Nature and Needs of the Gifted

COMPONENT #: 1-106-301   **POINTS TO BE EARNED:** 60 MPP

<mark>PART I – PLANNING</mark>

DESCRIPTION: Write a brief description of content and intent of component.

This component is designed to enable the participant to demonstrate understanding 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.

STANDARDS/FOCUS AREAS ADDRESSED BY COMPONENT: Identify the standards, national/state/district imperatives, initiatives or key focus areas this component supports.

Standards for Professional Learning (choose one)

☐ Learning Communities   X Learning Designs
☐ Leadership   ☐ Implementation
☐ Resources   ☐ Outcomes
☐ Data

Florida Educator Accomplished Practices (check all that apply)

X Instructional Design and Lesson Planning   X Assessment
X The Learning Environment   ☐ Continuous Professional Improvement
X Instructional Delivery and Facilitation   ☐ Professional Responsibility and Ethical Conduct

Florida Leadership Standards (check all that apply)

☐ Student Learning Results   ☐ Decision Making
☐ Student Learning as a Priority   ☐ Leadership Development
☐ Instructional Plan Implementation   ☐ School Management
☐ Faculty Development   ☐ Communication
☐ Learning Environment   ☐ Professional and Ethical Behaviors

IPEGS Standards (check all that apply)

X PS 2 – Knowledge of Learners   X PS 6 – Communication
X PS 3 – Instructional Planning   ☐ PS 7 – Professionalism
XPS 4 – Instructional Delivery and Engagement X PS 8 – Learning Environment
X PS 5 – Assessment

IMPACT FOCUS AREA(S): select the intended impact focus area(s) from the choices below. Note that Impact Evaluation procedures should reflect this level of impact.

X Educator knowledge/skill (content)   X Student learning
X Educator (professional growth)   ☐ Organizational support and change

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SPECIFIC LEARNER OUTCOMES: Identify the intended learner outcomes (number and content of learner outcomes should be reflective of the total points participants will earn as a result of completing this learning).

1. Identify and describe cognitive and affective behaviors, which lead to referrals for screening and testing for giftedness.
2. Identify characteristics of giftedness and discuss the needs and problems associated with these characteristics.
3. Identify the role that creative thinking/process/products play in the identification of giftedness.
4. Demonstrate awareness of how factors such as family dynamics, culture, integration of self and education influence the development of giftedness, and develop an awareness of the existence of special populations.
5. Demonstrate knowledge of normal and advanced (typical and atypical) child development and illustrate the relationship between high academic achievement and giftedness.
6. Demonstrate understanding of the difference between potential vs. performance as it relates to giftedness and compare and contrast the theories of intelligence that pertain to gifted education.
7. Identify the incidence of identified gifted students at the local, state, and national levels and discuss how the prevalence of gifted students varies based on various definitions of giftedness in terms of culture, socio-economic level, location, and other factors.
8. Identify emerging national and state trends in the identification of students who may be gifted; describe traditional/alternative assessment instruments/techniques used to screen and identify students who are gifted; and discuss the advantages and disadvantages of these instruments/techniques.
9. Explain the referral and identification process in your district. Consider the roles of students, parents, and school personnel.
10. Define the criteria for gifted eligibility and placement and discuss the advantages and disadvantages of labeling gifted students.
11. Discuss the relationship between gifted programming and identification criteria and describe how gifted services differ from general education services with regard to curriculum, instruction, assessment, conceptual orientation, grouping and environment.
12. Describe different types of service delivery models for gifted programs and discuss the relationship of the level of need to placement in a continuum of services and describe how gifted education is organized at the state and local levels.
13. Identify the social and emotional needs of gifted students and discuss their implications in determining services.
14. Identify the positive and negative perceptions of various stakeholders regarding gifted education and compare to the perspectives presented in current federal reports on gifted education.
15. Describe the characteristics of an effective teacher of gifted students.
16. Demonstrate knowledge of the changing nature of state and national definitions of gifted and identify the laws that directly impact gifted students and programs in Florida, including the relationship between Exceptional Student Education (ESE) and gifted programs.
17. Demonstrate understanding of major historical and contemporary trends that influence gifted education and identify and interpret current research findings and

recommendations that impact gifted education, e.g. National Association of Gifted Children (NAGC) Program Standards.

18. Exhibit an understanding of the procedural safeguards for students who are gifted and discuss the role of the parent, teacher, and student in the advocacy process and the need for and benefits of parent involvement in the delivery of gifted program services.

PART II – LEARNING

LEARNING PROCEDURES: Describe the experiences (the "what") and formats/methods (the "how") that will be used to provide participants with the knowledge and skills sufficient to master the intended learner outcome of this component.

1. Participants will have a variety of experiences that will include, but are not limited to, the following professional development designs:
   Learning and application through a blended/hybrid format that will include
   o Web based resources
   o Discussion of research-based best practices
   o Reflection
   o Case Studies
   o Collaborative learning activities
   o Review of current research
   o Protocols
2. Participate in a panel discussion describing cognitive and affective behaviors of gifted students (SLO 1).
3. Develop a chart of characteristics and associated problems and share with colleagues (SLO 2).
4. Create a brochure to share with educators/parents portraying gifted characteristics and the role that creative thinking, process, and products play in the identification process (SLO 3).
5. Review the research and resources and create a matrix listing different cultures and/or special populations (i.e. low socio-economic, twice exceptional, rural, minority, non-English/ESOL) and how these diversities might affect the development of gifted learners (SLO 4).
6. Observe two children one "general education" student and one "gifted" student. Compare and contrast the academics, social, emotional, and physical development of these two children. Develop an observation matrix for use by the group. Chart observations using this group created matrix (SLO 5).
7. Participate in a panel discussion focusing on potential vs. performance as it relates to giftedness (SLO 6).
8. Use the Florida Department of Education web sites to identify the incidence of gifted students at the district level for the home district and several neighboring districts, as well as at the state level, and chart findings (SLO 7).
9. Create a matrix depicting identification and definition practices for gifted from various states and compare and contrast them with Florida's definition (SLO 8).
10. Create a PowerPoint presentation composed of the salient points of the referral and identification process that could be used during a parent informational session at school (SLO 9).
11. Interview a gifted student regarding the advantages and disadvantages of being labeled (SLO 10).

12. Facilitate a Jigsaw discussion for each of the major elements of gifted differentiation: acceleration, complexity, depth, novelty, intensity, enrichment, and idealism (SLO 11).
13. Develop a program to present to parents, teachers, administrators, school board members, etc. that helps increase awareness of the unique needs of gifted students and their need for appropriate programming (SLO 12).
14. Conduct a discussion with students allowing them to express from their perspective reactions to current research articles such as the "Eight Great Gripes of Gifted Kids" (SLO 13).
15. Conduct a debate on why gifted students need different programs and curricular options from the viewpoint of various stakeholders: parents of gifted and non-gifted, classroom teacher, teacher of gifted, gifted and non-gifted student, administrator, support staff, custodian, etc. (SLO 14).
16. Brainstorm a list and describe characteristics of an effective teacher of the gifted (SLO 15).
17. Create a chart listing salient points of Florida's gifted eligibility rule and compare and contrast it with other exceptionalities (SLO 16).
18. Review district gifted program standards and gifted program goals and objectives in light of those profiled on the NAGC Program Standards site and summarize findings (SLO 17).
19. Role play an eligibility staffing where the parent requests an explanation of Florida's procedural safeguards (SLO 18).

PART III – IMPLEMENTATION

IMPLEMENTATION PROCEDURES: Method(s) and resource(s) that will be provided to support implementation of new learning for participants (check all that apply).

X Apply newly acquired professional knowledge, skills, dispositions, and behaviors to improve practice.

X Provide sufficient classroom- and school-focused support and assistance by skillful coaches, mentors, or others to the educator to ensure high-fidelity implementation of professional learning.

X Provide educators with web-based resources and assistance to support implementation of professional learning.

PART IV – EVALUATION

IMPACT EVALUATION PROCEDURES: Describe the processes that will be used to determine the impact (as identified in previous section titled "Impact Focus Areas"). Description should reflect methods for determining at least ONE of those areas, and will include a specific section for each impact focus area identified for this component.

1. Educator Knowledge/skill: Will consist of observation of participants using the identified skills, techniques, methods, specified in the component objectives during the learning events; will also include reflective journal entries of participants after receiving feedback from their peers.
2. Educator: Evidence will include classroom walk-throughs, student materials, parent communication, surveys, participant reflections, participant portfolios.

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3. Student Learning: Evidence will include evidence of implementation through documented impact on student achievement.

COMPONENT EVALUATION PROCEDURES: Describe the process(es) that will be used to determine the effectiveness of this component to include design, implementation and impact (check all that apply).

X Evaluate the impact of all professional learning on educator's practice through reflection, assessment, collaborative protocols for examining educator practice and work samples, peer visits, and/or professional portfolios.

X Determine the degree to which educator's professional learning contributed to student performance gains as measured by classroom assessment data.

X Use summative and formative data from state or national standardized student achievement measures, when available, or other measures of student learning and behavior such as district achievement tests, progress monitoring, educator-constructed tests, action research results, discipline referrals, and/or portfolios of student work to assess the impact of professional learning.

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