

Guidance and Counseling for the Gifted

COMPONENT #: 1-106-304

POINTS TO BE EARNED: 60 MPP

PART I – PLANNING

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

This component is designed to enable the participant to demonstrate knowledge of the theory, research, practical strategies, and resources on guidance and counseling, with an emphasis on classroom applications in the gifted classroom.

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)

- | | |
|---|--|
| <input type="checkbox"/> Learning Communities | <input checked="" type="checkbox"/> Learning Designs |
| <input type="checkbox"/> Leadership | <input type="checkbox"/> Implementation |
| <input type="checkbox"/> Resources | <input type="checkbox"/> Outcomes |
| <input type="checkbox"/> Data | |

Florida Educator Accomplished Practices (check all that apply)

- | | |
|--|--|
| <input checked="" type="checkbox"/> Instructional Design and Lesson Planning | <input checked="" type="checkbox"/> Assessment |
| <input checked="" type="checkbox"/> The Learning Environment | <input type="checkbox"/> Continuous Professional Improvement |
| <input checked="" type="checkbox"/> Instructional Delivery and Facilitation | <input type="checkbox"/> Professional Responsibility and Ethical Conduct |

Florida Leadership Standards (check all that apply)

- | | |
|--|---|
| <input type="checkbox"/> Student Learning Results | <input type="checkbox"/> Decision Making |
| <input type="checkbox"/> Student Learning as a Priority | <input type="checkbox"/> Leadership Development |
| <input type="checkbox"/> Instructional Plan Implementation | <input type="checkbox"/> School Management |
| <input type="checkbox"/> Faculty Development | <input type="checkbox"/> Communication |
| <input type="checkbox"/> Learning Environment | <input type="checkbox"/> Professional and Ethical Behaviors |

IPEGS Standards (check all that apply)

- | | |
|--|---|
| <input checked="" type="checkbox"/> PS 2 – Knowledge of Learners | <input checked="" type="checkbox"/> PS 6 – Communication |
| <input checked="" type="checkbox"/> PS 3 – Instructional Planning | <input type="checkbox"/> PS 7 – Professionalism |
| <input checked="" type="checkbox"/> PS 4 – Instructional Delivery and Engagement | <input checked="" type="checkbox"/> PS 8 – Learning Environment |
| <input checked="" type="checkbox"/> 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.

- | | |
|--|--|
| <input type="checkbox"/> Educator knowledge/skill (content) | <input checked="" type="checkbox"/> Student learning |
| <input checked="" type="checkbox"/> Educator (professional growth) | <input type="checkbox"/> 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 common attitudes, biases, and pre-conceived expectations held about gifted children by teachers, parents, age-related peers, and throughout American society.
2. Identify multiple ways attitudes and myths affect the everyday lives of gifted children, and impact educational services available to them.
3. Identify at least five current definitions of giftedness. Note the impact each definition has in school, home, and society at large.
4. Attain a developmental understanding of gifted individuals across the life span from infancy to adulthood incorporating a holistic perspective.
5. Describe how the interaction between the environment and innate capabilities affects productivity throughout life.
6. Understand the inner experience of children who are gifted.
7. Become familiar with Dabrowski's Theory of Positive Disintegration and the importance of Developmental Potential and Overexcitabilities.
8. Become cognizant of personality variables that affect the social and emotional well-being of gifted children.
9. Understand strengths and vulnerabilities of a gifted individual that originates from within the self.
10. Understand vulnerabilities that are due to another's reaction to giftedness.
11. Understand vulnerabilities that are due to a specific circumstance.
12. Realize that by definition, a person who has an I.Q. four or more standard deviations above the norm will have greater difficulty finding peers and will be misunderstood by others.
13. Recognize that a person who has an I.Q. four or more standard deviations above the norm is as historically different from the norm as a person with an I.Q. four or more standard deviations below the norm is holistically different from the norm.
14. Understand that any grouping of traits for profoundly gifted individuals is merely for convenience of presentation.
15. Describe the different social and emotional needs of gifted students from special populations. Include gender, ethnicity, and culture, socio-economic status, twice exceptional, and under-achieving students.
16. Realize the need for additional or different assessment tools to identify special population students.
17. Learn how to recognize, understand, and support gifted children with multiple differences.
18. Identify risk factors and resiliency as related to students who are gifted.
19. Enumerate what you can do as a teacher to help students at risk.
20. List symptoms in children and adults of addiction and physical or sexual abuse.
21. Read Templeton National Report on Acceleration: A nation deceived: How schools hold back America's brightest students.
22. Understand two categories of acceleration-grade based and subject based-and list 18 acceleration options.
23. Recognize home-schooling as a positive option for some gifted students and families.
24. Be aware of myths, fears, and expectations of teachers and administrators that hold back students and the research that responds to these concerns.
25. Understand the need for supportive services for gifted individuals due to the complexity and sensitivity of their nature.

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26. Recognize that a counselor, therapist, or psychologist must be amply educated in the gifted field so as to not misdiagnose common characteristics of gifted individuals as pathology.
27. Realize counseling provides empathy and partnership in times of need.
28. Identify activities and resources to assist K-12 students who are gifted in planning for further education, career, or life choices.
29. Recognize that guidance and career counseling support gifted individuals in decision-making for positive life choices.
30. Help students develop social skills and inspire leadership.
31. Support gifted children's experience of global interconnectedness and personal responsibility to take action.
32. Realize that a primary need in life is to belong.
33. Help gifted children to understand that their profound sensitivity and empathy can be channeled to help humankind.
34. Recognize that perceptivity, empathy, ethics, values, integrity, and leadership are related.
35. Acquire and refine the knowledge and skills needed to advocate for gifted learners.
36. Identify how parent, teacher, and educational advocates can positively affect gifted services and programming.
37. Identify advocacy issues, needs, resources, educational laws, skills, and strategies.
38. Support the necessity of self-advocacy by gifted students.
39. Understand that gifted children naturally have unique needs that parents are challenged to address daily.
40. Recognize that parents of gifted children need guidance and support to respond suitably to additional needs and demands.
41. Realize that parents of gifted children may experience isolation from other parents due to others' lack of understanding; societal expectations and myths; jealousy; competition; and lack of acceptance that gifted children have special needs.
42. Understand the significance of quote from Mr. Rogers: "The best thing parents can do for children is listen to them."
43. Understand distinguishing characteristics of emotional giftedness.
44. Become aware of characteristics of spiritual giftedness displayed in children.
45. Realize that a person can be emotionally or spiritually gifted and not intellectually gifted, or intellectually gifted and not emotionally or spiritually gifted.

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
 - Web based resources
 - Discussion of research-based best practices
 - Reflection
 - Case Studies
 - Collaborative learning activities
 - Review of current research

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- Protocols
- 2. Create a list of attitudes that affect gifted children at school and at home and list ways to favorably impact negative attitudes (SLO 1).
- 3. Discuss the most common myths of teachers and the effect on gifted students (SLO 2).
- 4. Conduct a comparative analysis and discussion on definitions of giftedness (SLO 3).
- 5. Develop a master list of holistic characteristics of the gifted for each phase of development, based on current research (SLO 4).
- 6. Conduct a debate whether gifted children live up to their potential without special programs and services (SLO 5).
- 7. Prepare an interview for a gifted student on how they think their giftedness impacts their lives (SLO 6).
- 8. Write a one page essay on how and why individuals who are gifted are different (SLO 7).
- 9. Create a short bibliography of relevant books incorporating gifted children's sensitivities, overexcitabilities, and asynchronous development, and discuss with the total group. (SLO 8).
- 10. Prepare a brochure on characteristics of gifted children that will aid teachers, counselors, and parents (SLO 9).
- 11. Research journal articles on gifted children's experiences of profound sensitivities and over excitabilities (SLO 10).
- 12. Interview guidance counselors to discuss the most common problems of gifted students at individual school sites (SLO 11).
- 13. Review District policy for identification of and services provided to gifted, and identify in writing essential missing elements (SLO 12).
- 14. Discuss possible programs and services for highly gifted students (SLO 13).
- 15. Write a paper discussing the characteristics, needs, and vulnerabilities of highly gifted students (SLO 14).
- 16. Research different social and emotional needs of gifted students, including gender, ethnicity, twice exceptional, underachieving, and culturally diverse gifted students, and present relevant information to peers. Readings may include articles and specific chapters in books (SLO 15).
- 17. Research socio-emotional needs of gifted students from a variety of cultural backgrounds (SLO 16).
- 18. Conduct web-based research on non-verbal assessment instruments for special populations of gifted students (SLO 17).
- 19. Write an essay describing how teachers of the gifted can support gifted children who display atypical characteristics (SLO 18).
- 20. Develop a group presentation on the different risk factors associated with giftedness (SLO 19).
- 21. Write an essay on why gifted students might drop out of high school, identifying available alternative options (SLO 20).
- 22. Conduct a class debate on the Templeton Report (SLO 21).
- 23. Read A Nation Deceived and/or other relevant research and participate in a group discussion regarding acceleration and enrichment (SLO 22).
- 24. Discuss strategies for acceleration and enrichment in home-schooling (SLO 23).
- 25. Write an essay on services schools can provide to meet the needs of gifted students (SLO 24).
- 26. List counseling strategies effective for gifted students (SLO 25).
- 27. Identify common behaviors of gifted students that are misdiagnosed as behavioral or learning problems (SLO 26).

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28. Review counseling services available to gifted students and families in the District and community (SLO 27).
29. In grade level groups, create a workshop to help students understand and accept aspects of their giftedness (SLO 28).
30. Research the procedures necessary to refer a student for counseling (SLO 29).
31. Create activities to help gifted students in social situations (SLO 30).
32. Work in pairs to create a leadership unit for gifted students (SLO 31).
33. Write an essay on the affective domain in a gifted student's development (SLO 32).
34. Create a list of inspirational quotes for classroom use (SLO 33).
35. Research the development of social and leadership skills in gifted students (SLO 34).
36. Create a classroom activity discussing the responsibility to social action and servant leadership of all stakeholders as related to the guidance and counseling of gifted students (SLO 35).
37. Research and compile a list of local, state, and national advocacy groups for gifted students (SLO 36).
38. Create a chart comparing states with and without gifted mandates and funding and note Florida advocacy groups (SLO 37).
39. Create an action plan for student advocacy (SLO 38).
40. Write a commentary on the justified support and guidance needed by parents of gifted children (SLO 39).
41. Select a parenting book to read and review its value to gifted parents (SLO 40).
42. In a letter, provide feedback to parents concerning the socio-emotional aspect of gifted children (SLO 41).
43. Research strategies for parenting a gifted child (SLO 42).
44. Identify the differences between emotional intelligence and emotional giftedness (SLO 43).
45. Identify the differences between emotional intelligence and emotional giftedness (SLO 44).
46. Conduct a web search of summer camps for intellectually gifted children, as well as for emotionally and spiritually gifted children (SLO 45).

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

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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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Department: Center for Professional Learning

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