Curriculum Development for the Gifted

COMPONENT #: 1-106-302   **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 increase his/her ability to plan, develop, and implement curriculum modifications for gifted learners based on the National Association for Gifted Children (NAGC) Standards for Graduate Programs in Gifted Education. The participant will be able to demonstrate modifications in the content, process, product, affect, and learning environment of classroom and curricula as they relate to gifted learners. Ultimately, the participant will design units of instruction that are powerful, aligned, engaging, authentic, and challenging.

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
X PS 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. Demonstrate understanding of the terminology used in the development of curriculum for the gifted, including such terms as acceleration, enrichment, and differentiation.
2. Demonstrate knowledge of the role of current state standards of the general education curriculum and the implications for the education of gifted students.
3. Demonstrate knowledge of the principles of differentiation for gifted learners.
4. Demonstrate the ability to evaluate models for teaching gifted curriculum.
5. Demonstrate the ability to evaluate gifted curriculum and instructional strategies identified for gifted students.
6. Demonstrate knowledge of appropriate resources, including technology, for teaching students who are gifted.
7. Demonstrate the ability to match instructional strategies and materials, such as curriculum compacting and grouping, to individual needs of learners.
8. Demonstrate the ability to develop units of instruction aligning curricular components, including objectives, introduction, teaching strategies, learning activities, products, resources, and assessments, to meet the cognitive and affective needs of the gifted.
9. Demonstrate the ability to communicate and work in partnerships with students, families, and school personnel.
10. Demonstrate the ability to identify student outcomes, evaluate student progress, and develop an appropriate educational plan.
11. Demonstrate knowledge of a continuum of services that supports the needs and interests of gifted students.

<mark>**PART II – LEARNING**</mark>

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:
    o 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. Write a justification statement for provided a specially-designed instructional program after reviewing the State rules related to providing services for the gifted student and based on an understanding of the characteristics of gifted learners (SLO 1).
3. Review and discuss the key concepts from the state of Florida's Brief paper on Acceleration and the national Templeton Report, and chart the key points related to acceleration; and when and why it may be appropriate for gifted learners (SLO 1).

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4. Develop a summary paper related to research on differentiation for gifted students d by with a summative paragraph aligning the relevance of the content to the Sunshine State Standards (SLO 2).

5. Compare/Contrast in a Venn diagram the Sunshine State Standards to the Standards for Curriculum Instruction developed by the National Association for Gifted Children (NAGC). (SLO 2).

6. Review June Maker's Model for Content Modifications and match the components of Maker's modification of differentiated curriculum to the specific areas including content, process, product, and the learning environment (SLO 3).

7. Outline the major principles of curriculum differentiation in gifted education to include Tomlinson's Differentiated Instruction, Kaplan and Sato's 13 Principles of Differentiated Curriculum, and Maker's Modification of Differentiated Curriculum (SLO 3).

8. Compare and contrast the strengths and weaknesses of various models of curriculum development for the gifted and explain which model would work best with gifted learners at the school site (SLO 4).

9. Read and discuss Barbara Clarks' "A Declaration of the Educational Rights of the Gifted Child", and relate to specific teaching situations with gifted students (SLO 5).

10. Design a curricular unit of instruction for gifted students using the Florida Frameworks for Gifted and components from NAGC's Rating Rubric for Outstanding Curriculum Material (SLO 6).

11. Compile a list of proven instructional strategies for working with gifted students including, but not limited to those found in the work of Renzulli, Coleman, Van Tassel, Tomlinson, and The Parallel Curriculum (SLO 7).

12. Complete a simulation involving curriculum compacting (SLO 7).

13. Review Taba's Knowledge Categories and The Parallel Curriculum and use a current instructional text to identify the knowledge categories addressed (SLO 8).

14. Discuss and provide examples of how to ensure that technology is used appropriately for gifted learners and how the use of technology has changed instructional options for gifted students (SLO 8).

15. Make a chart identifying typical services offered to gifted students at each level – elementary, middle and high school. Prepare a flow chart depicting the ideal continuum of services for three gifted students with varying abilities (SLO 9).

16. Consider ramifications of acceleration (both subject and grade skipping and conduct a debate on the merits of the issue (SLO 9).

17. Review State Rule 6A-6.0331, FAC, Identification and Assignment of Exceptional Students to Special Programs and Rule 6A.6.030191, FAC, Development of Educational Plans (EP) for Exceptional Students Who Are Gifted. List factors related to an Educational Plan in terms of the impact on the education of students and discuss the role that each member of the EP Committee plays in ensuring the delivery of appropriate gifted services (SLO 10).

18. Research and provide a summary of each of the following instructional and management strategies for differentiated gifted instruction: curriculum compacting, independent projects, learning centers, cooperative groups, tiered assignments, varying questions, mentorships/apprenticeships, Socratic questioning strategies, and learning contracts (SLO 10).

19. Explain how the affective concerns of the student may be considered in establishing goals and objectives for the development of the Educational Plan and how EP Committee members can incorporate the following tools: rating scales, conferences, self-evaluation, peer evaluation, teacher evaluation, performance assessments, portfolios, product assessments, and pre-post assessments (SLO 10).

20. Create a role-play with colleagues and present to the total group featuring examples and non-examples for conducting a parent conference or meeting with a school board member or legislator discussing the importance of gifted education (SLO 11).
21. Prepare a presentation for or write a letter to the school board defending the costs of the gifted program using relevant and current research to support your argument (SLO 11).

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.
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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