

School Board of Sarasota County

Gifted Endorsement Program

September 2009

I. Sarasota Gifted Endorsement Program

II. Program Rationale and Purpose

In Sarasota County there is a shortage of certified and qualified teachers of gifted education.

The Sarasota County school district is responding to this situation by developing and offering a training program through Professional Development. This program is designed to provide the necessary training in content and methods to endorse teachers in the area of gifted education.

The purpose of Sarasota County's add-on endorsement program for gifted is to make available to practicing educators those courses which will provide for them the skills and competencies to teach gifted content K-12.

III. Program Content/Curriculum

A. Competencies

The competencies for the add-on endorsement program for gifted education K-12 are those outlined in State Board Rule 6A-4.01791 "Specialized Requirements for the Gifted Endorsement—Academic Class."

B. Specialization/Professional Studies

Recommendations made by State Board Rule 6A-4.01791 Specialization Requirements for the Gifted Endorsement Academic Classes require five (5) courses for completion. Included in these courses are competencies identified by national experts in the field of gifted education (Renzulli, Reis, Kaplan, Silverman VanTassel-Baska, Betts, Hollingsworth, and others) as best practices for gifted students.

C. Nationally Recognized Guidelines

The guidelines of the Council for Exceptional Education were considered in the development of this add-on program. The National Association for Gifted Children was used as a foundation for the development of the modules.

IV. Instructional Design and Delivery

A. Instructional Strands

Competencies have been organized into five strands. Each strand will be offered as a 60 point in-service workshop. These areas are:

Nature and Needs of the Gifted will include student characteristics, cognitive, social and emotional needs, the history of gifted education, and current research. This course 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.

Curriculum Development for Gifted will focus on the modification of curriculum content, the instructional process, student products, and the learning environment. Curriculum Development for the Gifted 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 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.

Guidance and Counseling of Gifted Students emphasizes motivation, self-image, interpersonal skills, and career options for gifted students. The content is organized around the following Key Questions:

- What does it mean to be gifted?
 - What characteristics do gifted individuals display across their lives that differentiate them from same-age peers?
 - What is the phenomenological experience of a gifted individual?
 - How do the strengths and vulnerabilities of gifted individuals impact their lives?
 - How does the very nature of highly gifted and profoundly gifted individuals separate them from others?
 - How can we identify and support a gifted child who displays atypical characteristics due to life differences?
- How can we help foster resiliency in at-risk gifted students?
- How can schools support our brightest students?
 - How can we help students learn what they want to do, not just what others think they should do?
 - How can we facilitate social skills and leadership development in students?
 - How can advocates positively affect others' understanding and acceptance of gifted children's needs?
 - What is different about parenting a gifted child?
 - Are all intellectually gifted children emotionally and spiritually gifted as well?

Education of Special Populations of Gifted Students such as minorities, underachievers, handicapped, economically disadvantaged, and the highly gifted will include student characteristics and programmatic adaptations. This module 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. This module infuses the NAGC-CEC Teacher Preparation Standards in Gifted Education (2007) in its objectives, as presented by the

National Association for Gifted and Talented Children and the Council for Exceptional Children.

Theory and Development of Creativity will explore elements of creativity such as fluency, flexibility, originality and elaboration. The content has been organized around 5 topics: Valuing Creativity; Knowledge and Characteristics of Creativity; Planning/Developing/Implementing Creativity; Assessment and Evaluation of Creativity; and Personalization/Actualization/ Commitment to Creativity. The course has been divided into ten sessions designed to address eight Key Questions and a specific set of instructional objectives. The eight Key Questions are:

- Why is creativity important?
- What is creativity?
- “Where” is creativity?
- Can creativity be measured?
- What is a creative learning environment?
- How can creativity be nurtured / developed?
- How can the outcomes of creativity be assessed and evaluated?
- How will you commit to nurturing creativity in your students?

B. Training Components

Participants of the five courses will demonstrate all competencies required for certification. These five courses are 60 hours in length and earn up to 60 points for each single component.

The general objectives stated in IV.A. include statements of purpose and participant outcomes that are found within each component.

In addition, the following objectives for each course, as determined by the Florida Endorsement Modules, follow:

Nature and Needs of Gifted: (Identified as 1105007)

Participants will develop and awareness of the following:

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

Characteristics of children who are gifted

The basic issues involved with planning, developing and implementing programs for children who are gifted

Who the population identified as gifted is

How these students are found

Why gifted students need different programs and curricular options

Other considerations for providing for students identified as gifted
The topics include:

Cognitive and affective needs
Family and community
Typical and atypical characteristics
Potential vs. performance
Theories of intelligence
Prevalence of giftedness
Emerging trends
Screening and assessment
Referral and eligibility
Labeling
Matching students and programs
Gifted education vs. General education
Delivery models
State and local provisions
Cultural and socioeconomic differences
Socio-economic needs
National evaluation
The effective teacher
Definitions and laws
Research
Procedural safeguards
Advocacy

Theory and Development of Creativity for the Gifted: (Identified as 1105004)

Participants will perform the following:

Identify the role that creativity plays in personal development.

Describe the impact of creativity on personal growth and self-actualization.

Identify the elements of the creative process, person, and product.

Compare and contrast primary and secondary creativity.

Identify specific personal, socio-cultural, and educational experiences and opportunities that facilitate/inhibit the development of creativity.

Discuss contemporary and historical examples of people who have demonstrated creativity in various domains and cultural settings.

Identify myths and misunderstandings associated with creativity.

Identify major components of creativity according to research.

Explore individual creativity, group creativity, and collaborative creativity.

Demonstrate an understanding of the elements of creative thinking (e.g., fluency, flexibility, originality, and elaboration).

Identify the critical points in the development of human creativity from early childhood through adulthood.

Identify cognitive and personal characteristics associated with creativity across cultures and throughout time.

Recognize how cultural values may impact the expression of creativity.

Recognize that the development and expression of creativity vary depending on the interaction of culture, economics, environment, and time.

Examine the interaction of the creative response and cultural/time setting.

State several definitions of creativity and compare and contrast these definitions.

Identify historical and contemporary controversies and arguments surrounding the nature of creativity.

Examine the dynamics of a creative, productive group.

Analyze why a universally accepted definition of creativity has not been attained.

Understand the role of assessment of creativity and uses of tests and inventories.

Describe, compare, and evaluate different instruments for measuring creativity.

Provide examples of and discuss reliability and validity of various types of creativity tests and inventories.

Examine organizational and managerial structures and practices that facilitate or inhibit the development and expression of creativity.

Discuss the nature of innovation and the process of change relative to creative outcomes.

Identify examples of how creative thinking can be used to address problems in society.

Practice using tools for generating ideas and focusing thought (brainstorming, force-field analysis, CoRT Thinking Skills, DeBono's Six Hats, part-changing, HITS, HOT Spots, morphology, CPS, etc.).

Identify programs or curricula that can serve as initiatives for fostering creativity such as Odyssey of the Mind, Future Problem Solving, inventing programs, mentoring.

Demonstrate an understanding of the process of invention and identify the steps of moving from an idea through the patent process.

Using the identified characteristics of the creative individual, plan appropriate teaching strategies and groupings that support the development and expression of creative abilities.

Explore and analyze the ethical issues surrounding creativity (e.g., invention vs. innovation; entrepreneurship vs. internship; ownership of ideas).

Discuss the value of creativity in an era of educational accountability.

Examine the role of self-assessment in the evaluation of creative thoughts,

ideas, and products.

Identify constructs that can be used as criteria for evaluating creative outcomes.

Promote the use of student portfolios as an authentic way of assessing creative processes and products.

Describe characteristics and appropriate criteria used to assess creative products.

Develop plans to integrate creativity within and across the content areas focusing on process and product.

Develop a personal plan for establishing a creative educational environment.

Design and implement a personal plan for establishing a classroom environment to nurture and develop creativity.

Create pathways/opportunities for developing individual student creativity (mentor-ships, community resources, contests, clubs, special lessons/ classes, dual enrollment, distance learning).

Discuss the value of creativity in an era of educational accountability.

Examine the role of self-assessment in the evaluation of creative thoughts, ideas, and products.

Identify constructs that can be used as criteria for evaluating creative outcomes.

Promote the use of student portfolios as an authentic way of assessing creative processes and products.

Describe characteristics and appropriate criteria used to assess crea

Develop plans to integrate creativity within and across the content areas focusing on process and product.

Develop a personal plan for establishing a creative educational environment.

Design and implement a personal plan for establishing a classroom environment to nurture and develop creativity.

Create pathways/opportunities for developing individual student creativity (mentorships, community resources, contests, clubs, special lessons/ classes, dual enrollment, distance learning).

Special Populations of Gifted: (Identified as 1105006)

Participants will:

Examine the nature of giftedness in relation to multicultural principles and underserved populations.

- Acquire knowledge of diversity focus of national standards in gifted education.
- Justify the need to modify and differentiate the curriculum in terms of the needs of these special populations.
- Examine personal cultural competencies.

Within the broad spectrum of giftedness in the general population, identify sub-groups and underserved populations.

- Understand the learning needs and challenges of diverse types of gifted

students.

- Identify the unique needs of gifted girls, culturally diverse, rural, disabled, underachieving, highly gifted, young gifted students, and disadvantaged gifted.
- Examine challenges of finding gifted students from underserved populations.
- Justify the need to modify and differentiate the curriculum in terms of the needs of these special populations.

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.

- Demonstrate knowledge of alternative assessments and non-traditional screening and evaluation appropriate for use with students from special populations.
- Match appropriate screening and identification procedures with the needs of the special populations.

Understand the impact of global diversity issues in education of gifted students from diverse ethnic perspectives.

- Examine the rights and perspectives of diverse ethnic religions of gifted students and first amendment issues.
- Identify the characteristics of specific ethnic groups of gifted students.
- Develop an awareness of and demonstrate teaching strategies for addressing the needs of specific ethnic groups.

Understand the characteristics and needs of linguistic minority gifted students.

- Appreciate and incorporate the cultural and linguistic perspectives of gifted students who are bilingual or multilingual into curriculum.
 - Examine policies and procedures for working with gifted LEP (limited English proficient) or ELL (English language learners) students.
 - Examine ways to identify high potential linguistic minority students.
 - Identify strategies to effectively work with linguistically diverse gifted students and those who are classified as LEP or as ELL students.
- Examine the impact of cultural, ethical, and educational norms and expectations on underachievement in gifted students.

- Understand the individual characteristics, attitudes, and circumstances that can affect the achievement of a gifted student from diverse populations.
- Explore ways to identify gifted students from special populations who are unsuccessful in school.
- Examine the characteristics and needs of these students.
- Identify strategies to assist these students.

Clarify and define diverse types of twice-exceptional gifted students.

- Demonstrate knowledge, characteristics, and needs of students who are both gifted and hearing impaired/deaf, visually impaired/blind, and orthopedically disabled.
- Identify the reasons that gifted students with disabilities are underrepresented in gifted programs.
- Discuss strategies and programming needs for gifted students who are twice-exceptional.

Identify and describe ADD and ADHD.

- Identify the differences and similarities between ADD/ADHD and giftedness.
- Identify Asperger's syndrome and its occurrence in gifted students.
- Examine the characteristics and needs of these students.
- Discuss classroom strategies for creating a classroom supportive of gifted students with behavioral/emotional disorders.

Define the types of gifted learning disabled students.

- Describe the procedures for identifying a gifted learning disabled student.
- Understand program designs for gifted students with learning disabilities.
- Identify and plan instructional strategies for teachers of gifted learning disabled students.

Identify and describe low socio-economic status populations that are underserved.

- Examine the nature of giftedness as masked by socio-economic and educational disadvantages.
- Identify inhibiting socio-economic factors that have prevented services for low-income gifted children who have had inadequate learning opportunities.
- Identify key research on identification of disadvantaged gifted students from underserved populations. Examine alternative, contextual or process-oriented forms of assessment as promising ways to identify low income gifted students.
- Examine methods and strategies that challenge the unique needs of disadvantaged gifted children.
- Research promising programs and services for poor gifted children that would accommodate their unique needs for skill-development, exposure to relevant experiences, mentoring opportunities, access to resources in the community.

Identify and describe the impact of non-traditional experiences, values, and cultural expectations on the development and educational experiences of gifted students.

- Identify the unique characteristics and needs of gifted students from diverse family structures.
- Identify strategies for stimulating personal growth of gifted students from diverse families.
- Identify community support systems for diverse families of gifted students.

Examine concepts of age-appropriate development in relation to concepts of giftedness.

- Understand the needs and characteristics of very young gifted students.
- Examine ways to identify very young gifted students in early childhood education and support their educational and personal needs.
- Understand the needs and characteristics of highly gifted students.
- Identify problems and challenges and present options for developing skills in highly gifted students.
- Examine exemplary practices and programs for meeting the needs of the highly gifted student.

Examine gender stereotyping and prejudice that impacts gifted girls, boys and LGBT (lesbian, gay, bisexual, transgender) students.

- Examine the impact of culture and ethnicity on gender expectations for gifted students from minority groups.
- Demonstrate knowledge of how gender issues can affect achievement

and aspirations of the gifted students.

- Explore the contribution of mentorships in their education.
- Identify and describe criteria of effective programs.
- Examine theories of giftedness in the socio-cultural perspective in relation to goals for gifted programs.
 - Identify instructional methods that accommodate the needs of special populations.
 - Identify key research on programs for special populations.
 - Communicate and consult with school personnel to evaluate effectiveness of programs in local schools/districts.

Guidance and Counseling of Gifted Students: (Identified as 1105003)

Participants will be able to:

Describe holistic developmental characteristics of a gifted child and understand what it is like to be gifted from the child's point of view.

Analyze strengths and vulnerabilities that distinguish students who are gifted from their age-related peers.

Describe personality variances of individuals who are gifted and profoundly gifted.

Differentiate needs and concerns of students who are gifted in special populations, including differences due to gender, cultural and ethnic divergence, twice exceptionality, and low socio-economic status.

Describe thoroughly risk factors and resiliency related to students who are gifted.

Identify numerous educational opportunities available for students who are gifted, and discuss the strengths and limitations of each.

Identify counseling and guidance activities and resources to assist students who are gifted—K-12 and post-secondary—to plan for course work, college, career, and life choices.

Use knowledge of social skills training to assist students who are gifted in developing healthy relationships and displaying leadership capability.

Acquire and refine the knowledge, skills, and resources needed to advocate as a teacher, parent, or supporter of self-advocacy for gifted students.

Understand special needs in parenting the gifted child and in family dynamics.

Understand and support children who are emotionally gifted and spiritually gifted.

Apply knowledge and skills necessary to assist students, their families, and educators in understanding the psychology of giftedness and in tapping community, state, and national resources for service support.

Become competent in identifying and navigating Web sites that extensively address topics related to giftedness for personal and professional use.

Curriculum Development for Gifted: (Identified as 1105005)

Participants will be able to:

Identify characteristics of students identified as gifted with a focus on implications for learning and curriculum issues

Demonstrate understanding of the terminology used in the development of curriculum for the gifted, including such terms as acceleration, enrichment, and differentiation.

Justify the need to differentiate or adapt instruction to respond to the needs of the gifted learner.

Demonstrate knowledge of the role of current state standards of the general education curriculum and the implications for the education of gifted students.

Demonstrate knowledge of the Florida Gifted Frameworks and the ability to use them to guide planning, instruction and assessment.

Demonstrate knowledge of the principles of differentiation for gifted learners.

Demonstrate the ability to evaluate models for teaching gifted curriculum.

Demonstrate the ability to evaluate gifted curriculum and instructional strategies.

Demonstrate knowledge of appropriate resources, including technology, for teaching students who are gifted.

Demonstrate the ability to match instructional strategies and materials, such as curriculum compacting and grouping, to individual needs of learners.

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.

Demonstrate the ability to communicate and work in partnerships with students, families, and school personnel.

Demonstrate the ability to identify student outcomes, evaluate student progress, and develop an appropriate educational plan.

Demonstrate knowledge of a continuum of services that supports the needs and interests of gifted students.

Participant success of these objectives is determined by the use of valid measures of evaluation such as tests, projects, products, data collection and performance measures. Participants will demonstrate competency on at least 80% of the objectives for each component.

C. Matrix

Follows as per WOGI recommendation:

D. Instructors

Criteria for the selection of qualified instructors are:

A current Florida teaching certificate (or the equivalent) with gifted endorsement (or documented expertise in gifted education)

A master's degree or higher

A background of successful staff development and/or adult training expertise

A minimum of three years successful teaching experience in gifted education

V. Completion Requirements

Completion requirements for this add-on endorsement program will include:

1. Successful completion of all five required components or their equivalent, and
2. Demonstration of all competencies required by this program.

VI. Program Evaluation

Component evaluations, rate of successful program completion and participants surveys will be analyzed by the Director of Staff Development, or designee, to determine program effectiveness. Management, operation, delivery and budget will be reviewed annually. Evaluation results will be used to improve the program.

VII. Management

The Director of Staff Development, or designee, will be responsible for the management of the add-on program and will coordinate efforts with the Department of Pupil Support Services.

A. Admission and Advisement

Applicant must hold a valid Florida Temporary or Professional Educator's Certificate based upon a bachelors degree or higher for entrance into the program.

An applicant who entered the program based on a Temporary Certificate must show proof of eligibility for a Professional Certificate prior to the district certifying completion of the program.

B. Advisement

The Staff Development Director, or designee, will review the applicant credentials and advise the applicant of entry into the program.

C. Attendance

Attendance (completion of online coursework) is mandatory. Participants receive 60 in-service points for each online course contingent upon an 80% mastery of the course.

D. Transfer of Credit

Equivalent or higher content level college credit obtained from a regionally accredited institution of higher education may be used to satisfy component requirements if a grade point average of 2.5 or higher was earned. College course(s) are converted to in-service points with each semester hour equivalent to twenty (20) in-service points. An official college transcript must be requested by the participant and forwarded to the Human Resources Development. In-service credit earned while employed in another district may be applied to the add-on certification provided:

1. The component is of equivalent or higher content level.
 2. The component was earned as part of an add-on Certification Program.
- Participants must request an official In-service Transfer Record be sent from the previous employer to the Office of Human Resources.

E. Certification of Completion

When participants have completed all program completion requirements, the District Verification Form for completion of an Approved Add-On Program will be prepared by the Human Resources Specialist or a designee and forwarded to the Superintendent for a signature and submission to the Department of Education.

**VIII. School Board Approval
Attached**

SCHOOL BOARD OF SARASOTA COUNTY

GIFTED ENDORSEMENT PROGRAM

APPROVAL/SIGNATURE PAGE

Approved By

Superintendent

Date

Board Chairperson

Date