Gifted Add-on Endorsement Program
2020-2025 NEFEC
School Board Approval for Five-Year Renewal Period

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The newly written NEFEC Gifted Add-on Endorsement Program 2020-2025 includes:

- Updated FLDOE Gifted program Topics, Specific Objectives, and Key Questions
- Alignment with most current 2013 NAGC-CEC Teacher Preparation Standards in Gifted and Talented Education.
- Revised narratives to align with add-on program content expectations
- Revised Components aligned to FLDOE Topics and Objectives
- Revised Matrix to clearly demonstrate the NEFEC Gifted Add-on Endorsement Program will lead to mastery for participants taking courses.

PROVED BY HAMILTON SCHOOL BOARD

ON 5/29/2020
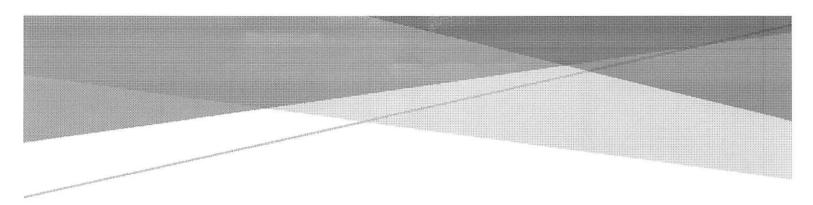
Rex L Mitchell

SUPERINTENDENT

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NEFEC

GIFTED

Add-On Endorsement Program 2020-2025

A Cooperative Effort to Provide Professional Learning
Options to Participating NEFEC Districts:

Baker, Bradford, Columbia, Dixie, Flagler, Florida School for the Deaf and the Blind, FSU-Lab School, Gilchrist, Hamilton, Hernando, Lafayette, Levy, Madison, Monroe, P.K. Yonge Developmental Research School, Putnam, Suwannee, and Union

Contents

GIFTED ADD-ON ENDORSEMENT PROGRAM

PROGRAM RATIONALE AND PURPOSE

The North East Florida Educational Consortium (NEFEC) is comprised of fifteen small and rural school districts in the northeast part of the state. Additionally, FSU Lab School, Hernando, Madison, and Monroe districts subscribe to the NEFEC Instructional Program and are covered under this endorsement program.

The Gifted Endorsement is designed to increase the level of knowledge, expertise, and understanding of educators working with students who are gifted. The endorsement is intended to raise the awareness of the unique characteristics, emotional/social needs, and other challenges and issues associated with students who are gifted. It is designed to foster an understanding of historical, state and national trends, policies, and guidelines in order to ensure implementation of appropriate academic curriculum, differentiation strategies, educational intervention, and support for this diverse population.

The NEFEC Gifted Add-on Endorsement Program is offered through the NEFEC eLearning Network as a fully online program. By utilizing the NEFEC eLearning program, teachers have access to these courses when time out of the classroom and distance to attend professional learning opportunities are often barriers in rural districts. The endorsement courses are in a self-paced, online format designed so that each participant dialogues with the course facilitator. Through the eLearning program management tool and email, facilitators and participants discuss implementation, and the facilitator becomes the gatekeeper for quality control. If a participant's response is faulty, not detailed enough, or lacks the superior quality required, the facilitator responds and requires more from the participant. It is through this meaningful dialogue that learning is demonstrated, and quality is maintained for all learners, at any given time or location for the educator.

The traditional face-to-face training for teachers needing Gifted credit is often problematic due to the distances teachers must travel from these rural areas. Therefore, the NEFEC districts are able to utilize the NEFEC eLearning Network and other online courses for Gifted Endorsement that are of exemplary quality and available to teachers no matter how distant or rural their location. Districts that prefer the face-to-face approach will use materials and syllabi that adhere to the same standards as those in the online courses. Since the two delivery methods will be available, no educator will find it difficult to access the required professional development.

The purpose of the Gifted Endorsement is to provide the NEFEC school districts with an add-on endorsement 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.

A. NEED FOR PROGRAM

During the previous five years (2015-2020), approximately 70 teachers within the NEFEC's eighteen participating districts have earned the Gifted Add-on Endorsement. While the number of districts with out-of-field teachers in gifted classrooms is low, the need for the NEFEC Gifted Endorsement Add-on Program is evident with a minimum of 55 teachers projected to add this endorsement to their teaching certification over the next five years.

District	Gifted Endorsement 2015-2020	Currently Out-of-Field in Gifted	Projected Need for Gifted Endorsement 2020-2025
Baker	0	0	1
Bradford	4	0	2
Columbia	1	0	8
Dixie	0	0	2
Flagler	20	0	15
FSDB	0	0	0
FSU Lab	2	0	0
Gilchrist	2	0	1
Hamilton	0	0	1
Hernando	12	8	10
Lafayette	0	0	1
Levy	0	0	0
Madison	0	0	0
Monroe	3	0	3
PK Yonge	3	0	1
Putnam	10	4	4
Suwannee	13	0	5
Union	0	1	1

B. CLIENT SATISFACTION DATA

Course		2015-2016	2016-2017	2017-2018	2018-2019	2019-Feb2020
Nature and Needs	Participants who were satisfied	44	36	59	65	9
	Total Participants	52	38	64	69	10
	Percent Satisfied	85%	95%	92%	94%	90%
Guidance and Counseling	Participants who were satisfied	43	73	56	74	64
	Total Participants	44	74	56	74	65
	Percent Satisfied	98%	99%	100%	100%	98%
Theory & Development	Participants who were satisfied	69	67	52	94	0
	Total Participants	69	69	53	96	0
	Percent Satisfied	100%	97%	98%	98%	
Education of Special Populations	Participants who were satisfied	51	68	49	79	64
	Total Participants	52	70	51	82	64
	Percent Satisfied	98%	97%	96%	96%	100%
Curriculum & Instructional Strategies	Participants who were satisfied	80	71	59	102	73
	Total Participants	86	72	63	103	73
	Percent Satisfied	93%	99%	94%	99%	100%

PROGRAM CONTENT/CURRICULUM COMPETENCIES

A. COMPETENCIES

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 Children (CEC) and the National Association for Gifted Children (NAGC), two national organizations committed to promoting quality training programs, were used as resources in the development of the competencies.

The competencies are listed below; topics and specific objectives for these competencies are listed in the section titled *Instructional Design and Delivery*. Instructional Strands and specific objectives are also found within each component that was designed to implement training in each of the competencies.

COMPETENCY 1.0: NATURE AND NEEDS

Participants will develop an awareness of their essential role of collaboration to support students who are gifted and the historical foundation of gifted education. Participants will understand the characteristics, needs, and unique challenges of the student who is gifted and differences to respond to the needs of individuals with gifts and talents, the process of screening and identifying students who are gifted, and gain a knowledge of issues involved with planning, developing, and implementing services for students who are gifted.

COMPETENCY 2.0: CURRICULUM AND INSTRUCTIONAL STRATEGIES FOR TEACHING GIFTED STUDENTS

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. Participants will design engaging, authentic, and challenging units of instruction for gifted learners that incorporate technology, differentiation, assessments, and products.

COMPETENCY 3.0: GUIDANCE AND COUNSELING FOR THE GIFTED

Participants will develop an awareness of the theory, research, practical strategies, and resources on guidance and counseling, with an emphasis on classroom applications in the gifted classroom. Participants will understand holistic developmental characteristics of gifted children, will be able to identify risk factors related to gifted students, and will be to support social skills, career exploration, and leadership development of gifted students.

COMPETENCY 4.0: EDUCATION OF SPECIAL POPULATIONS OF GIFTED STUDENTS

Participants will examine the many misconceptions of what it means to be gifted as well as the challenges and issues that face the diverse populations of gifted students as they struggle to gain acceptance, recognition, and access to appropriate gifted education to meet their individual needs. They will gain an understanding of central issues in multicultural education that examine questions of equity and excellence; prejudice and stereotyping of special populations; and lack of awareness, understanding, and recognition manifested in discriminatory practices on the national, state, and local

levels of education. They will examine policies and procedures to screen, identify, and provide appropriate modifications to curriculum for these diverse gifted students.

COMPETENCY 5.0: THEORY AND DEVELOPMENT OF CREATIVITY

Participants will develop an awareness of valuing creativity, clarifying creativity, understanding the elements of creativity, cultural conceptions of creativity, and assessing creativity. They will also learn how to foster a creative learning environment, nurture, and develop creativity, identify goals, and use evaluation procedures.

B. SPECIALIZATION

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;

(e) Theory and development of creativity to include elements of creativity such as fluency, flexibility, originality, and elaboration.

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

C. NATIONALLY RECOGNIZED GUIDELINES

The content and activities associated with each course of the NEFEC Gifted Add-on Endorsement Program is aligned with the 2013 NAGC – CEC Teacher Preparation Standards in Gifted and Talented Education.
The National Association for Gifted Children (NAGC), the Council for Exceptional Children (CEC), and the Association for the Gifted (TAG) worked collaboratively to develop these nationally recognized standards for teacher preparation programs in gifted and talented education. The standards reflect current thinking in gifted education and bring coherence to teacher education programs throughout the United States.

National Association for Gifted Children (NAGC) https://www.nagc.org/
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 Student Education (CEC) https://www.cec.sped.org/
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.

Association for the Gifted (TAG) http://cectag.com/
TAG is a Division of CEC and is a leading voice for special and gifted education. CEC-TAG establishes professional standards for teacher preparation for the field, develops initiatives to improve gifted education practice, and ensures that the needs of children and youth with exceptionalities are met in educational legislation.

D. GIFTED Endorsement Competency Paths 2020-2025

Competency 1 / Component # 1-106-006 / 60 Hours		
Course	**Provider**	**Delivery**
Nature and Needs 2025	NEFEC	Online
Nature and Needs of Students Who Are Gifted	FDLRS Centers[1]	Varies
Gifted: Nature and Needs	Beacon Educator	Online
Nature and Needs of Gifted	Shultz Center	Online
Nature and Needs of Gifted Students No. FL-GT-ED-241	Literacy Solutions and More, Inc.	Online
EGI 50xx/60xx Nature & Needs of the Gifted	Florida University System[2]	Varies

Competency 2 / Component # 1-106-007 / 60 Hours		
Course	**Provider**	**Delivery**
Curriculum and Instructional Strategies for Teaching Gifted Students 2025	NEFEC	Online
Curriculum Development for the Gifted	FDLRS Centers[1]	Varies
Gifted: Curriculum and Instructional Strategies	Beacon Educator	Online
Curriculum Development for the Gifted	Shultz Center	Online
Curriculum and Instruction for Teaching Gifted Students: Strategies, Procedures, and Methods No. FL-GT-ED-267	Literacy Solutions and More, Inc.	Online
EGI 62xx Advanced Educational Strategies in Gifted Education	Florida University System[2]	Varies

Competency 3 / Component # 1-106-008 / 60 Hours		
Course	**Provider**	**Delivery**
Guidance and Counseling for the Gifted 2025	NEFEC	Online
Guidance and Counseling for the Gifted		Varies
Gifted: Guidance and Counseling	Beacon Educator	Online
Guidance and Counseling for the Gifted	Shultz Center	Online
Guidance Counseling of Gifted and Talented Students No. FL-GT-ED-270	Literacy Solutions and More, Inc.	Online
EGI 64xx Consultation, Collaboration and Guidance in Gifted Education	Florida University System[2]	Varies

Competency 4 / Component # 1-106-009 / 60 Hours		
Course	**Provider**	**Delivery**
Education of Special Populations of Gifted Students 2025	NEFEC	Online
Education of Special Populations of Gifted Students	FDLRS Centers[1]	Varies
Gifted: Educating Special Populations	Beacon Educator	Online
Special Populations of Gifted	Shultz Center	Online
Educating Special Populations of Gifted Students No. FL-GT-ED-271	Literacy Solutions and More, Inc.	Online
EGI 69xx Seminar in / EGI 62xx Education of Special Populations of Gifted	Florida University System[2]	Varies

Competency 5 / Component # 1-106-010 / 60 Hours		
Course	**Provider**	**Delivery**
Theory and Development of Creativity 2025	NEFEC	Online
Theory and Development of Creativity	FDLRS Centers[1]	Varies
Gifted: Theory and Development of Creativity	Beacon Educator	Online
Theory and Development of Creativity	Shultz Center	Online
Theory and Development of Creativity: Practices that Nurture Creativity in the Gifted and Talented No. FL-GT-ED-272	Literacy Solutions and More, Inc.	Online
EGI 53xx/63xx Theory & Development of Creativity	Florida University System[2]	Varies

[1] Teachers would contact their district to see if their local FDLRS Center is offering the Gifted Endorsement courses.

[2] Equivalent or higher-level college credit from an accredited institution of higher education may be used to satisfy component requirements; credit hours can be converted to inservice points (See Transfer and Utilization of Credit).

INSTRUCTIONAL DESIGN AND DELIVERY

A. INSTRUCTIONAL STRANDS

There are five instructional strands included in the Gifted Add-On Endorsement Program. 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.

The five instructional strands and major topics are listed here:

Instructional Strands	Topics	
Nature and Needs	1. Defining Giftedness and Exploring Foundations 2. Understanding Giftedness	3. Identifying the Gifted 4. Educating the Gifted 5. Managing Gifted Services
Curriculum and Instructional Strategies for Teaching Gifted Students	1. Key Terms and Concepts 2. Programs and State Standards 3. Principles of DI and UDL 4. Curriculum Models 5. Curriculum and Instructional Strategies 6. Selecting Resources, Materials and Technology	7. Instructional Needs and Strategies 8. Designing Units of Instruction 9. Providing a Continuum of Services 10. Students Outcomes and Educational Plan 11. Communicating and Advocating Effectively 12. Program Evaluation
Guidance and Counseling for the Gifted	1. Understanding the Gifted 2. Developmental Characteristics of Gifted Children 3. Phenomenological Experience of Being Gifted 4. Strengths and Vulnerabilities 5. Personality Variance of the Gifted and Highly Gifted 6. Special Populations	7. From Risk to Resiliency 8. Opportunities in Educational Placement 9. Counseling, Guidance, and Career Placement 10. Supporting Social Skills and Leadership 11. Advocates for the Gifted 12. Parenting the Gifted Child and Family Dynamics
Education of Special Populations of Gifted Students	1. Identification of Special Populations of Gifted Students 2. Diverse Types of Gifted Students 3. Multicultural Gifted Education: Incidence of Special populations of Gifted 4. Ethnicity 5. Linguistic Diversity 6. Underachievement	7. Socio-economic and Educational Disadvantage 8. Twice-Exceptional Students 9. Diverse Family Structures and Pressures 10. Gender and LGBTQ+ 11. Age: Young Gifted and Highly Gifted 12. Evaluation of Effective Programs for Special Populations of Gifted Students
Theory and Development of Creativity	1. Valuing Creativity 2. Defining Creativity 3. Developing and Nurturing Creativity	4. Measuring Creativity and Assessing Creative Outcomes 5. Personalization and Commitment to Creativity

B. INSERVICE CODES

PRIMARY PURPOSE	IMPLEMENTATION METHODS
A. Add-on Endorsement B. Alternative Certification C. Florida Educators Certificate Renewal D. Other Professional Certificate/License Renewal E. Professional Skills Building – Non-Instructional F. W. Cecil Golden Professional Development Program for School Leaders G. Approved District Leadership Development Program H. No Certification, Job Acquisition, or Retention Purposes	M. Structured Coaching/Mentoring N. Independent Learning/Action Research O. Collaborative Planning P. Participant Product Q. Lesson Study R. Electronic, Interactive S. Electronic, Non-Interactive T. Evaluation of Practice
LEARNING (DELIVERY) METHODS	**EVALUATION (STAFF/PARTICIPANT)**
A. Knowledge Acquisition B. Electronic, Interactive C. Electronic, Non-Interactive D. Learning Community/Lesson Study Group F. Independent Inquiry G. Structured Coaching/Mentoring H. Implementation of "High Effect" Practice(s) I. Job Embedded J. Deliberate Practice K. Problem Solving Process	A. Changes in Instructional or Learning Environment Practices B. Changes in Instructional Leadership or Faculty Development Practices C. Changes in Student Services/Support Practices D. Other Changes in Practices E. Fidelity of Implementation of the Professional Learning Process F. Changes in Observed Educator Proficiency in Implementing Targeted State Standards or Initiatives G. Changes in Observed Educator Proficiency in Practices that Occur Generally without Students Present
FLORIDA EDUCATOR ACCOMPLISHED PRACTICES (FEAP)	**EVALUATION (STUDENTS)**

A. Quality of Instruction
    A1. Instructional Design and Lesson Planning
    A2. The Learning Environment
    A3. Instructional Delivery and   Facilitation
    A4. Assessment
B. Continuous Improvement, Responsibility and Ethics
    B1.Continuous Professional Improvement
    B2.Professional Responsibility and Ethical
        Conduct
	A. Results of State or District-Developed/Standardized Student Growth Measure(s)
	B. Results Of School/Teacher-Constructed Student Growth Measure(s) That Track Student Progress
	C. Portfolios of Student Work
	D. Observation of Student Performance
	F. Other Performance Assessment(s)
	G. Did Not Evaluate Student Outcomes (evaluated with staff evaluation)
	Z. Did Not Evaluate Student Outcomes

C. TRAINING COMPONENTS

NATURE AND NEEDS 2025

COMPONENT NUMBER: 1-106-006

Function: 1 – Subject Content/Academic Standards
Focus Area: 106 – Gifted and Talented
Local Sequence Number: 006

POINTS TO BE EARNED: 60

DESCRIPTION:

Nature and Needs 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.

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.

LINKS TO PRIORITY INITIATIVES

⊠Academic content standards for student achievement
⊠Assessment and tracking student progress
⊠Collegial learning practices
⊠Continuous Improvement practices
⊠Digital Learning/Technology Infusion
⊠Instructional design and lesson planning
⊠Learning environment (as per FEAPS standards)
⊠Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
⊠Professional and ethical behavior
⊠Regulatory or compliance requirements

FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	⊠ 1.1.1	⊠ 2.1.1	⊠ 3.1.1
Learning	⊠ 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.5	⊠ 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.2.5	⊠ 3.2.4, 3.2.5, 3.2.7, 3.2.8, 3.2.9
Implementing	⊠ 1.3.1, 1.3.3	⊠ 2.3.3	⊠ 3.3.1, 3.3.3
Evaluating	⊠ 1.4.2, 1.4.3, 1.4.4	⊠ 2.4.4	⊠ 3.4.5, 3.4.6

IMPACT AREA(S):

Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted

Repetitive practice leading to changes in proficiency of educator or leader on the job

Tracking improvements in student learning growth supported by the professional learning

COMPETENCY 1.0

Participants will develop an awareness of their essential role of collaboration to support students who are gifted and the historical foundation of gifted education. Participants will understand the characteristics, needs, and unique challenges of the student who is gifted and differences to respond to the needs of individuals with gifts and talents, the process of screening and identifying students who are gifted, and gain a knowledge of issues involved with planning, developing, and implementing services for students who are gifted.

TOPICS:

1. Defining Giftedness and Exploring Foundations
2. Understanding Giftedness
3. Identifying the Gifted
4. Educating the Gifted
5. Managing Gifted Services

SPECIFIC OBJECTIVES:

1. Describe the importance, implications, and benefits of gifted education for students and society through the identification of key philosophies, theories, and research. (Topic 1)
2. Demonstrate an understanding of major historical and contemporary trends that influence gifted education. (Topic 1)
3. Demonstrate knowledge of the historical, national, and state definitions of giftedness. (Topic 1)
4. Demonstrate knowledge of the current criteria for gifted eligibility and placement in Florida. (Topic 1)
5. Identify cognitive and affective characteristics of learners who are gifted, including those from diverse backgrounds. (Topic 2)
6. Identify the needs and challenges associated with common gifted characteristics. (Topic 2)
7. Compare and contrast the cognitive, social, emotional, experiential, and economic factors in supporting or inhibiting the development of giftedness. (Topic 2)
8. Understand the role of societal, cultural, emotional, experiential, and economic factors in supporting or inhibiting the development of giftedness. (Topic 2)
9. Identify issues related to the identification of students who may be gifted. (Topic 3)
10. Examine district screening practices and identification procedures. (Topic 3)
11. Recognize contents, uses, limitations, and interpretation of multiple assessments for the screening and identification of learners who are gifted, including students from diverse backgrounds. (Topic 3)
12. Examine how gifted services differ from education services with regard to curriculum, instruction, grouping, and learning environment. (Topic 4)

13. Analyze the relationship among gifted programming, differentiation, and identification criteria. (Topic 4)
14. Prioritize the educational needs of individual students who are gifted based on cognitive and affective characteristics and present levels of educational performance. (Topic 4)
15. Compare and contrast different service delivery models for students who are gifted and the relationship of the level of need for differentiation to placement on a continuum of services. (Topic 4)
16. Describe the characteristics and competencies of effective teachers of students who are gifted. (Topic 4)
17. Identify laws, regulations, and official documents that directly impact students who are gifted and services in Florida, including the relationship between exceptional student education and gifted programs. (Topic 5)
18. Identify and interpret implications of current research that impacts gifted education. (Topic 5)
19. Demonstrate an understanding of the teacher's responsibility for record keeping, including developing a suitable educational plan (EP) for an individual learner who is gifted. (Topic 5)
20. Examine the importance and role of the parent, teacher, and student in advocating for the gifted. (Topic 5)

PRIMARY PURPOSE: B-ALTERNATIVE CERTIFICATION

LEARNING PROCEDURES (METHODS):

Participants will be engaged in one or more of the following types of professional learning activities.
Learning Methods Code: A-Knowledge Acquisition, B-Electronic Interactive, C-Electronic Non-Interactive, D-Learning Community, H-Implementation of High Effect Practices, I-Job Embedded Training, J-Deliberate Practice

WHAT WILL OCCUR DURING THIS PROFESSIONAL DEVELOPMENT COMPONENT DELIVERY?

Educators will:
- Participate in discussions based on facilitator's presentation
- Discuss and apply research-based practices
- Engage in research for web-based resources
- Research case studies
- Utilize collaborative practices within various contexts
- Engage in activities that use interactive technology

HOW WILL THE EXPERIENCES BE PROVIDED TO PARTICIPANTS DURING THE DELIVERY?

Participants will be engaged in one of the following delivery methods:
- Face-to-face delivery
- Collaborative practice in learning communities
- Online coursework, when available
- Blended content delivery, as appropriate
- Online support for instructional practice and critical reflection, as appropriate

KEY ISSUES TO BE INCLUDED IN PARTICIPANT IMPLEMENTATION AGREEMENTS:

Participants will complete follow-up implementation activity designed as an application of course objectives, i.e.:

- Demonstrate and apply newly acquired knowledge and skills through assigned activities
- Participate in online collaborative conversations, feedback sessions, and reflective discussions, as appropriate
- Share best practices with colleagues, as appropriate

IMPLEMENTATION/MONITORING PROCEDURES

Implementation/Monitoring Code: M-Structured Coaching/Mentoring, N-Independent Learning/Action Research, O-Collaborative Planning, P-Participant Product, R-Electronic (interactive), S-Electronic (non-interactive) *Select the appropriate method of implementation*

Implementation Support: Depending on method of implementation, participants will:

- Review practices related to professional learning content for use in job-related responsibilities
- Receive continuous feedback through collaborative planning and structured on-site support, i.e. peer teachers, coaches, and school administrators.
- Complete elements of their individual implementation agreements

Monitoring Procedures: Online facilitator support provides ongoing feedback to participants; structured coaching support provides ongoing feedback to participants; feedback reports on implementation are shared with administrators; participation and implementation progress is shared with district personnel.

IMPACT EVALUATION PROCEDURES: G: Changes in Observed Educator Proficiency in Practices that Occur Generally without Students Present

Evaluation Methods for Staff Code: A-Changes in Instructional Practice, B-Changes in instructional leadership or faculty development practices, C-Changes in student services/support practices, D-Other changes in practice supporting effective implementation of job responsibilities, E-Fidelity of Implementation of the Professional Learning Process, F-Changes in Observed Educator Proficiency in Implementing Targeted State Standards or Initiatives, G-Changes in Observed Educator Proficiency in Practices that Occur Generally without Students Present

Evaluation Methods for Students Code: A-Results of State or District-Developed/Standardized Student Growth Measure(s), B-Results Of School/Teacher-Constructed Student Growth Measure(s), C-Portfolios of Student Work, D-Observation of Student Performance, F-Other Performance Assessment, G-Did Not Evaluate Student Outcomes (evaluated with staff evaluation), Z-Did Not Evaluate Student Outcomes

WHO WILL USE THE EVALUATION IMPACT DATA GATHERED?

At the classroom level, individual educators will use the impact data to assess the level of student mastery of objectives and to determine the effectiveness of their instruction. Impact data will also inform decisions with regard to needed additional professional learning based upon reflective opportunities.

Through school and district instituted support of data reflection, all stakeholders will review the results of state and district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, teacher support colleagues, academic coaches, and educators.

PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:

WHAT OTHER FORMS OF EVALUATION DATA WILL BE GATHERED:

A. WHAT EVALUATION DATA ADDRESSES VALUE OF THE PD DESIGN?

To evaluate the value of the PD design presented, an evaluation form is accessed electronically.

When appropriate to use, the NEFEC Professional Learning Evaluation includes a self-assessment of knowledge, a rating of facilitator quality, and commentary. The results of the evaluation are reviewed by the facilitator and NEFEC eLearning staff. This information is used as a metric in the NEFEC internal evaluation system for the eLearning instructional programs.

Other evaluation data may be gathered and used as deemed appropriate by the school or district.

B. WHAT EVALUATION DATA ADDRESSES QUALITY OF IMPLEMENTATION OF THE PD?

To evaluate the quality of implementation of the professional development and student use of strategies, academic coaches, teacher support colleagues, and/or school administrators will conduct informal observations. Quality of professional development is also addressed by the following:
- Discussion board entries, when relevant
- Alignment and quality of student artifacts that participants submit
- Quality of instruction that teachers demonstrate
- Development of implementation plan, reflection, journal entries, logs, surveys, and/or lesson plans
- Other measures that may be relevant to quality of implementation of PD

C. WHO WILL USE THESE ASPECTS OF PD EVALUATION DATA?

NEFEC eLearning, school-based, and/or district level stakeholders will examine evaluation data to determine the success of the PD. In addition, all stakeholders will review the results of state and district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, academic coaches, and educators. Stakeholders will adjust programs according to implementation feedback.

Developed by NEFEC Spring 2020
FEAP: A1, A2, A3, A4

CURRICULUM AND INSTRUCTIONAL STRATEGIES FOR TEACHING GIFTED STUDENTS 2025

COMPONENT NUMBER: 1-106-007

Function: 1 – Subject Content/Academic Standards
Focus Area: 106 – Gifted and Talented
Local Sequence Number: 007

POINTS TO BE EARNED: 60

DESCRIPTION

Curriculum and Instructional Strategies for Teaching Gifted Students 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. Participants will be able to demonstrate modifications in the content, process, product, affect, and learning environment of the 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.

LINKS TO PRIORITY INITIATIVES

☒ Academic content standards for student achievement
☒ Assessment and tracking student progress
☒ Continuous Improvement practices
☒ Digital Learning/Technology Infusion
☒ Instructional design and lesson planning
☒ Learning environment
☒ Mastery of a specific instructional practice: Instructional Strategies
☒ Multi-tiered System of Supports (MTSS)
☒ Regulatory or compliance requirements

FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	☒ 1.1.1	☒ 2.1.1	☒ 3.1.1
Learning	☒ 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.5	☒ 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.2.5	☒ 3.2.4, 3.2.5, 3.2.7, 3.2.8, 3.2.9
Implementing	☒ 1.3.1, 1.3.3	☒ 2.3.3	☒ 3.3.1, 3.3.3
Evaluating	☒ 1.4.2, 1.4.3, 1.4.4	☒ 2.4.4	☒ 3.4.5, 3.4.6

IMPACT AREA(S):

Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted

Repetitive practice leading to changes in proficiency of educator or leader on the job

Tracking improvements in student learning growth supported by the professional learning

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. Participants will design engaging, authentic, and challenging units of instruction for gifted learners that incorporate technology, differentiation, assessments, and products.

TOPICS:

1. Key Terms and Concepts
2. Programs and State Standards
3. Principles of DI and UDL
4. Curriculum Models
5. Curriculum and Instructional Strategies
6. Selecting Resources, Materials and Technology
7. Instructional Needs and Strategies
8. Designing Units of Instruction
9. Providing a Continuum of Services
10. Students Outcomes and Educational Plan
11. Communicating and Advocating Effectively
12. Program Evaluation

SPECIFIC OBJECTIVE(S):

It is anticipated that, upon successful completion of this module, the participant will be able to:

1. Justify the need to differentiate of adapt instruction to respond to the needs of the gifted learner. (Topic 1)
2. Demonstrate understanding of the terminology used in the development of curriculum for the gifted. (Topic 1)
3. Demonstrate knowledge of the role of the current state and national standards of the general education curriculum and implications for the education of gifted students. (Topic 2)
4. Demonstrate knowledge of the principles of differentiation and Universal Design for Learning (UDL). (Topic 3)
5. Demonstrate the ability to evaluate models for teaching gifted curriculum. (Topic 4)
6. Develop an understanding of the issues of equity and excellence as they relate to gifted. (Topic 5)
7. Demonstrate knowledge of effective instructional strategies and the role of the teacher in implementing these strategies. (Topic 5)
8. Demonstrate the ability to select gifted curriculum and appropriate instructional strategies. (Topic 5)
9. Appreciate the role of assessment as an instructional strategy. (Topic 5)
10. Demonstrate awareness and knowledge of appropriate resources and materials for developing curriculum and facilitating learning for students who are gifted. (Topic 6)
11. Demonstrate the ability to match instructional strategies to individual needs of learners. (Topic 7)
12. Identify the impact of Response to Intervention (RtI) as it pertains to students who are gifted. (Topic 7)
13. Demonstrate the ability to develop a unit of instruction aligning curricular components to Florida State Standards, including objectives, introduction, teaching strategies, learning activities, products, resources, and assessments to meet the cognitive and affective needs of gifted learners. (Topic 8)

14. Demonstrate knowledge of a continuum of services to support the needs and interests of gifted students. (Topic 9)
15. Demonstrate the ability to identify various types of assessments and assessment strategies used before, during, and after instruction that provide evidence of student growth and understanding. (Topic 10)
16. Demonstrate the ability to identify student outcomes, evaluate student progress, and develop an appropriate Educational Plan (EP). (Topic 10)
17. 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)
18. Establish criteria to evaluate the effectiveness of the gifted programs at local, district, and state levels based on research-based, valid approaches. (Topic 12)
19. 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 12)
20. Identify areas in which to assess gifted programs based on the unique needs of students who are gifted. (Topic 12)
21. Identify effects of culture and environment as well as family and key stakeholders in gifted programming. (Topic 12)

PRIMARY PURPOSE: B-ALTERNATIVE CERTIFICATION

LEARNING PROCEDURES (METHODS):

Participants will be engaged in one or more of the following types of professional learning activities. **Learning Methods Code:** A-Knowledge Acquisition, B-Electronic Interactive, C-Electronic Non-Interactive, D-Learning Community, H-Implementation of High Effect Practices, I-Job Embedded Training, J-Deliberate Practice

WHAT WILL OCCUR DURING THIS PROFESSIONAL DEVELOPMENT COMPONENT DELIVERY?

Educators will:
- Participate in discussions based on facilitator's presentation
- Discuss and apply research-based practices
- Engage in research for web-based resources
- Research case studies
- Create collaborative learning activities
- Utilize collaborative practices within various contexts
- Engage in activities that use interactive technology

HOW WILL THE EXPERIENCES BE PROVIDED TO PARTICIPANTS DURING THE DELIVERY?

Participants will be engaged in one of the following delivery methods:
- Face-to-face deliver
- Collaborative practice in learning communities
- Online coursework, when available

- Blended content delivery, as appropriate
- Online support for instructional practice and critical reflection, as appropriate

KEY ISSUES TO BE INCLUDED IN PARTICIPANT IMPLEMENTATION AGREEMENTS:

Participants will complete follow-up implementation activity designed as an application of course objectives, i.e.:

- Engage in the following activities as appropriate: professional readings, classroom observation, research paper, case study, and/or other activities approved by the instructor.
- Apply newly acquired knowledge and skills as job-embedded activities
- Design and deliver lesson applying newly acquired professional knowledge, skills, and behaviors to improve practice
- Design and deliver assessments; collect the data and analyze to inform instruction
- Participate in online collaborative conversations, feedback sessions, and reflective discussions, as appropriate
- Share best practices with colleagues, as appropriate

IMPLEMENTATION/MONITORING PROCEDURES

Implementation/Monitoring Code: M-Structured Coaching/Mentoring, N-Independent Learning/Action Research, O-Collaborative Planning, P-Participant Product, R-Electronic (interactive), S-Electronic (non-interactive) *Select the appropriate method of implementation*

Implementation Support: Depending on method of implementation, participants will:

- Review practices related to professional learning content for use in job-related responsibilities
- Receive continuous feedback through collaborative planning and structured on-site support, i.e. peer teachers, coaches, and school administrators.
- Complete elements of their individual implementation agreements

Monitoring Procedures: Facilitator support provides ongoing feedback to participants; when appropriate, structured coaching support provides ongoing feedback to participants; feedback reports on implementation are shared with administrators; participation and implementation progress is shared with district personnel.

IMPACT EVALUATION PROCEDURES: A: Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency thru the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress.

Evaluation Methods for Staff Code: A-Changes in Instructional Practice, B-Changes in instructional leadership or faculty development practices, C-Changes in student services/support practices, D-Other changes in practice supporting effective implementation of job responsibilities, E-Fidelity of Implementation of the Professional Learning Process, F-Changes in Observed Educator Proficiency in

Implementing Targeted State Standards or Initiatives, G-Changes in Observed Educator Proficiency in Practices that Occur Generally without Students Present

Evaluation Methods for Students Code: A-Results of State or District-Developed/Standardized Student Growth Measure(s), B-Results Of School/Teacher-Constructed Student Growth Measure(s), C-Portfolios of Student Work, D-Observation of Student Performance, F-Other Performance Assessment, G-Did Not Evaluate Student Outcomes (evaluated with staff evaluation), Z-Did Not Evaluate Student Outcomes

WHO WILL USE THE EVALUATION IMPACT DATA GATHERED?

At the classroom level, individual educators will use the impact data to assess the level of student mastery of objectives and to determine the effectiveness of their instruction. Impact data will also inform decisions with regard to needed additional professional learning based upon reflective opportunities.

Through school and district instituted support of data reflection, all stakeholders will review the results of state and district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, teacher support colleagues, academic coaches, and educators.

PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:

WHAT OTHER FORMS OF EVALUATION DATA WILL BE GATHERED:

A. WHAT EVALUATION DATA ADDRESSES VALUE OF THE PD DESIGN?

To evaluate the value of the PD design presented, an immediate evaluation form is accessed electronically. When appropriate to use, the NEFEC Professional Learning Evaluation includes a self-assessment of knowledge, a rating of facilitator quality, and commentary. The results of the evaluation are reviewed by the facilitator and NEFEC Instructional Department. For the online courses, the information is used as a metric in the NEFEC internal evaluation system for the eLearning instructional programs.

Other evaluation data may be gathered and used as deemed appropriate by the school or district.

B. WHAT EVALUATION DATA ADDRESSES QUALITY OF IMPLEMENTATION OF THE PD?

To evaluate the quality of implementation of the professional development and student use of strategies, academic coaches, teacher support colleagues, and/or school administrators will conduct informal observations. Quality of professional development is also addressed by the following:
- Discussion board entries, when relevant
- Alignment and quality of student artifacts that participants submit
- Quality of instruction that teachers demonstrate
- Development of implementation plan, reflection, journal entries, logs, surveys, and/or lesson plans
- Other measures that may be relevant to quality of implementation of PD

C. WHO WILL USE THESE ASPECTS OF PD EVALUATION DATA?

NEFEC eLearning, school-based, and/or district level stakeholders will examine evaluation data to determine the success of the PD. In addition, all stakeholders will review the results of state and district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, academic coaches, and educators. Stakeholders will adjust programs according to implementation feedback.

Developed by NEFEC   Spring 2020

FEAP: A1, A2, A3, A4

GUIDANCE AND COUNSELING FOR THE GIFTED 2025

COMPONENT NUMBER: 1-106-008

Function: 1 – Subject Content/Academic Standards
Focus Area: 106 – Gifted and Talented
Local Sequence Number: 008

POINTS TO BE EARNED: 60

DESCRIPTION

Guidance and Counseling for the Gifted 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. Participants will determine the different characteristics and the affective needs of gifted children; identify risk factors related to gifted students; and support social skills, career exploration, and leadership development of gifted students.

LINKS TO PRIORITY INITIATIVES

- ☒ Academic content standards for student achievement
- ☒ Assessment and tracking student progress
- ☒ Continuous Improvement practices
- ☒ Digital Learning/Technology Infusion
- ☒ Instructional design and lesson planning
- ☒ Learning environment
- ☒ Mastery of a specific instructional practice: Instructional Strategies
- ☒ Multi-tiered System of Supports (MTSS)
- ☒ Regulatory or compliance requirements

FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	☒ 1.1.1	☒ 2.1.1	☒ 3.1.1
Learning	☒ 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.5	☒ 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.2.5	☒ 3.2.4, 3.2.5, 3.2.7, 3.2.8, 3.2.9
Implementing	☒ 1.3.1, 1.3.3	☒ 2.3.3	☒ 3.3.1, 3.3.3
Evaluating	☒ 1.4.2, 1.4.3, 1.4.4	☒ 2.4.4	☒ 3.4.5, 3.4.6

IMPACT AREA(S):

Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted

Repetitive practice leading to changes in proficiency of educator or leader on the job

Tracking improvements in student learning growth supported by the professional learning

COMPETENCY 3.0

Participants will develop an awareness of the theory, research, practical strategies, and resources on guidance and counseling, with an emphasis on classroom applications in the gifted classroom. Participants will understand holistic developmental characteristics of gifted children, will be able to identify risk factors related to gifted students, and will be to support social skills, career exploration, and leadership development of gifted students.

TOPICS:

1. Understanding the Gifted
2. Developmental Characteristics of Gifted Children
3. Phenomenological Experience of Being Gifted
4. Strengths and Vulnerabilities
5. Personality Variance of the Gifted and Highly Gifted
6. Special Populations
7. From Risk to Resiliency
8. Opportunities in Educational Placement
9. Counseling, Guidance, and Career Placement
10. Supporting Social Skills and Leadership
11. Advocates for the Gifted
12. Parenting the Gifted Child and Family Dynamics

SPECIFIC OBJECTIVE(S):

1. Identify common attitudes, biases, and preconceived expectations held about gifted children by teachers, parents, age-related peers, and throughout American society. (Topic 1)
2. Discuss the many ways these attitudes affect the everyday lives of gifted children and impact educational services available to them. (Topic 1)
3. Identify several current definitions of giftedness. Note the impact each definition has in a school situation, at home and in society at large. (Topic 1)
4. Attain a developmental understanding of gifted individuals across the life span from infancy to adulthood incorporating a holistic perspective (namely: intellectual, physical, social, and spiritual/moral). (Topic 2)
5. Describe how the interaction between the environment and innate capabilities affects productivity throughout life. (Topic 2)
6. Understand the inner experience of gifted children. (Topic 3)
7. Become familiar with Dabrowski's Theory of Positive Disintegration and the importance of Developmental Potential and Overexcitabilities in understanding **the** gifted. (Topic 3)
8. Become cognizant of personality variables that affect the social and emotional well-being of gifted children. (Topic 3)
9. Understand the distinguishing characteristics of emotional and spiritual giftedness. (Topic 3)
10. Understand strengths and vulnerabilities of a gifted individual that originate from within the self. (Topic 4)
11. Understand vulnerabilities that are due to another's reaction to giftedness. (Topic 4)
12. Understand the vulnerabilities that are due to a specific circumstance. (Topic 4)

13. Realize that some researchers further categorize gifted people by IQ scores, into highly and profoundly gifted categories. (Topic 5)

14. Understand that a person who has an I.Q. that is two or more standard deviations above the norm will have greater difficulty finding peers and will be misunderstood by others. (Topic 5)

15. Recognize that a person with an I.Q. two or more standard deviations above the norm is different. (Topic 5)

16. Understand that any grouping of traits for profoundly gifted individuals is merely for convenience of presentation. (Topic 5)

17. Describe the different social and emotional needs of gifted students from special populations, including gender, ethnicity and culture, socioeconomic status, twice exceptional, and underachieving students. (Topic 6)

18. Realize the need for additional or different assessment tools to identify special population students. (Topic 6)

19. Learn how to recognize, understand, and support gifted children with multiple differences. (Topic 6)

20. Identify risk factors and resiliency as related to gifted students. (Topic 7)

21. Enumerate what you can do as a teacher to help students at risk. (Topic 7)

22. List symptoms in children and adults of addiction and physical or sexual abuse. (Topic 7)

23. Read Templeton National Report on Acceleration- A nation deceived: How schools hold back America's brightest students. Vol. 1 and 2. (2004) and A Nation Empowered. Vol. 1 and 2 (2015) Colangelo, N., Assouline, S., & Gross, M. (Topic 8)

24. Understand two categories of acceleration - grade based and subject based - and list 18 acceleration options that respond to gifted students' academic needs and support their social and emotional well-being. (Topic 8)

25. Compare and contrast Florida's Acceleration Statute 1002.3105 f. s. with your district's schools' policies and activities for acceleration. (Topic 8)

26. Recognize home-schooling as a positive option for some gifted students and families. (Topic 8)

27. Be aware of myths, fears and expectations of teachers and administrators that hold back students and the research that responds to these concerns. (Topic 8)

28. Understand the need for supportive services for gifted individuals due to the complexity and sensitivity of their nature. (Topic 9)

29. Recognize that a counselor, therapist, or psychologist must be educated in the gifted field so not to misdiagnosis common characteristics of gifted individuals as pathology. (Topic 9)

30. Realize counseling provides empathy and partnership in times of need. (Topic 9)

31. Identify activities and resources to assist K-12 students who are gifted in planning for further education, career, or life choices. (Topic 9)

32. Recognize that guidance and career counseling support gifted individuals in decision-making for positive life choices. (Topic 9)

33. Learn how to help students develop social skills and inspire leadership. (Topic 10)

34. Support gifted children's experience of global interconnectedness and personal responsibility to take action. (Topic 10)

35. Realize that a primary need in life is to belong. (Topic 10)

36. Help gifted children to appreciate that their profound sensitivity and empathy can be channeled to help humankind. (Topic 10)

37. Recognize that perceptivity, empathy, ethics, values, integrity, and leadership are related. (Topic 10)

38. Acquire and refine the knowledge and skills needed to advocate for gifted learners. (Topic 11)

39. Identify how parent, teacher, and educational advocates can positively affect gifted services and programming. (Topic 11)

40. Identify advocacy issues, needs, resources, educational laws, skills, and strategies. (Topic 11)

41. Support the necessity of self-advocacy by gifted students. (Topic 11)

42. Understand that gifted children naturally have unique needs that parents are challenged to address daily. (Topic 12)

43. Recognize that parents of gifted children need guidance and support to respond suitably to additional needs and demands of their children. (Topic 12)

44. Realize that parents of gifted children may experience isolation from other parents due to other's lack of understanding; societal expectations and myths; jealousy; competition; and lack of acceptance that gifted children have special needs. (Topic 12)

45. Understand the significance of the quote from Mr. Rogers: "The best parents can do for children is to listen to them." (Topic 12)

PRIMARY PURPOSE: B-ALTERNATIVE CERTIFICATION

LEARNING PROCEDURES (METHODS):

Participants will be engaged in one or more of the following types of professional learning activities. **Learning Methods Code:** A-Knowledge Acquisition, B-Electronic Interactive, C-Electronic Non-Interactive, D-Learning Community, H-Implementation of High Effect Practices, I-Job Embedded Training, J-Deliberate Practice

WHAT WILL OCCUR DURING THIS PROFESSIONAL DEVELOPMENT COMPONENT DELIVERY?

Educators will:
- Participate in discussions based on instructor's presentation
- Discuss and apply research-based practices
- Engage in research for web-based resources

- Research case studies
- Create collaborative learning activities
- Utilize collaborative practices within various contexts
- Engage in activities that use interactive technology

HOW WILL THE EXPERIENCES BE PROVIDED TO PARTICIPANTS DURING THE DELIVERY?

Participants will be engaged in one of the following delivery methods:
- Face-to-face delivery
- Collaborative practice in learning communities
- Online coursework, when available
- Blended content delivery, as appropriate
- Online support for instructional practice and critical reflection, as appropriate

KEY ISSUES TO BE INCLUDED IN PARTICIPANT IMPLEMENTATION AGREEMENTS:

Participants will complete follow-up implementation activity designed as an application of course objectives, i.e.:
- Apply newly acquired knowledge and skills as job-embedded activities
- Design and deliver lesson applying newly acquired professional knowledge, skills, and behaviors to improve practice
- Participate in online collaborative conversations, feedback sessions, and reflective discussions, as appropriate
- Share best practices with colleagues, as appropriate

IMPLEMENTATION/MONITORING PROCEDURES

Implementation/Monitoring Code: M-Structured Coaching/Mentoring, N-Independent Learning/Action Research, O-Collaborative Planning, P-Participant Product, R-Electronic (interactive), S-Electronic (non-interactive) *Select the appropriate method of implementation*

Implementation Support: Depending on method of implementation, participants will:

- Review practices related to professional learning content for use in job-related responsibilities
- Receive continuous feedback through collaborative planning and structured on-site support, i.e. peer teachers, coaches, and school administrators.
- Complete elements of their individual implementation agreements

Monitoring Procedures: Online facilitator support provides ongoing feedback to participants; structured coaching support provides ongoing feedback to participants; feedback reports on implementation are shared with administrators; participation and implementation progress is shared with district personnel.

IMPACT EVALUATION PROCEDURES: A: Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency thru the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress.

Evaluation Methods for Staff Code: A-Changes in Instructional Practice, B-Changes in instructional leadership or faculty development practices, C-Changes in student services/support practices, D-Other changes in practice supporting effective implementation of job responsibilities, E-Fidelity of Implementation of the Professional Learning Process, F-Changes in Observed Educator Proficiency in Implementing Targeted State Standards or Initiatives, G-Changes in Observed Educator Proficiency in Practices that Occur Generally without Students Present

Evaluation Methods for Students Code: A-Results of State or District-Developed/Standardized Student Growth Measure(s), B-Results Of School/Teacher-Constructed Student Growth Measure(s), C-Portfolios of Student Work, D-Observation of Student Performance, F-Other Performance Assessment, G-Did Not Evaluate Student Outcomes (evaluated with staff evaluation), Z-Did Not Evaluate Student Outcomes

WHO WILL USE THE EVALUATION IMPACT DATA GATHERED?

At the classroom level, individual educators will use the impact data to assess the level of student mastery of objectives and to determine the effectiveness of their instruction. Impact data will also inform decisions with regard to needed additional professional learning based upon reflective opportunities.

Through school and district instituted support of data reflection, all stakeholders will review the results of state and district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, teacher support colleagues, academic coaches, and educators.

PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:

WHAT OTHER FORMS OF EVALUATION DATA WILL BE GATHERED:

A. WHAT EVALUATION DATA ADDRESSES VALUE OF THE PD DESIGN?

To evaluate the value of the PD design presented, an immediate evaluation form is accessed electronically.

When appropriate to use, the NEFEC Professional Learning Evaluation includes a self-assessment of knowledge, a rating of facilitator quality, and commentary. The results of the evaluation are reviewed by the facilitator and NEFEC eLearning staff. This information is used as a metric in the NEFEC internal evaluation system for the eLearning instructional programs.

Other evaluation data may be gathered and used as deemed appropriate by the school or district.

B. WHAT EVALUATION DATA ADDRESSES QUALITY OF IMPLEMENTATION OF THE PD?

To evaluate the quality of implementation of the professional development and student use of strategies, academic coaches, teacher support colleagues, and/or school administrators will conduct informal observations. Quality of professional development is also addressed by the following:

- Discussion board entries, when relevant

- Alignment and quality of student artifacts that participants submit

- Quality of instruction that teachers demonstrate

- Development of implementation plan, reflection, journal entries, logs, surveys, and/or lesson plans

C. WHO WILL USE THESE ASPECTS OF PD EVALUATION DATA?

NEFEC, school-based, and/or district level stakeholders will examine evaluation data to determine the success of the PD. In addition, all stakeholders will review the results of state and district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, academic coaches, and educators. Stakeholders will adjust programs according to implementation feedback.

Developed by NEFEC   Spring 2020

FEAP: A1, A2, A3, A4

EDUCATION OF SPECIAL POPULATIONS OF GIFTED STUDENTS 2025

COMPONENT NUMBER: 1-106-009

Function: 1 – Subject Content/Academic Standards
Focus Area: 106 – Gifted and Talented
Local Sequence Number: 009

POINTS TO BE EARNED: 60

DESCRIPTION

Education of Special Populations of Gifted Students 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. It incorporates central issues in multicultural education that examine questions of equity and excellence; prejudice and stereotyping of special populations; and lack of awareness, understanding, and recognition manifested in discriminatory practices on the national, state, and local levels. It examines policies and procedures to screen, identify, and provide appropriate modifications to curriculum for these diverse gifted students.

LINKS TO PRIORITY INITIATIVES

☒Academic content standards for student achievement
☒Assessment and tracking student progress
☒Collegial learning practices
☒Continuous Improvement practices
☒Digital Learning/Technology Infusion
☒Instructional design and lesson planning
☒Learning environment (as per FEAPS standards)
☒Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
☒Professional and ethical behavior
☒Regulatory or compliance requirements

FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	☒ 1.1.1	☒ 2.1.1	☒ 3.1.1
Learning	☒ 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.5	☒ 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.2.5	☒ 3.2.4, 3.2.5, 3.2.7, 3.2.8, 3.2.9
Implementing	☒ 1.3.1, 1.3.3	☒ 2.3.3	☒ 3.3.1, 3.3.3
Evaluating	☒ 1.4.2, 1.4.3, 1.4.4	☒ 2.4.4	☒ 3.4.5, 3.4.6

IMPACT AREA(S):

Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted
Repetitive practice leading to changes in proficiency of educator or leader on the job
Tracking improvements in student learning growth supported by the professional learning

COMPETENCY 4.0

Participants will examine the many misconceptions of what it means to be gifted as well as the challenges and issues that face the diverse populations of gifted students as they struggle to gain acceptance, recognition, and access to appropriate gifted education to meet their individual needs. They will gain an understanding of central issues in multicultural education that examine questions of equity and excellence; prejudice and stereotyping of special populations; and lack of awareness, understanding, and recognition manifested in discriminatory practices on the national, state, and local levels of education. They will examine policies and procedures to screen, identify, and provide appropriate modifications to curriculum for these diverse gifted students.

TOPICS:

1. Identification of Special Populations of Gifted Students
2. Diverse Types of Gifted Students
3. Multicultural Gifted Education: Incidence of Special populations of Gifted
4. Ethnicity
5. Linguistic Diversity
6. Underachievement
7. Socio-economic and Educational Disadvantage
8. Twice-Exceptional Students
9. Diverse Family Structures and Pressures
10. Gender and LGBTQ+
11. Age: Young Gifted and Highly Gifted
12. Evaluation of Effective Programs for Special Populations of Gifted Students

SPECIFIC OBJECTIVES:

1. Demonstrate knowledge of Plan B (Florida Statutes and State Board of Education Rules, 6A. - 6.03019 Special Instructional Programs for Students Who are Gifted) and 6A. -6. 03313 (Procedural Safeguards for Exceptional Students Who are Gifted). (Topic 1)
2. Demonstrate Knowledge of alternative assessments and non-traditional screening, and evaluation appropriate for use with students from special populations. (Topic 1)
3. Match appropriate screening and identification procedures with the needs of special populations. (Topic 1)
4. Within the broad spectrum of giftedness in the general population, identify subgroups and underserved populations. (Topic 2)
5. Understand the learning needs and challenges of diverse types of gifted students. (Topic 2)
6. Identify the unique needs of gifted girls, culturally diverse, rural, those with disabilities, underachieving, highly gifted, young gifted students, and disadvantaged gifted students. (Topic 2)
7. Examine the challenges of finding gifted students from underserved populations. (Topic 2)
8. Justify the need to modify and differentiate the curriculum in terms of the needs of these special populations. (Topic 2)
9. Examine the nature of giftedness in relation to multicultural principles and underserved populations. (Topic 3)
10. Acquire knowledge of diversity focus of national standards in gifted education. (Topic 3)
11. Justify the need to modify and differentiate the curriculum in terms of the needs of these special populations. (Topic 3)
12. Examine personal cultural competencies. (Topic 3)

13. Understand the impact of global diversity issues in education of gifted students from diverse ethnic perspectives. (Topic 4)
14. Examine the rights and perspectives of diverse ethnic religions of gifted students and first amendment issues. (Topic 4)
15. Identify the characteristics of specific ethnic groups of gifted students. (Topic 4)
16. Develop an awareness of and demonstrate teaching strategies for addressing the needs of specific ethnic groups. (Topic 4)
17. Understand the characteristics and needs of linguistic minority gifted students. (Topic 5)
18. Appreciate and incorporate the cultural and linguistic perspectives of gifted students who are bilingual or multilingual into curriculum. (Topic 5)
19. Examine policies and procedures for working with gifted LEP (Limited English Proficient) or EL (English Learners) students. (Topic 5)
20. Examine ways to identify high potential linguistic minority students. (Topic 5)
21. Identify strategies to effectively work with linguistic minority students. (Topic 5)
22. Identify strategies to effectively work with linguistically diverse gifted students and those who are classified as LEP or EL students. (Topic 5)
23. Examine the impact of cultural, ethical, and educational norms and expectations on underachievement in gifted students. (Topic 6)
24. Understand the individual characteristics, attitudes, and circumstances that can affect the achievement of a gifted student from diverse populations. (Topic 6)
25. Explore ways to identify gifted students from special populations who are unsuccessful in school. (Topic 6)
26. Examine the characteristics and needs of these students. (Topic 6)
27. Identify strategies to assist these students. (Topic 6)
28. Identify and describe low socio-economic status populations that are underserved. (Topic 5)
29. Examine the nature of giftedness as masked by socio-economic and educational disadvantages. (Topic 7)
30. Identify inhibiting socio-economic factors that have prevented services for low-income gifted children. (Topic 7)
31. Identify key research on identification of disadvantaged gifted students from underserved populations. (Topic 7)
32. Examine alternative, contextual or process-oriented forms of assessment as promising ways to identify low-income gifted students. (Topic 7)
33. Examine methods and strategies that challenge the unique needs of disadvantaged gifted children. (Topic 7)
34. Research promising programs and services for socio-disadvantaged gifted children that would accommodate their unique needs for skill-development, exposure to relevant experiences, mentoring opportunities, and access to resources in the community. (Topic 7)
35. Clarify and define diverse types of gifted twice-exceptional students. (Topic 8)
36. Demonstrate knowledge, characteristics, and needs of students who are both gifted and have a disability, including physical impairments, sensory impairments, emotional and behavioral disabilities, and learning disabilities. (Topic 8)
37. Identify the reasons that gifted students with disabilities are underrepresented in gifted programs. (Topic 8)

38. Discuss strategies and programming needs for gifted students who are twice-exceptional. (Topic 8)
39. Identify and describe the impact of non-traditional experiences, values, and cultural expectations on the development and educational experiences of gifted students. (Topic 9)
40. Identify the unique characteristics and needs of gifted students from diverse family structures. (Topic 9)
41. Identify strategies for stimulating personal growth of gifted students from diverse families. (Topic 9)
42. Identify community support systems for diverse families of gifted students. (Topic 9)
43. Examine stereotyping and prejudice that impacts girls, boys, and those who identify as LGBTQ+. (Topic 10)
44. Examine the impact of culture and ethnicity on gender expectations for gifted students from minority groups. (Topic 10)
45. Demonstrate knowledge of how gender can affect achievement and aspirations of gifted students. (Topic 10)
46. Explore the contribution of mentorships in their education. (Topic 10)
47. Examine concepts of age-appropriate development in relation to concepts of giftedness. (Topic 11)
48. Understand the needs and characteristics of very young gifted students. (Topic 11)
49. Examine ways to identify very young gifted students in early childhood education and support their educational and personal needs. (Topic 11)
50. Understand the needs and characteristics of highly gifted students. (Topic 11)
51. Identify problems, challenges and present options for developing skills in highly gifted students. (Topic 11)
52. Examine exemplary practices and programs for meeting the needs of the highly gifted student. (Topic 11)
53. Identify and describe criteria of effective programs. (Topic 12)
54. Examine theories of giftedness in the socio-cultural perspective in relation to goals for gifted programs. (Topic 12)
55. Identify instructional methods that accommodate the needs of special populations. (Topic 12)
56. Identify key research on programs for special populations. (Topic 12)
57. Communicate and consult with school personnel to evaluate the effectiveness of programs in local schools/districts. (Topic 12)

PRIMARY PURPOSE: B-ALTERNATIVE CERTIFICATION

LEARNING PROCEDURES (METHODS):

Participants will be engaged in one or more of the following types of professional learning activities.
Learning Methods Code: A-Knowledge Acquisition, B-Electronic Interactive, C-Electronic Non-Interactive, D-Learning Community, H-Implementation of High Effect Practices, I-Job Embedded Training, J-Deliberate Practice

WHAT WILL OCCUR DURING THIS PROFESSIONAL DEVELOPMENT COMPONENT DELIVERY?

Educators will:

- Participate in discussions based on instructor's presentation
- Discuss and apply research-based practices
- Engage in research for web-based resources
- Research case studies
- Create collaborative learning activities
- Utilize collaborative practices within various contexts
- Engage in activities that use interactive technology

HOW WILL THE EXPERIENCES BE PROVIDED TO PARTICIPANTS DURING THE DELIVERY?

Participants will be engaged in one of the following delivery methods:
- Face-to-face delivery
- Collaborative practice in learning communities
- Online coursework, when available
- Blended content delivery, as appropriate
- Online support for instructional practice and critical reflection, as appropriate

KEY ISSUES TO BE INCLUDED IN PARTICIPANT IMPLEMENTATION AGREEMENTS:

Participants will complete follow-up implementation activity designed as an application of course objectives, i.e.:
- Apply newly acquired knowledge and skills as job-embedded activities
- Design and deliver lesson applying newly acquired professional knowledge, skills, and behaviors to improve practice
- Participate in online collaborative conversations, feedback sessions, and reflective discussions, as appropriate
- Share best practices with colleagues, as appropriate

IMPLEMENTATION/MONITORING PROCEDURES

Implementation/Monitoring Code: M-Structured Coaching/Mentoring, N-Independent Learning/Action Research, O-Collaborative Planning, P-Participant Product, R-Electronic (interactive), S-Electronic (non-interactive) *Select the appropriate method of implementation*

Implementation Support: Depending on method of implementation, participants will:
- Review practices related to professional learning content for use in job-related responsibilities
- Receive continuous feedback through collaborative planning and structured on-site support, i.e. peer teachers, coaches, and school administrators.
- Complete elements of their individual implementation agreements

Monitoring Procedures: Online facilitator support provides ongoing feedback to participants; structured coaching support provides ongoing feedback to participants; feedback reports on implementation are shared with administrators; participation and implementation progress is shared with district personnel.

IMPACT EVALUATION PROCEDURES: A: Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency thru the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress.

Evaluation Methods for Staff Code: A-Changes in Instructional Practice, B-Changes in instructional leadership or faculty development practices, C-Changes in student services/support practices, D-Other changes in practice supporting effective implementation of job responsibilities, E-Fidelity of Implementation of the Professional Learning Process, F-Changes in Observed Educator Proficiency in Implementing Targeted State Standards or Initiatives, G-Changes in Observed Educator Proficiency in Practices that Occur Generally without Students Present

Evaluation Methods for Students Code: A-Results of State or District-Developed/Standardized Student Growth Measure(s), B-Results Of School/Teacher-Constructed Student Growth Measure(s), C-Portfolios of Student Work, D-Observation of Student Performance, F-Other Performance Assessment, G-Did Not Evaluate Student Outcomes (evaluated with staff evaluation), Z-Did Not Evaluate Student Outcomes

WHO WILL USE THE EVALUATION IMPACT DATA GATHERED?

At the classroom level, individual educators will use the impact data to assess the level of student mastery of objectives and to determine the effectiveness of their instruction. Impact data will also inform decisions with regard to needed additional professional learning based upon reflective opportunities.

Through school and district instituted support of data reflection, all stakeholders will review the results of state and district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, teacher support colleagues, academic coaches, and educators.

PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:

WHAT OTHER FORMS OF EVALUATION DATA WILL BE GATHERED:

A. WHAT EVALUATION DATA ADDRESSES VALUE OF THE PD DESIGN?

To evaluate the value of the PD design presented, an immediate evaluation form is accessed electronically.

When appropriate to use, the NEFEC Professional Learning Evaluation includes a self-assessment of knowledge, a rating of facilitator quality, and commentary. The results of the evaluation are reviewed by the facilitator and NEFEC eLearning staff. This information is used as a metric in the NEFEC internal evaluation system for the eLearning instructional programs.

Other evaluation data may be gathered and used as deemed appropriate by the school or district.

B. WHAT EVALUATION DATA ADDRESSES QUALITY OF IMPLEMENTATION OF THE PD?

To evaluate the quality of implementation of the professional development and student use of strategies, academic coaches, teacher support colleagues, and/or school administrators will conduct informal observations. Quality of professional development is also addressed by the following:

- Discussion board entries, when relevant
- Alignment and quality of student artifacts that participants submit
- Quality of instruction that teachers demonstrate
- Development of implementation plan, reflection, journal entries, logs, surveys, and/or lesson plans

C. WHO WILL USE THESE ASPECTS OF PD EVALUATION DATA?

NEFEC, school-based, and/or district level stakeholders will examine evaluation data to determine the success of the PD. In addition, all stakeholders will review the results of state and district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, academic coaches, and educators. Stakeholders will adjust programs according to implementation feedback.

Developed by NEFEC Spring 2020

FEAP: A1, A2, A3, A4

THEORY AND DEVELOPMENT OF CREATIVITY 2025

COMPONENT NUMBER: 1-106-010

Function: 1 – Subject Content/Academic Standards
Focus Area: 106 – Gifted and Talented
Local Sequence Number: 010

POINTS TO BE EARNED: 60

DESCRIPTION

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. Participants will increase their knowledge of the nature and definition of creativity, reflect on and learn ways to enhance personal creativity, and how to provide ideas and strategies for teaching others (students) to develop and use their creativity.

LINKS TO PRIORITY INITIATIVES

☒Academic content standards for student achievement
☒Assessment and tracking student progress
☒Collegial learning practices
☒Continuous Improvement practices
☒Digital Learning/Technology Infusion
☒Instructional design and lesson planning
☒Learning environment (as per FEAPS standards)
☒Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
☒Professional and ethical behavior
☒Regulatory or compliance requirements

FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	☒ 1.1.1	☒ 2.1.1	☒ 3.1.1
Learning	☒ 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.5	☒ 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.2.5	☒ 3.2.4, 3.2.5, 3.2.7, 3.2.8, 3.2.9
Implementing	☒ 1.3.1, 1.3.3	☒ 2.3.3	☒ 3.3.1, 3.3.3
Evaluating	☒ 1.4.2, 1.4.3, 1.4.4	☒ 2.4.4	☒ 3.4.5, 3.4.6

IMPACT AREA(S):

Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted
Repetitive practice leading to changes in proficiency of educator or leader on the job
Tracking improvements in student learning growth supported by the professional learning

COMPETENCY 5.0

Participants will develop an awareness of valuing creativity, clarifying creativity, understanding the elements of creativity, cultural conceptions of creativity, and assessing creativity. They will also learn how to foster a creative learning environment, nurture, and develop creativity, identify goals, and use evaluation procedures.

TOPICS:

Topic 1: Valuing Creativity

Topic 2: Defining Creativity

Topic 3: Developing and Nurturing Creativity

Topic 4: Measuring Creativity and Assessing Creative Outcomes

Topic 5: Personalization and Commitment to Creativity

SPECIFIC OBJECTIVES:

1. Describe the importance, implications, and benefits of creative thinking for students in today's schools and for society. (Topic 1)
2. Demonstrate an understanding of how creative thinking can be used to address problems in society. (Topic 1)
3. Describe the impact of creativity on personal growth and self-actualization. (Topic 1)
4. Compare and contrast several definitions of creativity, including a personal definition, and explain why a single definition has not been universally accepted. (Topic 2)
5. Review research in the field of creativity and apply it to a classroom setting. (Topic 2)
6. Demonstrate an understanding of the elements of creative thinking, e.g. fluency, flexibility, originality and elaboration. (Topic 2)
7. Identify cognitive and personal characteristics associated with creativity across cultures and throughout time using contemporary and historical examples. (Topic 2)
8. Identify specific personal, developmental, socio-cultural, and educational experiences that facilitate and those that inhibit the development of creativity and its expression. (Topic 3)
9. Recognize ways to establish a classroom environment that fosters the development and expression of creativity. (Topic 3)
10. Plan appropriate teaching strategies and groupings that support the development and expression of creative abilities. (Topic 3)
11. Investigate tools and programs (e.g. Odyssey of the Mind, Future Problem Solving, Invent America) for generating ideas, focusing thought, and fostering creativity. (Topic 3)
12. Develop instructional plans to integrate creativity within and across the content areas on process and product. (Topic 3)
13. Understand the role of assessment of creativity and the use of tests and inventories. (Topic 4)
14. Describe, compare, and evaluate different instruments for measuring creativity. (Topic 4)
15. Examine the role of assessment, including portfolio development, in the evaluation of creative processes and products. (Topic 4)
16. Describe traits and appropriate criteria used to assess creative outcomes and products. (Topic 4)
17. Explore and analyze the ethical issues surrounding creativity. (Topic 5)

18. Design and implement a personal plan for establishing a classroom environment to nurture and develop creativity. (Topic 5)
19. Evaluate personal and student creativity development and monitor success in applying creativity strategies to real problems and challenges. (Topic 5)

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Developed by NEFEC

Spring 2020

FEAP: A1, A2, A3, A4

D. GIFTED ENDORSEMENT ALIGNMENT MATRIX

COMPETENCY 1: NATURE AND NEEDS 2025

Participants will develop an awareness of their essential role of collaboration to support students who are gifted and the historical foundation of gifted education. Participants will understand the characteristics, needs, and unique challenges of the student who is gifted and differences to respond to the needs of individuals with gifts and talents, the process of screening and identifying students who are gifted, and gain a knowledge of issues involved with planning, developing, and implementing services for students who are gifted.

Specific Objective	Objective Code	NAGC-CEC Standards Gifted/Talented	Curriculum Study Assignment at Objective Level with Built-In Formative Assessment	Objective Codes Mastered
Topic 1: Defining Giftedness and Exploring Foundations / What is giftedness?			**MODULE 1: DEFINING GIFTEDNESS AND EXPLORING FOUNDATIONS**	
Describe the importance, implications, and benefits of gifted education for students and society through the identification of key philosophies, theories, and research. (Topic 1)	1.1	GT6.1, GT6.2, GT6.5	**M1 DISCUSSION** Post your own personal definition of "gifted". What considerations do you think should go into deciding if a student is gifted? How can you tell? Why? **Discussion Post**	1.3
Demonstrate an understanding of major historical and contemporary trends that influence gifted education. (Topic 1)	1.2	GT6.2- GT6.4	**ASSIGNMENT 1.1** Review the significant events in the history of gifted education. Choose two events and write an explanation of why it was important to gifted education and what changes were brought about as a result. Annotated Timeline	1.2
Demonstrate knowledge of the historical, national, and state definitions of giftedness. (Topic 1)	1.3	GT6.1, GT6.2-GT6.4	**ASSIGNMENT 1.2** Write a letter to the editor or opinion piece that advocates for gifted education in the local school district. Letter or opinion piece	1.1 1.4

Demonstrate knowledge of the current criteria for gifted eligibility and placement in Florida. (Topic 1)	1.4	GT4.1-GT4.3	**ASSIGNMENT 1.3** Revise your initial draft of your personal definition of "Gifted". Think about what characteristics are used to identify giftedness? What have you learned in module 1 that has affected your definition? Did you change anything about your definition? Provide an explanation of why you did or did not change your definition. **Revised Definition**	1.3
Topic 2: Understanding Giftedness / Who are the gifted and what are their unique needs			**MODULE 2: UNDERSTANDING AND IDENTIFYING GIFTEDNESS**	
Identify cognitive and affective characteristics of learners who are gifted, including those from diverse backgrounds. (Topic 2)	1.5	GT1.1, GT1.2	**M2 DISCUSSION** Discuss the dissonance that sometimes exists between performance and potential or academic achievement and giftedness. Give specific (real or fictional) examples to support your discussion. **Discussion Post**	1.5
Identify the needs and challenges associated with common gifted characteristics. (Topic 2)	1.6	GT1.1, GT1.2	**ASSIGNMENT 2.1 Option A OR B** **Option A**: Reading on Types of Gifted Students. Choose two types of gifted students and create a verbal and pictorial descriptive representation of the two "types" of students. Be sure that you represent every aspect of the student including emotional, physical, social, and developmental qualities. **Verbal and Pictorial Descriptive Representation** OR **Option B**: Write an article or journal entry explaining the following: "Which of the characteristics associated with gifted students are easiest to see in a classroom setting? Which are more difficult to observe? What barriers are there	1.5 1.6 1.7 1.8
Compare and contrast the cognitive, social, emotional, experiential, and economic factors in supporting or inhibiting the development of giftedness. (Topic 2)	1.7	GT1.1, GT1.2, GT4.4		
Understand the role of societal, cultural, emotional, experiential, and economic factors in supporting or inhibiting the development of giftedness. (Topic 2)	1.8	GT2.1, GT2.4		

			to recognizing the characteristics at certain developmental stages, or in certain populations of gifted learners?" Article/ Journal Entry	
Topic 3: Identifying the Gifted / How are leaners who are gifted identified?				
Identify issues related to the identification of students who may be gifted. (Topic 3)	1.9	GT1.1, GT1.2	**ASSIGNMENT 2.2 Option A OR B** **Option A**: Investigate screening practices within a local school district. Use the "In Search of Gifted Students: District Procedures Checklist" of suggested screening instruments and procedures to identify those which are part of the district's practices. Create a flow chart or map that outlines the process for screening and identification in the district, including the Plan B process when applicable. Flow Chart/Map OR **Option B**: Create an electronic presentation outlining the referral and identification process, including the Plan B process when applicable, for a faculty or parent audience. Include information about how gifted characteristics may be recognized in various populations and what the teachers' and parents' roles are in the process. **Presentation**	
Examine district screening practices and identification procedures. (Topic 3)	1.10	GT4.1-GT4.4		
Recognize contents, uses, limitations, and interpretation of multiple assessments for the screening and identification of learners who are gifted, including students from diverse backgrounds. (Topic 3)	1.11	GT4.1-GT4.4		1.9 1.10 1.11
Topic 4: Educating the Gifted / Key Question: In what ways should schools plan and program for the gifted?			**MODULE 3: EDUCATING THE GIFTED**	
Examine how gifted services differ from education services with regard to curriculum, instruction, grouping, and learning environment. (Topic 4)	1.12	GT3.1-GT3.4	**ASSIGNMENT 3.1** Develop a brochure or electronic presentation for faculty or administrators that help increase awareness of the unique needs of gifted students and their need for appropriate	1.12 1.13 1.14

Analyze the relationship among gifted programming, differentiation, and identification criteria. (Topic 4)	1.13	GT3.3, GT5.1	programming. Include a program outline, timeline, description of activities, and related resources. **Brochure/ Presentation**	
Prioritize the educational needs of individual students who are gifted based on cognitive and affective characteristics and present levels of educational performance. (Topic 4)	1.14	GT5.1-GT5.5	**M3 DISCUSSION** Discuss the asynchronous development of gifted children and how educators can use students' strengths to guide them toward a positive self-image and a productive school career. **Discussion Post**	1.14 1.15
Compare and contrast different service delivery models for students who are gifted and the relationship of the level of need for differentiation to placement on a continuum of services. (Topic 4)	1.15	GT3.1-GT3.4	**ASSIGNMENT 3.3** Develop an action plan to change the service model in your school or district or articulate a defense for the model(s) currently in place. Consider student, parent, faculty and administrative factors. Include a description of the current service options, the recommended changes, and what needs to be in place to implement them. **Action Plan**	1.13 1.15
Describe the characteristics and competencies of effective teachers of students who are gifted. (Topic 4)	1.16	GT5.1-GT5.5	**ASSIGNMENT 3.2** Choose one of the following options: Write a job description advertising the position of gifted education teacher. Include such information as personal characteristics, educational requirements, and key competencies. Compose a letter to a school administrator providing specific details about why the applicant would be the best choice to fill the position of teacher of the gifted including personal characteristics, education experience, and key competencies.	1.16

			Write an introduction for the Gifted Education Teacher of the Year to be shared at a school board or professional organization meeting. Include personal characteristics, education experience, and key competencies. **Job Description/ Letter/ Introduction**	
Topic 5: Managing Gifted Services / What other factors must be considered in the education of the students who are gifted?			**Module 4: Managing the Gifted Program**	
Identify laws, regulations, and official documents that directly impact students who are gifted and services in Florida, including the relationship between exceptional student education and gifted programs. (Topic 5)	1.17	GT6.1-GT6.3	**ASSIGNMENT 4.1** Read "Florida Statutes Relevant to Gifted". Research rules affecting gifted education in "Florida Statutes and State Board Education Rules: Excerpts Related to Exceptional Student Education" (revised 2011) at http://www.fldoe.org/ese/pdf/1b-stats.pdf. Outline and present key elements in an electronic presentation. Include your ideas on how these rules may affect the day-to-day operation of the gifted program at your school or district. **Presentation**	1.17 1.18 1.19
Identify and interpret implications of current research that impacts gifted education. (Topic 5)	1.18	GT6.1-GT6.3	**M4 DISCUSSION** Who Speaks for the Gifted? What is an advocate? What are teachers' professional responsibilities regarding advocacy for their students? Who is/are the advocates for the gifted students at my school? **Discussion Post**	1.18 1.20
Demonstrate an understanding of the teacher's responsibility for record keeping, including developing a suitable educational	1.19	GT6.1	**ASSIGNMENT 4.2**	1.17 1.19

plan (EP) for an individual learner who is gifted. (Topic 5)			Develop and conduct a survey for parents, students and educators to address issues related to gifted programming at your school or in your district, focusing on student needs and available services. Create an advocacy plan based on survey results and develop an electronic presentation to present the results and your plan to an audience of stakeholders. **Survey/ Advocacy Plan**	1.20
Examine the importance and role of the parent, teacher, and student in advocating for the gifted. (Topic 5)	1.20	GT6.4, GT6.5		

SUMMATIVE ASSESSMENTS:

PRE-POST ASSESSMENTS

CULMINATING PROJECT OPTION A OR B

Option A: Read the five scenarios presented in the document "How Would You Respond Scenarios". Each of these is a scenario that one could experience as a Teacher of the Gifted. For each scenario, using what you have learned from this course and any other outside research, prepare at least a one-page, written response to the person in that scenario. Be sure that each response directly addresses the concerns of the other party and includes supporting research, expert opinion and documentation for each part of your response.

Scenario Responses

Or

Option B: Develop a webpage or booklet that includes the following:

Information for teachers and parents about the characteristics and needs of learners who are gifted

Links to organizations that support gifted education

Links to district and state websites in gifted education

Information about the gifted program at your school

Research about other pertinent topics in gifted education

Be sure that your product is useful and easy to use as well as visually appealing (pictures, graphs, easy-to-read text).

Webpage/ Booklet

COMPETENCY 2: CURRICULUM AND INSTRUCTIONAL STRATEGIES FOR TEACHING GIFTED STUDENTS 2025

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. Participants will design engaging, authentic, and challenging units of instruction for gifted learners that incorporate technology, differentiation, assessments, and products.

Topic Key Question	Specific Objective	Objective Code	NAGC-CEC Standards Gifted/Talented	Curriculum Study Assignment at Objective Level with Built-In Formative Assessment	Objective Codes Mastered
MODULE 1-UNDERSTANDING AND DIFFERENTIATING CURRICULUM FOR THE GIFTED STUDENT					
Topic 1: Key Terms and Concepts Why differentiate instruction? What key terms and concepts guide our understanding of curriculum for the gifted learner?	Justify the need to differentiate of adapt instruction to respond to the needs of the gifted learner. (Topic 1)	2.1	GT3.4	**M1 DISCUSSION** Using at least five of the "Principles of Differentiation Curriculum for the Gifted/Talented" and tenets of UDL, explain how you would plan to differentiate a lesson using both the NAGC-CEC Standards Gifted/Talented and Florida Frameworks to assist you. **Discussion Post**	2.1 2.3 2.4
	Demonstrate understanding of the terminology used in the development of curriculum for the gifted. (Topic 1)	2.2	GT5.1, GT6.1	**ASSIGNMENT 1.1** Complete interactive activity to match gifted terminology with meaning.	2.2
Topic 2: Programs and State Standards What are the gifted program and state standards? What was the rationale for establishing them?	Demonstrate knowledge of the role of the current state and national standards of the general education curriculum and implications for the education of gifted students. (Topic 2)	2.3	GT6.1	**ASSIGNMENT 1.2 Option A OR B** **Option A:** Taking into consideration the characteristics of a gifted learner, review the state rules related to providing service for the gifted student. Develop a PowerPoint presentation to justify providing	2.1 2.3 2.4

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How do they impact gifted education? How do they relate to the national gifted standards?				specially designed instruction for this population. **Completed PowerPoint** **OR** **Option B**: Compare and contrast the current state standards with the standards developed by NAGC-CEC. Create a Venn diagram comparing the two and explain the implications this has on your school. **Venn diagram and Explanation.**	
Topic 3: Principles of DI and UDL What are the principles of a differentiated and universally designed curriculum?	Demonstrate knowledge of the principles of differentiation and Universal Design for Learning (UDL). (Topic 3)	2.4	GT1.2, GT3.2, GT3.3	**ASSIGNMENT 1.3 Option A OR B** **Option A**: Using a T chart summarize what a differentiated classroom using Universal Design for Learning (learning activities, instruction, assessment, etc.) might look and sound like. **Chart** **OR** **Option B**: Prepare a PowerPoint presentation for the stakeholders (parents, peers, administrators) explaining how you use differentiate instruction and Universal Design for Learning (UDL) in your classroom and their importance to the education of the gifted learner. Include relevant key terms. **PowerPoint Presentation**	2.1 2.2 2.4

MODULE 2-DESIGNING THE GIFTED CURRICULUM					
Topic 4: Curriculum Models What are the strengths and weaknesses of various curriculum models for students who are gifted?	Demonstrate the ability to evaluate models for teaching gifted curriculum. (Topic 4)	2.5	GT5.1, GT5.2, GT5.5	**M2 DISCUSSION** Explain which of this module's activities you could use to develop compacted curriculum units for your students, how this activity aligns with one of the four models of differentiation and how you will use them in your classroom. **Discussion Post**	2.5 2.6 2.7 2.8 2.9
Topic 5: Curriculum and Instructional Strategies What strategies do exemplary teachers of the gifted use to facilitate growth and academic achievement in their students?	Develop an understanding of the issues of equity and excellence as they relate to gifted. (Topic 5)	2.6	GT1.1, GT1.2	**ASSIGNMENT 2.1 Option A OR B** **Option A**: Compare an existing gifted curriculum (your own or someone else's) to one of the models presented in this module. Be as thorough as possible. Describe a plan to adjust the existing curriculum to better align with the chosen model. **Curriculum Evaluation and Proposal** OR **Option B**: Based on your teaching style and the students currently assigned to you, develop a PowerPoint for your parents and administrators explaining how you will use one of the models studied in this module to differentiate your curriculum. Be sure to include the research to support your decision. **PowerPoint Presentation**	2.5 2.6 2.7 2.8 2.9
	Demonstrate knowledge of effective instructional strategies and the role of the teacher in implementing these strategies. (Topic 5)	2.7	GT5.1		

		Demonstrate the ability to select gifted curriculum and appropriate instructional strategies. (Topic 5)	2.8	GT1.1, GT2.1	**ASSIGNMENT 2.2 Option A OR B** **Option A:** Select a theme in a specific subject and grade level. Using the NAGC Rubric for Rating Outstanding Curricular Material, develop a unit of study. Be sure your unit covers each area. Your unit should be for one to three weeks, cover the pertinent Florida State Standards, and should apply principles from one of the curriculum models discussed earlier. If possible, reference the Educational Plans (EPs) for students in your class to determine their learning strengths.	
		Appreciate the role of assessment as an instructional strategy. (Topic 5)	2.9	GT4.2, GT4.8		2.5 2.6 2.7 2.8 2.9
					Critique your own unit using the components from NAGC's Rubric for Rating Outstanding Curriculum Material and the Checklist for Rigor from the *Florida's Frameworks for K-12 Gifted Learners*. **Unit of Study and Critique.** **OR** **Option B**: Using the Learning Contract template, design a compacted unit for one of your students. Explain how you determined the student's eligibility for the voluntary participation. **Learning Contract Template and Explanation**	

Module 3-Instruction and Assessment of Gifted Students					
Topic 6: Selecting Resources, Materials and Technology How do exemplary teachers of the gifted select and use appropriate materials, resources, and technology to facilitate academic growth and achievement for students?	Demonstrate awareness and knowledge of appropriate resources and materials for developing curriculum and facilitating learning for students who are gifted. (Topic 6)	2.10	GT3.1, GT3.2	**ASSIGNMENT 3.1 Option A OR B** Option A: Identify considerations for selecting instructional materials, including multi-media, online, and technology. Create an evaluation tool for selecting appropriate instructional materials in a gifted classroom. **Evaluation Tool** **OR** Option B: Select and evaluate an appropriate website for use by your students using Kathy Schrock's website evaluation tool. Explain how this can enhance and increase the use of technology for independent study. **Website Evaluation Tool and Explanation**	2.10
Topic 7: Instructional Needs and Strategies How can teachers of the gifted assure that the classroom instruction best meets the needs of each learner?	Demonstrate the ability to match instructional strategies to individual needs of learners. (Topic 7)	2.11	GT3.4	**M3.1 DISCUSSION** How will the strategies featured in this module compliment the Constructivist classroom? Give specific details of how you plan to implement one or more of these strategies. **Discussion Post**	2.11
	Identify the impact of Response to Intervention (RtI) as it pertains to students who are gifted. (Topic 7)	2.12	GT2.4	**M3.2 DISCUSSION** How would you provide supports for gifted students within the MTSS system using RtI? **Discussion Post**	2.12

Topic 8: Designing Units of Instruction	Demonstrate the ability to develop a unit of instruction aligning curricular components to Florida State Standards, including objectives, introduction, teaching strategies, learning activities, products, resources, and assessments to meet the cognitive and affective needs of gifted learners. (Topic 8)	2.13	GT5.1- GT5.5	ASSIGNMENT 3.2 Option A OR B	2.13
What curricular components are essential in order to develop a unit of instruction that meets the cognitive and affective needs of gifted learners?				Option A: Develop an outline for the Unit of Study you are designing for this course. Use the *NAGC Rubric for Rating Outstanding Curricular Material,* as a guide. Explain how your unit of study will support the needs and interests of gifted students. **Unit of Study Outline** **OR** Option B: Develop a rubric for a lesson or unit you have used in the past or one for the lessons in the unit you are designing for this course. Explain how this will work with your district's current grading scale. **Rubric (you may use a rubric program) and Explanation.**	
Module 4-Planning and Supporting the Gifted Program					
Topic 9: Providing a Continuum of Services	Demonstrate knowledge of a continuum of services to support the needs and interests of gifted students. (Topic 9)	2.14	GT2.4	**M4 DISCUSSION**	2.14 2.17
What continuum of services would be appropriate to meet the needs of students who are gifted?				Explain differentiation in the gifted curriculum and the importance of advocating for quality instruction for gifted students and some ways that you can relate this to key stakeholders to promote improvement of services to gifted students. **Discussion Post**	

Topic 10: Students Outcomes and Educational Plan How are outcomes for students who are gifted evaluated? How can a meaningful educational plan (EP) for a gifted student be developed?	Demonstrate the ability to identify various types of assessments and assessment strategies used before, during, and after instruction that provide evidence of student growth and understanding. (Topic 10)	2.15	GT4.1	**ASSIGNMENT 4.1 Option A OR B** Option A: Provide a case study of a student who is gifted 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 additional services does this student need beyond what is offered in a general education classroom in terms of specially designed instruction?	
	Demonstrate the ability to identify student outcomes, evaluate student progress, and develop an appropriate Educational Plan (EP). (Topic 10)	2.16	GT4.2, GT4.3, GT4.4		2.14 2.15
Topic 11: Communicating and Advocating Effectively How can educators of the gifted communicate and advocate effectively with the many constituencies they serve?	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)	2.17	GT4.3	**Analysis of a case study** **OR** Option B: 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. **Development of an appropriate and justifiable EP**	2.16 2.17
Topic 12: Program Evaluation How are gifted programs evaluated?	Establish criteria to evaluate the effectiveness of the gifted programs at local, district, and state levels based on research-based, valid approaches. (Topic 12)	2.18	GT7.3, GT6.1	ASSIGNMENT 1.1 Option A OR B Use Resource Guide for the Education of Gifted Students in Florida, section VII: Program Evaluation and Appendix 3 Option A: Complete the self-assessment tool on your school or district gifted program. Identify areas of strength and areas needing	2.18 2.19 2.20 2.21

What criteria are used to evaluate gifted programs? How are evaluation results used?	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 12)	2.19	GT2.4	improvement. Select an area of need and provide ways for improvement. **Self-assessment tool. List: strengths, needing improvement, ways for improvement** **OR** Option B: Create 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. **T-chart**	
	Identify areas in which to assess gifted programs based on the unique needs of students who are gifted. (Topic 12)	2.20	GT4.1, GT4.3, GT4.4		
	Identify effects of culture and environment as well as family and key stakeholders in gifted programming.	2.21	GT1.1, GT1.2, GT2.1, GT6.3		

COMPETENCY 3: GUIDANCE AND COUNSELING FOR THE GIFTED 2025

Participants will develop an awareness of the theory, research, practical strategies, and resources on guidance and counseling, with an emphasis on classroom applications in the gifted classroom. Participants will understand holistic developmental characteristics of gifted children, will be able to identify risk factors related to gifted students, and will be to support social skills, career exploration, and leadership development of gifted students.

Specific Objective	Objective Code	NAGC-CEC Standards Gifted/Talented	Curriculum Study Assignment at Objective Level with Built-In Formative Assessment	Objective Codes Mastered
Topic 1: Understanding the Gifted / What does it mean to be gifted?			**MODULE 1: UNDERSTANDING THE EXPERIENCE OF GIFTED STUDENTS**	
Identify common attitudes, biases, and preconceived expectations held about gifted children by teachers, parents, age-related peers, and throughout American society. (Topic 1)	3.1	GT6.1-GT6.5	**M1 DISCUSSION 1.1** Tell some interesting findings from the Teacher Inventory survey you completed. **Discussion Post**	
Discuss the many ways these attitudes affect the everyday lives of gifted children and impact educational services available to them. (Topic 1)	3.2	GT2.1-GT2.4 GT6.1-GT6.5	**ASSIGNMENT 1.1** Create one of the following: poem, cartoon, short presentation, collage, picture, "news" article, VoiceThread, or Prezi	3.1 3.2 3.3
Identify several current definitions of giftedness. Note the impact each definition has in a school situation, at home and in society at large. (Topic 1)	3.3	GT6.1, GT6.2, GT6.4	This product should demonstrate your definition of what a gifted learner is and is not. Be creative and remember you want the product to demonstrate your definition best. Make sure you include one or two myths/realities to strengthen your definition. **Presentation Product**	
Topic 2: Developmental Characteristics of Gifted Children / What characteristics do gifted individuals display across their lives that differentiate them form same-age peers?			**ASSIGNMENT 1.2** Fill in K-W-L (+Q) chart before you complete any reading.	3.4 3.5
Attain a developmental understanding of gifted individuals across the life span from infancy to adulthood incorporating	3.4	GT1.1, GT1.2,	Directions:	3.6

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a holistic perspective (namely: intellectual, physical, social, and spiritual/moral). (Topic 2)		GT6.1-GT6.5	1. Fill in the FIRST AND SECOND column *before* you read. 2. Read the articles and view the short video listed below. 3. After reading the articles and viewing the video, fill in the third and fourth columns on your chart. 4. Save your chart and submit it for grading. **K-W-L (+Q) chart**	3.7
Describe how the interaction between the environment and innate capabilities affects productivity throughout life. (Topic 2)	3.5	GT2.3, GT2.4, GT5.3-GT5.5		
Topic 3: Phenomenological Experience of Being Gifted / What is the phenomenological experience of a gifted individual?			**M1 DISCUSSION 1.2** Reflect on readings, review your K-W-L-Q chart, and add anything else you may have learned or any other questions you might have. Write a brief paragraph explaining the following to your classmates: What did you add to your chart? What, if anything, did you remove or have answers to that you did not previously have? **Discussion Post**	
Understand the inner experience of gifted children. (Topic 3)	3.6	GT1.2		3.4
Become familiar with Dabrowski's Theory of Positive Disintegration and the importance of Developmental Potential and Overexcitabilities in understanding **the** gifted. (Topic 3)	3.7	GT1.2, GT6.2, GT6.3		3.5 3.6 3.7
Become cognizant of personality variables that affect the social and emotional well-being of gifted children. (Topic 3)	3.8	GT1.2, GT6.1, GT6.2	ASSIGNMENT 1.3 Write 5 statements that describe attitudes and/or actions you will change in some way to better serve the students you teach (especially focusing on the gifted students). Make sure you refer to what you have read as you develop your statements. IMPORTANT: Create your statements before proceeding to Discussion Forum 1.2. It is important that you have an	
Understand the distinguishing characteristics of emotional and spiritual giftedness. (Topic 3)	3.9	GT1.2, GT2.1, GT2.4, GT4.1		3.8 3.9 3.10 3.11 3.12
Topic 4: Strengths and Vulnerabilities / How do the strengths and vulnerabilities of gifted individuals impact their lives?				
Understand strengths and vulnerabilities of a gifted individual that originate from within the self. (Topic 4)	3.10	GT1.1, GT1.2		

Understand vulnerabilities that are due to another's reaction to giftedness. (Topic 4)	3.11	GT1.1, GT1.2, GT6.1-GT6.3	unbiased list of changes that truly reflect your opinions. **Statements**	
Understand the vulnerabilities that are due to a specific circumstance. (Topic 4)	3.12	GT1.1, GT1.2, GT6.1-GT6.3		
Topic 5: Personality Variance of the Gifted and Highly Gifted / How does the very nature of gifted individuals separate them form others?			**MODULE 2: SPECIAL CHALLENGES FOR GIFTED STUDENTS**	
Realize that some researchers further categorize gifted people by IQ scores, into highly and profoundly gifted categories. (Topic 5)	3.13	GT1.2, GT2.4, GT3.4	**M2 DISCUSSION** Think about the "big picture" items that really stand out to you regarding giftedness from all aspects. Write a reflection on the following:	
Understand that a person who has an I.Q. that is two or more standard deviations above the norm will have greater difficulty finding peers and will be misunderstood by others. (Topic 5)	3.14	GT1.2, GT2.4, GT3.4	What will you do with this information? How will it inform how you interact with and	3.13 3.14
Recognize that a person with an I.Q. two or more standard deviations above the norm is different. (Topic 5)	3.15	GT1.2, GT3.2-GT3.4	prepare for the gifted learners in your classes? What will you do differently? Why? What will stay the same?	3.15 3.16
Understand that any grouping of traits for profoundly gifted individuals is merely for convenience of presentation. (Topic 5)	3.16	GT1.2, GT3.2-GT3.4, GT6.2, GT6.3	Are there any theories or concepts that do not resonate with you? What are they? Why do you reject them? Imagine the ideal setting for gifted learners in blended classrooms. What does it look like? How might you achieve this in your own room? **Reflection Post**	

Topic 6: Special Populations / How can we identify and support a gifted child who displays atypical characteristics due to life experiences?				
Describe the different social and emotional needs of gifted students from special populations, including gender, ethnicity and culture, socioeconomic status, twice exceptional, and underachieving students. (Topic 6)	3.17	GT1.1, GT1.2, GT3.1-GT3.4, GT6.3	**ASSIGNMENT 2.1** Fill in comparison chart with the categories explaining a few of the social and emotional needs faced by each group of gifted students and some possible intervention strategies that a regular classroom teacher can utilize.	3.17
Realize the need for additional or different assessment tools to identify special population students. (Topic 6)	3.18	GT4.1-GT4.3	Choose one of the movies from the list. Watch the movie, indicate on your chart difficulties with which the individual	3.18
Learn how to recognize, understand, and support gifted children with multiple differences. (Topic 6)	3.19	GT4.1-GT4.3	struggles. Write a paragraph under the chart describing the type of giftedness and what you have learned overall from your study of the exceptionally gifted.	3.19
Topic 7: From Risk to Resiliency / How can we help foster resiliency in at-risk gifted students?				
Identify risk factors and resiliency as related to gifted students. (Topic 7)	3.20	GT1.2, GT2.1, GT2.2	**ASSIGNMENT 2.1** Create an acrostic for the word "gifted" that highlights the risks, vulnerabilities,	3.20
Enumerate what you can do as a teacher to help students at risk. (Topic 7)	3.21	GT2.1-GT2.4	resiliency, and ability to overcome adversity exhibited by many gifted individuals. You may write this as a word document or a	3.21
List symptoms in children and adults of addiction and physical or sexual abuse. (Topic 7)	3.22	GT1.2, GT6.1-GT6.3	PowerPoint (or any other creative means of presentation.) **Presentation**	3.22

Topic 8: Opportunities in Educational Placement / How can schools support our brightest students?			M3-SUPPORT, GUIDANCE AND ADVISEMENT OF GIFTED STUDENTS	
Read Templeton National Report on Acceleration- A nation deceived: How schools hold back America's brightest students. Vol. 1 and 2. (2004) and A Nation Empowered. Vol. 1 and 2 (2015) Colangelo, N., Assouline, S., & Gross, M. (Topic 8)	3.23	GT4.2, GT5.3, GT5.4, GT6.2, GT6.3	**M3 DISCUSSION** Compare A Nation Empowered, Volumes 1 and 2 (2015) to A Nation Deceived, Volume I and 2 (2004). A Nation Empowered, Volumes 1 and 2 (2015) is the updated report, written by the same authors. What has changed since this first report, A Nation Deceived, Volume I and 2 (2004), was published? How does this impact how we should improve services for students who are gifted? What does this mean for students who are not gifted, but who are high performers? Write a reflection on what this means for you. **Reflection Post**	3.23
Understand two categories of acceleration - grade based and subject based - and list 18 acceleration options that respond to gifted students' academic needs and support their social and emotional well-being. (Topic 8)	3.24	GT3.2	**ASSIGNMENT 3.1** Complete the following activities for this learning activity. Read Jenny's Letter to the Principal. (taken from the IAS Manuel) Write a letter as if you are a friend of Jenny's parents discussing what you think are the best options for Jenny, given her words. Also include possible negative impacts Jenny might experience, however small the likelihood. Make sure you use the research you've read relevant to acceleration. You also may choose to consider the following questions as you write: What could be done for Jenny? What may result if she is/isn't accelerated? What are the possible benefits and/or pitfalls of	3.24
Compare and contrast Florida's Acceleration Statute 1002.3105 f. s. with your district's schools' policies and activities for acceleration. (Topic 8)	3.25	GT3.2, GT6.2		3.25
Recognize home-schooling as a positive option for some gifted students and families. (Topic 8)	3.26	GT5.2		3.26
Be aware of myths, fears and expectations of teachers and administrators that hold back students and the research that responds to these concerns. (Topic 8)	3.27	GT6.1, GT6.2		3.27

			accelerating her? Might enrichment be a better option than acceleration? Explain. **Letter**	
Topic 9: Counseling, Guidance, and Career Placement / How can we help students learn what they want to do, not just what others think they should do?				
Understand the need for supportive services for gifted individuals due to the complexity and sensitivity of their nature. (Topic 9)	3.28	GT3.1-GT3.3	**ASSIGNMENT 3.2** Download the document to complete this activity. (view a sample chart) Do the following: In the first column, list the five aspects of the Self: intellectual, emotional, physical, social, and spiritual/moral in a word document vertically, in the left-hand column.	
Recognize that a counselor, therapist, or psychologist must be educated in the gifted field so not to misdiagnosis common characteristics of gifted individuals as pathology. (Topic 9)	3.29	GT6.1-GT6.3	Next, in the second column, rank them in their order of importance to you. In the third column, number the five in order of how much time you spend daily on each domain.	3.28 3.29 3.30
Realize counseling provides empathy and partnership in times of need. (Topic 9)	3.30	GT6.1, GT6.2	Reaction: What do you notice about the differences between columns 1, 2, and 3? Are those numbers 4 & 5 the ones you'd like to get to, but just cannot make that happen? Under your 3 columns, write about your results and how your life would be different if you lived out of all five aspects of the Self.	

			As you have read, health and well-being is created by tending to all five aspects every day. Gifted individuals tend to overemphasize the intellect and diminish the importance of at least several parts of themselves. Question 1: How might you help gifted children in your classroom recognize and respect their five domains? Write a short reflection. **Writing Result/Reflection**	
Identify activities and resources to assist K-12 students who are gifted in planning for further education, career, or life choices. (Topic 9)	3.31	GT6.5, GT7.2, GT7.3	**ASSIGNMENT 3.3** Search the Web for self-discovery inventories (at least 5). Select and take one yourself.	
Recognize that guidance and career counseling support gifted individuals in decision-making for positive life choices. (Topic 9)	3.32	GT4.5, GT5.4, GT7.2, GT7.3	• Write a short paragraph how you can use these assessments with students to elicit self-reflection through the use of dialogue, journal entries, poetry, essays, oral presentations, role-playing, etc? Search for Web for a career inventory program that is accessible for free. ONET is one. Take the inventory. Write a short paragraph how you could use career inventories as a self-awareness activity with your gifted students. **Paragraph**	3.31 3.32

Topic 10: Supporting Social Skills and Leadership / How can we facilitate social skill and leadership development in students?			MODULE 4: SUPPORTING AND ADVOCATING THE GIFTED STUDENT	
Learn how to help students develop social skills and inspire leadership. (Topic 10)	3.33	GT4.5, GT5.4, GT5.5	**M4 DISCUSSION 4.1** Discuss your findings to your leadership type and abilities assessment with the class (to the extent that you are comfortable). What is your leadership style, according to the Inventory? Do you agree? What characteristics do you feel are most important (your top 5)? Anything else you would like to share? **Discussion**	3.33
Support gifted children's experience of global interconnectedness and personal responsibility to take action. (Topic 10)	3.34	GT5.4, GT5.5	**ASSIGNMENT 4.1** Do the following: • Investigate options for students to participate in service learning projects where they work on community and welfare projects.	
Realize that a primary need in life is to belong. (Topic 10)	3.35	GT2.1	• What projects are on-going in your district schools and neighborhoods that students could join? • How do these programs encourage students to take active roles in the community?	3.33 3.34 3.35 3.36 3.37
Help gifted children to appreciate that their profound sensitivity and empathy can be channeled to help humankind. (Topic 10)	3.36	GT5.4, GT5.5	• Brainstorm who could come talk to your class to inform them on volunteer options and the service they could provide. Search through web sites with ideas and resources to help promote the development of philanthropic values. Make a list that you could have available for the parents of your gifted students. The list should	

Recognize that perceptivity, empathy, ethics, values, integrity, and leadership are related. (Topic 10)	3.37	GT2.2, GT5.4, GT5.5	include opportunities for service learning and leadership roles with a brief description and some websites where readers can learn more about leadership. **Service Learning List**	
Topic 11: Advocates for the Gifted / How can advocates positively affect others' understanding and acceptance of gifted children's needs?			**ASSIGNMENT 4.2** Choose three articles you may use to help parents with their gifted child or children. Do the following: 1. List the 3 articles. 2. Write a short 2-3 sentence synopsis of the article. 3. Write why you would choose to give this article to parents as a support tool. Create a pamphlet, website, reference sheet or other publication that would be appropriate to share with parents to share these articles.	
Acquire and refine the knowledge and skills needed to advocate for gifted learners. (Topic 11)	3.38	GT6.5		
Identify how parent, teacher, and educational advocates can positively affect gifted services and programming. (Topic 11)	3.39	GT6.5		3.38
Identify advocacy issues, needs, resources, educational laws, skills, and strategies. (Topic 11)	3.40	GT6.5		3.39 3.40
Support the necessity of self-advocacy by gifted students. (Topic 11)	3.41	GT6.1, GT6.5		3.41
Topic 12: Parenting the Gifted Child and Family Dynamics / What is different about parenting a gifted child?				3.42 3.43
Understand that gifted children naturally have unique needs that parents are challenged to address daily. (Topic 12)	3.42	GT1.1, GT1.2		3.44
Recognize that parents of gifted children need guidance and support to respond suitably to additional needs and demands of their children. (Topic 12)	3.43	GT1.2, GT6.2, GT6.3		
Realize that parents of gifted children may experience isolation from other parents due to other's lack of understanding; societal expectations and myths; jealousy;	3.44	GT1.2, GT6.2, GT6.3		

competition; and lack of acceptance that gifted children have special needs. (Topic 12)				
Understand the significance of the quote from Mr. Rogers: "The best parents can do for children is to listen to them." (Topic 12)	3.45	GT1.2, GT6.2, GT6.3	**M4 DISCUSSION 4.2** Mister Rogers (yes, the famous Fred Rogers from Mister Rogers Neighborhood) was a very wise man. He studied children and education for years and made some significant contributions to how parents guide their children and help them develop. One of the "pearls of wisdom" he offered parents was this. *"The best thing parents can do for children is to listen to them."* Although he was not speaking specifically of gifted children, what do you think he meant by this comment? How is it particularly relevant to supporting gifted children? Do you agree with the quote, or might you say something different? **Reflection Post**	3.45

COMPETENCY 4: EDUCATION OF SPECIAL POPULATIONS OF GIFTED STUDENTS 2025

Participants will examine the many misconceptions of what it means to be gifted as well as the challenges and issues that face the diverse populations of gifted students as they struggle to gain acceptance, recognition, and access to appropriate gifted education to meet their individual needs. They will gain an understanding of central issues in multicultural education that examine questions of equity and excellence; prejudice and stereotyping of special populations; and lack of awareness, understanding, and recognition manifested in discriminatory practices on the national, state, and local levels of education. They will examine policies and procedures to screen, identify, and provide appropriate modifications to curriculum for these diverse gifted students.

Specific Objective	Objective Code	NAGC-CEC Standards Gifted/Talented	Curriculum Study Assignment at Objective Level with Built-In Formative Assessment	Objective Codes Mastered
Topic 1: Identification of Special Populations of Gifted Students / How do we identify the special populations?			**MODULE 1: RECOGNIZING GIFTED IN SPECIAL POPULATIONS**	
Demonstrate knowledge of Plan B (Florida Statutes and State Board of Education c) and 6A. -6. 03313 (Procedural Safeguards for Exceptional Students Who are Gifted). (Topic 1)	4.1	GT4.1, GT4.2, GT4.3	**M1 DISCUSSION 1.2** Discussion 1.2 - Discuss the question, "Do you agree or disagree with the development of different criteria for the identification of gifted students and should that criteria be based upon potential for gifted performance or upon demonstrated academic giftedness? Why?" **Discussion Post**	4.1
Demonstrate Knowledge of alternative assessments and non-traditional screening, and evaluation appropriate for use with students from special populations. (Topic 1)	4.2	GT4.3	**ASSIGNMENT 1.1** Review the Demographics of Gifted Students in Florida. Identify three challenges associated with the identification, placement, or provision of appropriate instruction to special populations of gifted students. Select a subgroup from the special	4.2 4.3 4.4 4.5
Match appropriate screening and identification procedures with the needs of special populations. (Topic 1)	4.3	GT4.1, GT4.2, GT4.3		
Topic 2: Diverse Types of Gifted Students / What are the categories and needs of these special populations of gifted students?				

Description			Assignment	
Within the broad spectrum of giftedness in the general population, identify subgroups and underserved populations. (Topic 2)	4.4	GT4.1, GT4.3	populations of gifted students, create an electronic presentation or create a document explaining the challenges you identified with this group of gifted students and how you plan to use this information in identifying this subgroup in your school. **Presentation or Document**	
Understand the learning needs and challenges of diverse types of gifted students. (Topic 2)	4.5	GT2.1, GT3.1, GT3.2, GT3.4		
Identify the unique needs of gifted girls, culturally diverse, rural, those with disabilities, underachieving, highly gifted, young gifted students, and disadvantaged gifted students. (Topic 2)	4.6	GT3.1, GT3.3	**ASSIGNMENT 1.2 Option A OR B** **Option A:** Choose a student in your class that you believe could qualify for the gifted program under Plan B. Complete the Gifted Indicators Checklist or a comparable one found in your district's Plan B based on that student. Score the checklist to determine if the student should be considered for eligibility of a gifted program. Write a one-page paper that explains why you would or would not recommend this student for testing for the gifted program. Use the data that you collected on the Gifted Indicators Checklist to support your response.	4.6 4.7 4.8 4.9 4.10 4.11 4.12 4.13 4.14 4.15 4.16
Examine the challenges of finding gifted students from underserved populations. (Topic 2)	4.7	GT4.1, GT4.3		
Justify the need to modify and differentiate the curriculum in terms of the needs of these special populations. (Topic 2)	4.8	GT3.4, GT4.5		
Topic 3: Multicultural Gifted Education: Incidence of Special populations of Gifted / Who are the special populations of gifted students?				
Examine the nature of giftedness in relation to multicultural principles and underserved populations. (Topic 3)	4.9	GT1.1, GT1.2, GT4.1		
Acquire knowledge of diversity focus of national standards in gifted education. (Topic 3)	4.10	GT6.1, GT6.3	**Written Paper** **OR**	
Justify the need to modify and differentiate the curriculum in terms of the needs of these special populations. (Topic 3)	4.11	GT3.3	**Option B:** Develop a presentation for your staff that explains Plan B. Be sure to include the rational for Plan B, the criteria for the students, and characteristics specific to low socioeconomic status (SES) and English Language Learners (ELL) populations.	
Examine personal cultural competencies. (Topic 3)	4.12	GT1.2		
Topic 4: Ethnicity / Why do special populations of gifted students need special considerations for programming and curricular options? How can programming for gifted students incorporate diverse ethnic perspectives?				
Understand the impact of global diversity issues in education of gifted students from diverse ethnic perspectives. (Topic 4)	4.13	GT1.1, GT1.2, GT4.1		

Examine the rights and perspectives of diverse ethnic religions of gifted students and first amendment issues. (Topic 4)	4.14	GT2.1, GT3.4	Describe other underserved populations would be included.	
Identify the characteristics of specific ethnic groups of gifted students. (Topic 4)	4.15	GT1.1, GT1.2, GT5.1	**Presentation**	
Develop an awareness of and demonstrate teaching strategies for addressing the needs of specific ethnic groups. (Topic 4)	4.16	GT1.1, GT1.2, GT2.1-GT2.4		
Topic 5: Linguistic Diversity / Why do linguistic minority gifted students need special considerations for programming? What modifications to the curriculum should be made for linguistic minority gifted students?			**MODULE 2-DIVERSE GIFTED IN SPECIAL POPULATIONS**	
Understand the characteristics and needs of linguistic minority gifted students. (Topic 5)	4.17	GT1.1, GT1.2	**M2 Discussion** Discuss the questions, "What are some of the specific barriers in the identification of gifted students from underrepresented populations?" and "What can be done to overcome the barriers?" **Discussion Post**	4.17
Appreciate and incorporate the cultural and linguistic perspectives of gifted students who are bilingual or multilingual into curriculum. (Topic 5)	4.18	GT3.1-GT3.4	**ASSIGNMENT 2.1** After reading a biography of an eminent person who had a disability, develop a reflection paper, poem, or graphic collage that is reflective of the obstacles he/she had to overcome. Completed one-page reflection paper, poem, or graphic collage on an eminent person with a disability **Reflection Product**	4.17
Examine policies and procedures for working with gifted LEP (Limited English Proficient) or EL (English Learners) students. (Topic 5)	4.19	GT6.1, GT6.2, GT7.3		4.18
Examine ways to identify high potential linguistic minority students. (Topic 5)	4.20	GT4.1, GT4.3		4.19
Identify strategies to effectively work with linguistic minority students. (Topic 5)	4.21	GT4.5, GT5.1-GT5.5		4.20
Identify strategies to effectively work with linguistically diverse gifted students and those who are classified as LEP or EL students. (Topic 5)	4.22	GT4.5, GT5.1-5.5		4.21
Topic 6: Underachievement / Why do underachieving gifted students from diverse populations need special considerations for programming and curricular options?				4.22

			ASSIGNMENT 2.2 Option A OR B	
Examine the impact of cultural, ethical, and educational norms and expectations on underachievement in gifted students. (Topic 6)	4.23	GT1.1, GT1.2	**Option A:** List and describe 10 different ways that you would differentiate the content, process, product or learning environment to meet the needs of an underachieving student.	
Understand the individual characteristics, attitudes, and circumstances that can affect the achievement of a gifted student from diverse populations. (Topic 6)	4.24	GT6.1, GT6.2, GT6.3	**List/Description** OR	
Explore ways to identify gifted students from special populations who are unsuccessful in school. (Topic 6)	4.25	GT4.1	**Option B:** Review the <u>Demographics of Gifted Students</u> in Florida. Identify three	4.23
Examine the characteristics and needs of these students. (Topic 6)	4.26		challenges associated with the identification, placement, or provision of	4.24 4.25
Identify strategies to assist these students. (Topic 6)	4.27	GT2.3, GT2.4, GT4.5, GT5.1-5.5	appropriate instruction to low income students. Create an electronic presentation or create a document explaining the	4.26 4.27
Topic 7: Socio-economic and Educational Disadvantage / How does poverty and lack of opportunity mask the recognition and development of giftedness in disadvantaged students?			challenges you identified with low income students and how you plan to use this	4.28 4.29 4.30
Identify and describe low socio-economic status populations that are underserved. (Topic 5)	4.28	GT1.1, GT1.2	information in identifying this subgroup in your school.	4.31 4.32
Examine the nature of giftedness as masked by socio-economic and educational disadvantages. (Topic 7)	4.29	GT1.1, GT1.2	**Presentation or Paper**	4.33 4.34
Identify inhibiting socio-economic factors that have prevented services for low-income gifted children. (Topic 7)	4.30	GT1.1, GT1.2, GT2.1, GT2.2, GT2.4		
Identify key research on identification of disadvantaged gifted students from underserved populations. (Topic 7)	4.31	GT1.1, GT1.2, GT6.1-GT6.5		
Examine alternative, contextual or process-oriented forms of assessment as promising ways to identify low-income gifted students. (Topic 7)	4.32	GT4.1-GT4.4		

Examine methods and strategies that challenge the unique needs of disadvantaged gifted children. (Topic 7)	4.33	GT5.1- GT5.5		
Research promising programs and services for socio-disadvantaged gifted children that would accommodate their unique needs for skill-development, exposure to relevant experiences, mentoring opportunities, and access to resources in the community. (Topic 7)	4.34	GT6.1-GT6.5		
Topic 8: Twice-Exceptional Students / Why are students with physical and sensory impairments underrepresented in gifted programs? How can we increase representation of students with emotional and behavioral disorders in the gifted program and meet their needs in the classroom? How can we improve participation of students with learning disabilities in the gifted program and meet their unique needs in the classroom?				
Clarify and define diverse types of gifted twice-exceptional students. (Topic 8)	4.35	GT1.1, GT1.2	**ASSIGNMENT 2.2** Complete a short case study on a gifted twice-exceptional student. Select which disability: physical impairments, sensory impairments, emotional and behavioral disabilities, and learning disabilities. Student may be imaginary. Describe the gifted twice-exceptional student's giftedness and disability characteristics. Include any medical diagnoses, strengths, and weakness, as well as any strategies that may have been used in the past to support the student.	
Demonstrate knowledge, characteristics, and needs of students who are both gifted and have a disability, including physical impairments, sensory impairments, emotional and behavioral disabilities, and learning disabilities. (Topic 8)	4.36	GT1.1, GT1.2 GT6.1, GT6.2, GT6.3		4.35 4.36 4.37 4.38
Identify the reasons that gifted students with disabilities are underrepresented in gifted programs. (Topic 8)	4.37	GT1.1, GT4.1		

Discuss strategies and programming needs for gifted students who are twice-exceptional. (Topic 8)	4.38	GT2.4, GT5.1-GT5.5	Determine a list of at least five general classroom accommodations to support the student. Provide a rationale for each of your accommodation recommendations. **Case Study**	
Topic 9: Diverse Family Structures and Pressures / How do the many different types of families and the challenges they face affect the development of the gifted student from special population groups?			**MODULE 3: UNIQUENESS AND UNDERACHIEVEMENT OF GIFTED STUDENTS**	
Identify and describe the impact of non-traditional experiences, values, and cultural expectations on the development and educational experiences of gifted students. (Topic 9)	4.39	GT1.1, GT1.2, GT4.1, GT6.2	**ASSIGNMENT 3.2** Write a one-page paper on the different types of family structures, circumstances, and pressures that gifted students from diverse families experience and how it affects academic achievement. **Paper**	4.39 4.40 4.41 4.42
Identify the unique characteristics and needs of gifted students from diverse family structures. (Topic 9)	4.40	GT1.1, GT1.2, GT6.3		
Identify strategies for stimulating personal growth of gifted students from diverse families. (Topic 9)	4.41	GT4.5, GT5.1-GT5.5		
Identify community support systems for diverse families of gifted students. (Topic 9)	4.42	GT4.1, GT6.3, GT7.2, GT7.3		
Topic 10: Gender and LGBTQ+ / Why do special populations of LGBTQ+ need unique considerations for programming and curricular options?				
Examine stereotyping and prejudice that impacts girls, boys, and those who identify as LGBTQ+. (Topic 10)	4.43	GT1.2, GT4.1, GT6.2	**ASSIGNMENT 3.2** Create a presentation to share with teachers of the gifted on one of the following special populations of gifted students: Girls / Boys / A specific subgroup of the LGBTQ+ community The presentation should include the following information: Appropriate definition and description of the population	4.43 4.44 4.45
Examine the impact of culture and ethnicity on gender expectations for gifted students from minority groups. (Topic 10)	4.44	GT1.1, GT1.2, GT4.1		

Demonstrate knowledge of how gender can affect achievement and aspirations of gifted students. (Topic 10)	4.45	GT1.1, GT1.2, GT6.2, GT6.3	Identified stereotyping and prejudice that impacts the chosen special population Any cultural and/or ethnic impact on expectations and acceptance of the chosen special population How this identity can affect achievement and aspirations of the gifted student Organizations to support the chosen special population Any specific unique needs of the chosen special population **Presentation**	
Explore the contribution of mentorships in their education. (Topic 10)	4.46	GT4.4, GT4.5, GT6.5	**M3 Discussion** Identify a mentorship program for gifted students from special population groups, then discuss how they would benefit from this type of program. **Discussion Post**	
Topic 11: Age: Young Gifted and Highly Gifted / Why do special populations of very young gifted students, and the highly gifted, need special considerations for identification, programming, and curricular options?			**MODULE 4 - MEETING THE NEEDS OF ALL GIFTED STUDENTS**	
Examine concepts of age-appropriate development in relation to concepts of giftedness. (Topic 11)	4.47	GT1.2, GT4.1, GT6.2, GT6.3	**M4 Discussion** Discuss "Why is it important to identify gifted learners as early as possible and what makes identifying difficult?" **Discussion Post**	4.47
Understand the needs and characteristics of very young gifted students. (Topic 11)	4.48	GT1.1, GT1.2	**ASSIGNMENT 4.1** Prepare a PowerPoint presentation for the stakeholders (parents, peers, administrators) explaining curricular options that could be put into place as a part of services for (**Choose one**) highly gifted children or very young gifted students. Include information on	4.48
Examine ways to identify very young gifted students in early childhood education and support their educational and personal needs. (Topic 11)	4.49	GT3.1-GT3.4, GT4.3		4.49 4.50 4.51
Understand the needs and characteristics of highly gifted students. (Topic 11)	4.50	GT4.1-GT4.4		4.52

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Identify problems, challenges and present options for developing skills in highly gifted students. (Topic 11)	4.51	GT4.1- GT4.4	characteristics, challenges, and program options. PowerPoint Presentation	
Examine exemplary practices and programs for meeting the needs of the highly gifted student. (Topic 11)	4.52	GT5.1-GT5.5		
Topic 12: Evaluation of Effective Programs for Special Populations of Gifted Students / How can we judge the effectiveness of programs for special populations of gifted students?				
Identify and describe criteria of effective programs. (Topic 12)	4.53	GT1.1, GT1.2, GT6.1	**ASSIGNMENT 4.2** Develop an Action Plan by completing the Gifted Program Services Evaluation PDF by evaluating gifted program services at your school. Select one element of the program to evaluate. Then use school or district data to guide you through the creation of your Action Plan. **Action Plan**	
Examine theories of giftedness in the socio-cultural perspective in relation to goals for gifted programs. (Topic 12)	4.54	GT6.1- GT6.5		4.53 4.54 4.55 4.56 4.57
Identify instructional methods that accommodate the needs of special populations. (Topic 12)	4.55	GT5.1-GT5.5		
Identify key research on programs for special populations. (Topic 12)	4.56	GT6.1-GT6.5		
Communicate and consult with school personnel to evaluate the effectiveness of programs in local schools/districts. (Topic 12)	4.57	GT7.1-GT7.3		

COMPETENCY 5: THEORY AND DEVELOPMENT OF CREATIVITY 2025

Participants will develop an awareness of valuing creativity, clarifying creativity, understanding the elements of creativity, cultural conceptions of creativity, and assessing creativity. They will also learn how to foster a creative learning environment, nurture, and develop creativity, identify goals, and use evaluation procedures.

Specific Objective	Objective Code	NAGC-CEC Standards Gifted/Talented	Curriculum Study Assignment at Objective Level with Built-In Formative Assessment	Objective Codes Mastered
Topic 1: Valuing Creativity / Why is creativity important?			**MODULE 1: VALUING CREATIVITY**	
Describe the importance, implications, and benefits of creative thinking for students in today's schools and for society. (Topic 1)	5.1	GT1.1, GT1.2, GT2.1-GT2.4	**M1 DISCUSSION** Complete the self-assessment survey. Share your comments about the survey and/or some individual personal experiences you have had with creativity in the classroom and beyond. **Discussion Post**	5.1
Demonstrate an understanding of how creative thinking can be used to address problems in society. (Topic 1)	5.2	GT5.4	**ASSIGNMENT 1.1** List and discuss examples of how creative thinking can be used to address real problems in contemporary society.	5.2
Describe the impact of creativity on personal growth and self-actualization. (Topic 1)	5.3	GT1.1, GT1.2, GT2.1-GT2.4, GT4.5	**ASSIGNMENT 1.2** Draft a tentative personal definition of Creativity. In addition to your definition, make sure you include how creativity can support our personal growth.	5.3
Topic 2: Defining Creativity / What is creativity?			**MODULE 2: DEFINING CREATIVITY**	

Compare and contrast several definitions of creativity, including a personal definition, and explain why a single definition has not been universally accepted. (Topic 2)	5.4	GT1.2, GT5.1	**M2 DISCUSSION** Choose the researcher from the Creative Process who provides the explanation closest to your own of creativity. Explain why you chose this researcher/definition, and how you use this definition of creativity when you plan your classroom instruction. What is your definition of creativity? How has it changed since you started this course? **Discussion Post**	5.4 5.5
Review research in the field of creativity and apply it to a classroom setting. (Topic 2)	5.5	GT1.2, GT5.1		
Demonstrate an understanding of the elements of creative thinking, e.g. fluency, flexibility, originality and elaboration. (Topic 2)	5.6	GT1.2, GT5.1	**ASSIGNMENT 2.1** Create a visual representation of the elements of creative thinking. **Representation**	5.6
Identify cognitive and personal characteristics associated with creativity across cultures and throughout time using contemporary and historical examples. (Topic 2)	5.7	GT1.2, GT2.1, GT5.1	**ASSIGNMENT 2.2** Read Creative Thinking Behaviors, focus on verbs used to describe creative thinking in both cognitive and affective areas. Create examples of tasks/assignments you might assign to students using verbs from the reading. You should have five examples from the different behaviors (only one example for each behavior you choose). **Examples**	5.7
Topic 3: Developing and Nurturing Creativity / How can creativity be developed and nurtured?			**MODULE 3: DEVELOPING AND NURTURING CREATIVITY**	
Identify specific personal, developmental, socio-cultural, and educational experiences that facilitate and those that	5.8	GT2.1, GT2.2	**M3 DISCUSSION**	5.8

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inhibit the development of creativity and its expression. (Topic 3)			Choose a person you know whom you see as a creative individual. Interview this individual using Creative Reflection #2. Write a reflect on the persons responses. **Reflection**	
Recognize ways to establish a classroom environment that fosters the development and expression of creativity. (Topic 3)	5.9	GT2.1-GT2.4	**ASSIGNMENT 3.1** Re-design a lesson you have taught to incorporate one or more of the climatic characteristics described in, "Climate for Creativity", "The Environment Conducive to Creativity" and "Ways to Enhance Creativity: A Different Approach". Describe how your room is conducive for fostering creativity during the lesson or what changes need to be made. **Lesson plan/Description**	5.9 5.10
Plan appropriate teaching strategies and groupings that support the development and expression of creative abilities. (Topic 3)	5.10	GT5.1, GT5.5		
Investigate tools and programs (e.g. Odyssey of the Mind, Future Problem Solving, Invent America) for generating ideas, focusing thought, and fostering creativity. (Topic 3)	5.11	GT5.1-GT5.5	**ASSIGNMENT 3.2 Option A or B** **Option A**: Choose a Brainstorming Technique and use it with one of your classes during a lesson - or as a lesson itself. Provide a 300-word reflection on the outcome. **Reflection** OR **Option B**: Based on the content of the readings, create a diagram or visual depiction of matched creative characteristics and teaching strategies. **Diagram or Visual Depiction**	5.11 5.12
Develop instructional plans to integrate creativity within and across the content areas on process and product. (Topic 3)	5.12	GT5.2, GT5.4, GT5.5		

Topic 4: Measuring Creativity and Assessing Creative Outcomes / How can creativity be measured and creative outcomes be measured?			MODULE 4: MEASURING CREATIVITY AND ASSESSING CREATIVE OUTCOMES	
Understand the role of assessment of creativity and the use of tests and inventories. (Topic 4)	5.13	GT4.1-GT4.5	**M4 DISCUSSION** Review instruments used to measure creativity, including information on reliability and validity. You will post your position on the question: "Are creativity tests worth using?" on Discussion Forum 4.1. Support your position with evidence from your reading. **Discussion**	
Describe, compare, and evaluate different instruments for measuring creativity. (Topic 4)	5.14	GT4.1-GT4.5	**ASSIGNMENT 4.1 Option A or B** **Option A**: Add a creative component to a pre-existing student assignment and design a rubric for assessing the outcome. Submit the assignment directions or description and the rubric. **Assignment Directions/Rubric** **Option B**: Assess a creative product with the Student Product Assessment Form (SPAF) . Submit a copy of the student work along with the completed SPAF. **Assessment/Student Work**	GT4.1-GT4.5 GT4.1-GT4.5 GT4.1-GT4.5
Examine the role of assessment, including portfolio development, in the evaluation of creative processes and products. (Topic 4)	5.15	GT4.1-GT4.5		
Describe traits and appropriate criteria used to assess creative outcomes and products. (Topic 4)	5.16	GT4.1-GT4.5		
Topic 5: Personalization and Commitment to Creativity / How will you commit to nurturing creativity in your students and yourself?				
Explore and analyze the ethical issues surrounding creativity. (Topic 5)	5.17	GT6.1	**ASSIGNMENT 4.2**	5.17

			Explore topics related to ethics such as creativity and nationalism; creativity and equity creativity as human freedom; creativity of the future. Generate a web or collage about how we see creativity in at least one of the areas (arts, science, education, etc.) affecting humans and predicting how creativity will be needed in the future.	
Design and implement a personal plan for establishing a classroom environment to nurture and develop creativity. (Topic 5)	5.18	GT2.1, GT2.2	**ASSIGNMENT 4.3** Design a personal plan to establish an environment to nurture and develop creativity. Create a visual representation of the plan. **Personal Plan Visual**	5.18
Evaluate personal and student creativity development and monitor success in applying creativity strategies to real problems and challenges. (Topic 5)	5.19	GT4.4, GT4.5		5.19

E. INSTRUCTORS

Selection of instructors for the Gifted Endorsement Add-on Endorsement Program will be based on the following minimum selection criteria:

- Current Florida teaching certificate (or the equivalent) with gifted endorsement,
- 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.

COMPETENCY COMPLETION REQUIREMENTS

The option of completing the five components is available for teachers in lieu of taking college courses to earn the Gifted Add-on Endorsement. In order to satisfy specialization requirements in Rule 6A-4.01791, Florida Administrative Code, participants must have a bachelor's or higher degree with certification in an academic class coverage and complete 15 semester hours or 300 inservice hours including the following: Nature and Needs, Curriculum and Instructional Strategies for Teaching Gifted Students, Guidance and Counseling for the Gifted, Education of Special Populations of Gifted Students, and Theory and Development of Creativity.

A. PROGRAM COMPLETION

Satisfactory completion of all required training activities in each module/component and demonstration of mastery of all competencies within is required for program completion. Satisfactory completion of individual components for add-on purposes may be demonstrated through:

1. Instructor's verification of successful demonstration of all applicable competencies and products within the component of the approved add-on program;

2. Verification of successful demonstration of all applicable competencies within a component of another district's Gifted add-on program shall be conducted by personnel from the district's staff development office and will apply when reasonable equivalency between the components can be established through a review of the approved program; or,

3. Successful completion of a college or university course documented by official transcript, where reasonable equivalence can be established between the component and the course through review of the course catalog description and course materials. This review shall be conducted by personnel from the district's staff development office.

In order to satisfy specialization requirements in Rule 6A-4.01791, Florida Administrative Code, participants must complete all requirements listed above.

Methods for determining a participant has obtained all the competencies required for the specialization area are addressed within the coursework requirements and reflected in the Matrix. The successful completion of each required course will document that the participant has attained the competencies and skills addressed in and specific to the course.

Proof of successful course completion and the awarding of inservice points will be maintained by the district professional development office. At the conclusion of each course, each participant successfully mastering the competencies therein will be awarded inservice credit per the Professional Learning Catalog. Upon successful completion of all five required courses, completing the required 300 inservice hours, the professional development office will provide the participant with a Certificate of Completion noting that the participant has successfully completed the Gifted Add-on Endorsement Program. The teacher certification office will then assist the participant in completing Form CG-10 and collecting the appropriate processing fees associated with petitioning The Florida Department of Education to add the Gifted Add-on Endorsement to the educator's teaching certificate.

B. COMPETENCY DEMONSTRATION

All those attempting to add the Gifted Endorsement to their Florida Educator's Certificates must earn a minimum of 300 inservice points by successfully completing the prescribed set of inservice components including the demonstration of all competencies required for the endorsement or through documented evaluation means. In general, competency demonstration will be done through products, tests, classroom demonstrations, and/or portfolios; however, procedures for evaluation of competency achievement within components will vary depending on the nature of the competency. Inservice training credits for those completing the add-on program will be awarded on the basis of a candidate's successful completion of the components, direct instruction, practicum (when applicable), and follow-up activities.

C. COMPETENCY VERIFICATION

Verification of competencies other than through the procedures stated above is not an option for the Gifted Add-on Endorsement Program. Certificates will be issued to successful completers as a record of competency completion.

PROGRAM EVALUATION

A. EVALUATION PLAN

Program assessment techniques, training components, and competency acquisition by individual participants will be used to evaluate the Gifted Endorsement Program. Methods by which the component coordinator will determine successful completion of individual participants are described for each component.

1. Individual participants will be evaluated on the basis of having acquired the necessary competencies as verified by the instructor in accordance with approved methods and criteria.

2. Participants, using district staff development program procedures, will evaluate each training component.

3. The program may be assessed by participants, instructors, staff development personnel, district Gifted director, principals, or school-level coaching specialists to determine program effectiveness and program efficiency in terms of management, operation, and delivery.

4. The budget for Gifted Endorsement will mostly be borne by the participating educators. Participants may be able to participate in FDLRS-sponsored courses that are offered free of charge. In some cases, a school district will reimburse the participant for successful completion of the endorsement program. Staff development personnel will monitor administrator time and effort to ascertain intangible program costs.

5. Methods by which the component coordinator will determine the impact of the component on the individual's job performance and/or classroom, school, work setting are described as part of each component evaluation.

B. ANNUAL REVIEW

Data described below will be reviewed and analyzed per Rule 6A-5.071(7), F.A.C.:

DESCRIPTIVE DATA

- Number of teachers who are out-of-field in Gifted
- Number and percentages of out-of-field that have enrolled in the add-on program
- Number of program completers

CLIENT SATISFACTION DATA

Attitudes of candidates will be surveyed to determine the extent to which:
- The program is meeting candidate needs.
- The quality of instruction is consistent with professional development standards.
- The curriculum is pertinent to their coaching and professional development needs.
- The pace, quantity, and quality of assessments are compatible with their primary coaching responsibilities.

SUPERVISORY EVALUATION DATA

- The add-on certification program is meeting school and program needs.
- Skills acquired in add-on training are practiced and shared with others.
- Evidence exists of tangible benefits to students accruing from add-on training.
- Implementation of the program is cost and time effective.

The data collected during the annual review will be used to determine overall program performance and the carry-over effects of the inservice education and training into the Gifted classroom arena.

MANAGEMENT

The NEFEC Organization of Educational Leaders (NOEL) Key District Contacts, along with the NEFEC Professional Learning Catalog/Endorsement Coordinator will be responsible for the overall management of the add-on program. Inservice training will be offered by districts, NEFEC, FDLRS, state institutions, FDOE, and regional service providers.

The North East Florida Educational Consortium will be responsible for:

- Updating and reviewing the courses

- Advertising the availability of the courses to the individual districts

- Providing qualified facilitators (see *Instructors* on page 28)

A. CANDIDATE APPLICATION AND ADMISSION

The individuals designated above will share the process for application, admission, and verification of the Gifted Endorsement Program. Eligibility to participate in the program is predicated on a candidate's holding a valid Florida Professional or Temporary Certificate based upon a bachelor's degree or higher with certification in an academic, degreed vocational, administrative, or specialty class coverage, and being currently employed by the School District.

A candidate who enters the program based on a temporary certificate must show proof of eligibility for a Professional Certificate prior to the district's verification of completion of the program. Permanent substitutes with valid full-time Florida Temporary or Professional Education Certificates are eligible to enroll in the program.

Enrollment preference will be given to educators who are currently classified as in need of Gifted Endorsement to meet employment requirements. Other participants will be admitted to the Gifted Endorsement Program as part of their Individual Professional Development Plan or to earn inservice credit for recertification purposes.

B. ADVISEMENT

Each applicant will receive Add-On Certification information, and orientation will be provided. If required by the district, an applicant will meet with the district's designee and complete a Plan of Study that will be agreed upon by both the district and the applicant.

Continuing advisement will be provided by the appropriate district office personnel on matters related to certification add-on offerings, training requirements, and progress toward completion of the Gifted Endorsement Program.

The district will ensure that staff members are available to assist candidates with the initial program orientation, the developments of a Plan of Study (if required), inservice training information, and follow-up advisement for successful program completion.

C. ATTENDANCE REQUIREMENT FOR INSERVICE POINTS

Attendance is mandatory unless because of serious illness or extreme emergency the instructor excuses the absence. Excused absence class hours must be satisfied through a schedule approved by the instructor.

When participants have completed all program completion requirements, thereby demonstrating mastery of competencies and objectives, program completion is verified. Successful completion of all components will be verified by the district which then notifies the Florida Department of Education. It is the participant's responsibility to complete each component within the timelines established by the School Board Rule 6A-1.0503, Definition of Qualified Instructional Personnel.

D. TRANSFER AND UTILIZATION OF CREDIT

Credit earned in college courses from an accredited institution of higher education may be considered for transfer of credit to this add-on certification program. College courses are converted to inservice points with each semester credit hour equivalent to 20 inservice points. Participants must request an official college transcript from the institution of higher education for courses they wish to transfer; course syllabi will be analyzed to determine correlation to the appropriate Gifted inservice course within the chosen plan of study.

Inservice credit earned in other school districts may be applied to the Gifted Endorsement Program provided that (1) the component is of equivalent or higher content level, and (2) the component was earned as part of an approved Add-on Certification Program for Gifted. Participants must request an official Inservice Transfer Record be sent from the previous employer to the district staff development director.

E. CERTIFICATION OF COMPLETION

When participants have completed all program completion requirements thereby demonstrating mastery of competencies and objectives, program completion is verified. Since records are kept during each step of the Gifted Endorsement Program by district staff development personnel, a professional development tracking system, or other inservice tracking systems, documentation is easily accessed by district staff to verify successful completion of all components. Upon verification, the Department of Education will be notified.

SCHOOL BOARD APPROVAL

In order for the Gifted Add-On Endorsement Program to receive state approval, a statement signed by each district superintendent and chairman of the School Board stating that it has been approved locally for submission is included with this document.