

# Special Populations of Gifted Students

**COMPONENT #: 1-106-305**

**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 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.

**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"/> XPS 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.

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Educator knowledge/skill (content)

Student learning

Educator (professional growth)

Organizational support and change

**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. Examine the nature of giftedness in relation to multicultural principles and underserved populations.
2. Acquire knowledge of diversity focus of national standards in gifted education.
3. Justify the need to modify and differentiate the curriculum in terms of the needs of special populations of gifted students.
4. Examine personal cultural competencies.
5. Within the broad spectrum of giftedness in the general population, identify subgroups and underserved populations.
6. Understand the learning needs and challenges of diverse types of gifted students
7. Identify the unique needs of gifted girls, culturally diverse, rural, disabled, underachieving, highly gifted, young gifted students, and disadvantaged gifted.
8. Examine challenges of finding gifted students from underserved populations.
9. Justify the need to modify and differentiate the curriculum in terms of the needs of special populations.
10. Demonstrate knowledge of Plan B State Board of Education Rules, 6A-6.03019, Special Instructional Programs for Students Who Are Gifted.
11. Demonstrate knowledge of alternative assessments and nontraditional screening and evaluation appropriate for use with students from special populations.
12. Match appropriate screening and identification procedures with the needs of the special populations.
13. Understand the impact of global diversity issues in the education of gifted students from diverse ethnic perspectives.
14. Examine the rights and perspectives of diverse religions of gifted students and first amendment issues.
15. Identify the characteristics of specific ethnic groups of gifted students.
16. Develop an awareness of and demonstrate teaching strategies for addressing the needs of specific ethnic groups.
17. Understand the characteristics and needs of linguistic minority gifted students.
18. Appreciate and incorporate the cultural and linguistic perspectives of gifted students who are bilingual or multilingual into curriculum.
19. Examine policies and procedures for working with gifted Limited English Proficient (LEP) or English Language Learners (ELL) students.
20. Examine ways to identify high potential linguistic minority students.
21. Identify strategies to effectively work with linguistically diverse gifted students and those who are classified as LEP or ELL.
22. Examine the impact of cultural, ethical, and educational norms and expectations on underachievement in gifted students.
23. Understand the individual characteristics, attitudes, and circumstances that can affect the achievement of a gifted student from a diverse population.
24. Explore ways to identify gifted students from special populations who are unsuccessful in school.
25. Examine the characteristics and needs of gifted students from special populations who are unsuccessful in school.

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26. Identify strategies to assist gifted students from special populations who are unsuccessful in school.
27. Clarify and define diverse types of twice-exceptional gifted students.
28. Demonstrate knowledge characteristics, and needs of twice exceptional gifted students.
29. Identify the reasons why gifted students with disabilities are underrepresented in gifted programs.
30. Discuss strategies and programming needs for gifted students who are twice exceptional.
31. Identify and describe Attention Deficit Disorder/Attention Deficit Hyperactivity Disorder (ADD/ADHD).
32. Identify the differences and similarities between Attention Deficit Disorder/Attention Deficit Hyperactivity Disorder (ADD/ADHD) and giftedness.
33. Identify Asperger's Syndrome and discuss its occurrence in gifted students.
34. Examine the characteristics and needs of gifted students with Asperger's Syndrome.
35. Discuss classroom strategies for creating a classroom supportive of gifted students with behavioral/emotional disorders.
36. Define the types of gifted learning disabled students.
37. Describe the procedures for identifying a gifted learning disabled student.
38. Understand program designs for gifted students with learning disabilities.
39. Identify and plan instructional strategies for teachers of gifted learning disabled students.
40. Identify and describe low socio-economic status populations that are under-served.
41. Examine the nature of giftedness as masked by socio-economic and educational disadvantages.
42. Identify inhibiting socio-economic factors that have prevented services for low income gifted children who have had inadequate learning opportunities.
43. Identify key research on identification of disadvantaged gifted students from underserved populations.
44. Examine methods and strategies that challenge the unique needs of disadvantaged gifted children.
45. Research promising programs and services for poor gifted children that would accommodate their unique needs for skill-development, exposure to relevant experiences, mentoring opportunities, and access to resources in the community.
46. Identify and describe the impact of non-traditional experiences, values, and cultural expectations on the development and educational experiences of gifted students.
47. Identify the unique characteristics and needs of gifted students from diverse family structures.
48. Identify strategies for stimulating personal growth of gifted students from diverse families.
49. Identify community support systems for diverse families of gifted students.
50. Examine concepts of age-appropriate development in relation to concepts of giftedness.
51. Understand the needs and characteristics of very young gifted students.
52. Examine ways to identify very young gifted students in early childhood education programs and support their educational and personal needs.
53. Understand the needs and characteristics of highly gifted students.
54. Identify problems and challenges and present options for developing skills in highly gifted students.
55. Examine exemplary practices and programs for meeting the needs of the highly gifted student.
56. Examine gender stereotyping and prejudice that impacts gifted girls, boys, lesbian, gay, bisexual, and transgender students.

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57. Examine the impact of culture and ethnicity on gender expectations for gifted students from minority groups.
58. Demonstrate knowledge of how gender issues can affect achievement and aspirations of gifted students.
59. Explore the contributions of mentorships in the education of diverse gifted learners.
60. Identify and describe criteria of effective programs for underrepresented students.
61. Examine theories of giftedness in the socio-cultural perspectives in relation to goals for gifted programs.
62. Identify instructional methods that accommodate the needs of special populations in gifted programs.
63. Identify key research on programs for special populations.
64. Communicate and consult with school personnel to evaluate effectiveness of programs in local schools/districts.

### **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
  - Protocols
2. Review the Demographics of Gifted Students in Florida and write statements that comment on changing demographics and the prevalence of diverse students in the gifted population (SLO 1).
3. Review the Diversity Focus in the National Association for Gifted Children (NAGC) teacher preparation standard and discuss why diversity has become such an important focus in meeting the learning needs of gifted students (SLO 2).
4. Prepare a presentation on multicultural gifted education and incorporate the development of diverse perspectives in gifted education (SLO 3).
5. Prepare a presentation on multicultural gifted education and incorporate the development of diverse perspectives (SLO 4).
6. Discuss the concepts of empathy and assumptions teachers make about underrepresented students (SLO 5).
7. Create a list of 10 guidelines that would be applicable to identifying underserved gifted students (SLO 6).
8. Assign readings and review the guidelines concerning finding and identifying minority gifted students (SLO 7).
9. Interview a family of a child who has been identified as gifted and comes from an underrepresented group (SLO 8).
10. Discuss the educational modifications appropriate to differentiate the curriculum for each of the students listed as underrepresented (SLO 9).

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11. Examine legal issues concerning racial and ethnic stipulations in eligibility criteria for gifted. Initiate a pro/con debate on the effectiveness of Plan B and include LEP and Title 1 students (SLO 10).
12. Develop a matrix of assessment devices for identification of special population groups with the best use for each; include a recommended list of assessments, including nonverbal tests such as the UNIT, WNV, RIAS, the Naglieri, and the Raven's Progressive Matrices (SLO 11).
13. Complete graphic organizers comparing various ethnic group perspectives (SLO 12).
14. Discuss the challenges facing immigrant gifted students whose educational systems in their country of origin and definitions of giftedness are different from those in the United States (SLO 13).
15. Research websites dealing with diverse religions and First Amendment Issues (SLO 14).
16. Identify how the needs of different minority groups are the same or different from that of the Anglo-American group (SLO 15).
17. Develop a list of ethnically different role models that can be used to help students develop profiles of successful people from different ethnic groups (SLO 16).
18. Review and discuss the Florida Consent Decree and the Florida Performance Standards for Teachers of English for Speakers of Other Languages (SLO 17).
19. Select and/or develop a unit of study and adapt it to accommodate the learning needs of culturally and linguistically diverse students (SLO 18).
20. List the challenges of working with gifted LEP students and identify effective teaching strategies for use in the gifted classroom (SLO 19).
21. Research effective practices for modifications to the curriculum for linguistic minority gifted students (SLO 20).
22. Develop and brochure for teaching LEP/ELL gifted students in your school or district (SLO 21).
23. Review the characteristics of the underachiever as they apply to gifted students and discuss how students who come from a different educational system, culture, or ethnicity can become underachievers and what steps can be taken to prevent underachievement (SLO 22).
24. Brainstorm a list of sources of data that can be used to identify gifted students who are not performing well academically (SLO 23).
25. Review a variety of exceptionalities that can occur in gifted students and discuss misconceptions and stereotypes associated with each (SLO 24).
26. Use an interest inventory to develop activities that are appropriate for underachieving gifted students (SLO 25).
27. Identify highly successful adults who were underachievers in school (SLO 26).
28. Discuss common misconceptions and stereotypes of gifted students with exceptionalities (SLO 27).
29. Discuss obstacles that need to be overcome by physically disabled gifted students (SLO 28).
30. Read a biography and recount the story of an eminent person who had a physical disability, reflecting on the obstacles he/she had to overcome (SLO 29).
31. Write an individualized Educational Plan for a twice exceptional gifted student (SLO 30).
32. Chart the characteristics that must be present for a child to be diagnosed as ADD/ADHD and provide the provisions for the number of characteristics, age, and time constraints (SLO).
33. Create a handbook of classroom strategies for teachers of gifted students with ADD/ADHD (SLO 32).

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34. Describe the characteristics and needs of a student with Asperger's Syndrome. (SLO 33).
35. Distinguish Asperger's Syndrome from general Autism (SLO 34).
36. Define the difficulties of identifying students with behavioral/emotional disorders as gifted (SLO 35).
37. Develop a unit of study to help gifted learning disabled students become aware of their strengths and weaknesses so that they may be able to cope with the wide discrepancy between them (SLO 36).
38. Create a list of activities that would be appropriate for gifted learning disabled students (SLO 37).
39. Develop a unit of study to help gifted learning disabled students become aware of their strengths and weaknesses (SLO 38).
40. Create mini centers with activities that are appropriate for gifted learning disabled students (SLO 39).
41. Research statistics on poverty and illiteracy in Florida and discuss the inhibiting effects on developing giftedness (SLO 40).
42. Discuss the concept of "Street Smart" as it relates to gifted students from economically disadvantaged backgrounds? (SLO 41).
43. Discuss how current Florida provisions under Plan B aim to increase the identification of disadvantaged gifted students (SLO 42).
44. Research programs that serve disadvantaged gifted students, particularly those funded through the Federal Jacob J. Javits Act. (SLO 43).
45. Create a unit of study that embraces cultural diversity via the study of multicultural literature (SLO 44).
46. Conduct online research and identify three (3) innovative and culturally sensitive programs for gifted students (SLO 45).
47. Discuss the concepts of assimilation and cultural pluralism and discuss the pressures on diverse families (SLO 46).
48. In small groups brainstorm the many types of family structures, circumstances, and pressures that gifted students from diverse families experience which may affect academic achievement (SLO 47).
49. Review the state guidelines on the rights and roles of the parents in the educational planning team for gifted students (SLO 48).
50. Research services in the community that supports the needs of diverse families and the gifted students (SLO 49).
51. Discuss concepts of chronological age milestones and how these relate to gifted students (SLO 50).
52. Complete a web search on pre-school/early identification of giftedness and discuss the advantages and disadvantages of early placement in a gifted program (SLO 51).
53. Brainstorm possible problems when ability is not recognized early in school (SLO 52).
54. Discuss the educational options for highly gifted students and develop a chart on promising practices (SLO 53).
55. Develop an Educational Plan for a highly gifted student (SLO 54).
56. Research the later life (adult) adjustments of highly gifted students who experience early entrance into universities and/or extreme acceleration (SLO 55).
57. Create a checklist to use in recruiting mentors for gifted students while supporting their gender identity development (SLO 56).
58. Identify how gender perspectives can be incorporated into the gifted program (SLO 57).
59. Research topics related to gender issues affecting achievement (SLO 58).
60. Create a checklist to use in recruiting mentors for a gifted program (SLO 59).

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61. Generate a checklist to evaluate programs for special populations to include best practices (SLO 60).
62. Research theories of giftedness and how they relate to diverse cultural perspectives (SLO 61).
63. Write a grant proposal for a specific type of gifted special population for the school, community, or District and incorporate best practices (SLO 62).
64. Select five (5) US states and identify special programs and services used with culturally diverse gifted students (SLO 63).
65. Write a letter advocating for special populations of gifted students (SLO 64).

### **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

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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

**Name of Author/Position:** Carmen S. Concepcion – Endorsement Program Coordinator