signature

Upon program completion, the district submits to the Department of Education Bureau of Teacher Certification a completed DOE CT-115e Form, signed by the district superintendent or designee, with the Plan of Study/Verification of Completion and all attachments as indicated above.

**ALTERNATIVE PROGRAM FOR ADD-ON CERTIFICATION:
GIFTED ENDORSEMENT**

**PLAN OF STUDY
VERIFICATION OF COMPLETION REQUIREMENTS**

SPECIALIZATION AREA:

GIFTED

REQUIRED TRAINING CONTENT	DATE COMPLETED	ALTERNATIVE PROGRAM GIFTED ENDORSEMENT (Insert district specific numbers from District)	COURSE PROVIDER
COURSE COMPETENCIES		Points	
Nature and needs of the Gifted		2-100-029 60	
Curriculum Development for the Gifted		2-100-030 60	
Guidance and Counseling for the Gifted		2-100-031 60	
Education of Special Populations		2-100-032 60	
Theory and development of Creativity		2-100-028 60	

**FLORIDA DEPARTMENT OF EDUCATION
INSERVICE TEACHER EDUCATION
TRANSFER RECORD**

This is to verify that _____
(Name) _____ (SSN)

_____ (Department of Education Certification Number)

has earned the following in-service points between _____ and _____.

Current Certification Validity Period: _____

RECORD OF COMPONENTS TRANSFERRED

INSTRUCTIONS: List individual components transferred. Indicate component number, title, applicable area of certification, number of points that apply as "subject area" or "generic."

Component Number	Component Title	Area of Certification	Subject Area Points	Generic Points

Total Points: _____

The signer of this form verifies that all in-service points listed herein were earned:

1. During the time the district had an approved Master In-service Plan.

2. Within the last period for validity of the individual's certificate.

3. While the individual was an employee of this district. **NAME OF DISTRICT:** _____

PRINT NAME OF DISTRICT SUPERINTENDENT
OR AUTHORIZED REPRESENTATIVE

SIGNATURE OF SUPERINTENDENT
OR AUTHORIZED REPRESENTATIVE

DATE

Additional information: Please provide the following, if applicable.

Clinical Educator Training

Component Number	Component Title	Training Dates	Points

ESOL Training

Component Number	Component Title	Training Dates*	Points

Reading Training

Component Number	Component Title	Training Dates*	Points

*If ESOL or Reading points were banked, list date and number banked.

Bureau of Educator Recruitment, Development and Retention

Rev. 11/06