

DISTRICT: Clay

**ALTERNATIVE PROGRAM FOR ADD-ON CERTIFICATION:
GIFTED ENDORSEMENT**

DISTRICT TRANSMITTAL FORM

This add-on endorsement program is submitted without modification other than the following (Roman numerals reference sections of the Add-On Program for which additional information is being provided):

II. Program Rationale and Purpose

Analysis of Add-On Program Needs: (The following analysis is based on district-specific data related to personnel needs, as well as consideration of accessibility, appropriateness, quality and costs of training available to teachers who need to add the gifted endorsement or renew existing certification.)

The Clay County School District provides services to gifted students in grades K-12. As a result of informed communication and consistent efforts to screen students, the number of identified gifted students has increased (Fall 2007). That increase in part is a result of the continued implementation of Plan B to identify gifted students from underrepresented population. With that increase, the district is committed to providing services at the student's school of residence which requires an increase in the number of gifted endorsed teachers. During the 2008-2009 school year there were five teacher out-of-field teaching gifted classes.

The Northeast Florida Educational Consortium (NEFEC), in collaboration with the Clay County School District, has agreed to offer the five online professional development components for gifted add-on endorsement. The courses are being offered through the (WOGI) Working On Gifted Issues Grant, managed by WEFEC. (See the attached letter)

As a result of an increase in the identification of gifted students, implementation of federal requirements for certification in Title 1 Schools, and the district's desire to provide services in the student's school of residence, a short fall in gifted endorsed teachers has created a critical shortage area. Based on the factors above, The Clay County School District requests approval of the Alternative Program for Add-On Certification: Gifted Endorsement, exactly as designed and approved by the Florida Department of Education.

The district has identified any available courses appropriate for out-of-field teachers at local universities and colleges and has provided information regarding these to appropriate personnel.

**IV. INSTRUCTIONAL DESIGN/DELIVER
DISTRICT MASTER INSERVICE PLAN**

COMPONENT IDENTIFIER NUMBERS*	In-service Points	INSTRUCTIONAL STRANDS
4-102-002	60 Comp. 1	Nature and Needs of the Gifted
1-105-001	60 Comp. 2	Curriculum Development for the Gifted
4-102-003	60 Comp. 3	Guidance and Counseling for the Gifted
2-100-007	60 Comp. 4	Education of Special Populations of
2-100-008	60 Comp. 5	Gifted Students
		Theory and Development of Creativity

*The district should complete its Master In-service Plan Component Number by adding the school district's two-digit sequential number in the spaces provided for each component.

VII. MANAGEMENT

In consideration of the requirements in the program, the following district position is assigned management responsibilities for this add-on program.

Position: Program Specialist for Gifted Department: Exceptional Student Education

Address: 23 South Green Street Green Cove Springs, FL 32043

Telephone (904) 529-4898

FAX: (904) 529-4807

This District Add-On Program has been approved by the school Board.

School Board Chair Date

Superintendent Date



North East Florida Educational Consortium

3841 Reid Street - Palatka, Florida 32177

Telephone: (386) 329-3800

FAX: (386) 329-3835

www.nefec.org

Board of Directors:

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**Dr. James A. Surrency
Executive Director**

September 25, 2009

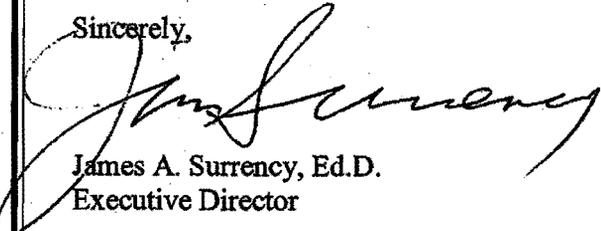
**Ben Wortham
Superintendent
Clay County School District
900 Walnut Street
Green Cove Springs, Florida 32043**

Dear Mr. Wortham:

The North East Florida Educational Consortium produces the endorsement plans and Master Inservice Plan for all of the NEFEC member districts to use. Per a request from Clay District Schools, NEFEC gives permission to your district to use our Gifted Endorsement Plan for the 2009-2010 school year until your district plan is approved by the Florida Department of Education.

My NEFEC staff has been communicating with Jane Veschio and FLDOE to put this plan into effect for this school year; necessary documents have been sent to Ms. Veschio. If you have any questions, please contact Vicki Crisp, crispv@nefec.org, for more information.

Sincerely,


**James A. Surrency, Ed.D.
Executive Director**

Service ~ Vision ~ Dedication ~ Excellence ~ Professionalism

An Equal Opportunity Employer

Teacher Education Add-on Programs Approved By The Florida Department of Education

as of October 2009

Clay County School District

23 S. Green St.

Green Cove Springs, Florida 32043

(904) 284-6500 Ext 2635

Staff Development

Ms. Diane Kornegay, Director

Code	Program	Level	Initial	Latest	Expires	Program Notes
336	Endorsement: Athletic Coaching		1992	2007	2012	
338	Endorsement: ESOL		1994	2008	2013	
339	Endorsement: Gifted		2009		2010	Aligned with NEFEC
488	Endorsement: Reading		2004	2009	2014	



SCHOOL DISTRICT OF CLAY COUNTY

925 West Center Street
Green Cove Springs, Florida 32043

Telephones

904/284-6500 (GCS) - 904/272-8100 (OP)
1-888-633-2529 (KH)
FAX: 904/284-6525 - TDD: 904/284-6584

Ben H. Wortham
Superintendent of Schools

BOARD MEMBERS

Carol Vallencourt
District 1
Carol Studdard
District 2
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District 3
Frank Farrell
District 4
Lisa Graham
District 5

October 16, 2009

Marsha Hill
Director of Instructional Services
North East Florida Educational Consortium
3841 Reid Street
Palatka, FL 32177

Dear Ms. Hill:

Please be advised that the Clay County School Board approved the use of the 2009-2010 Gifted Endorsement Plan developed by the North East Florida Educational Consortium on October 15, 2009.

Thank you for giving Clay County teachers this opportunity.

Sincerely,

A handwritten signature in black ink, appearing to read "Ben Wortham", with a long horizontal flourish extending to the right.

Ben Wortham
Superintendent

Pc: Denise Scheidler, Program Specialist
Florida Department of Education

Clay County Schools

ALTERNATIVE PROGRAM FOR ADD-ON CERTIFICATION: GIFTED ENDORSEMENT

Submitted to:

**Florida Department of Education
Bureau of Educator Recruitment, Development, and Retention**

INTRODUCTION AND OVERVIEW

Florida Statutes, Section 231.174, provides that a district school board may design alternative teacher preparation programs to enable persons already certified to add an additional coverage to their certificates to teach exceptional education classes or in other areas of critical shortage. Each add-on endorsement program must be reviewed and approved by the Department of Education to assure that persons who complete the program are competent in the necessary area of subject matter specialization. Two or more school districts may jointly participate in developing an add-on program. The District Alternative Program for Add-On Certification: Gifted Endorsement was developed to meet the program area specialization requirements for gifted. It incorporates the following five training modules, under the name. Gifted Add-On Endorsement Program.

- Nature and Needs of the Gifted
- Curriculum Development for the Gifted
- Guidance and Counseling for the Gifted
- Education of Special Populations of Gifted Students
- Theory and Development of Creativity

The school district, by submitting the completed District Transmittal Form, meets all of the required elements for this District Alternative Program for Add-on Certification: Gifted Endorsement.

I. PROGRAM TITLE: DISTRICT ALTERNATIVE PROGRAM FOR ADD-ON CERTIFICATION: GIFTED ENDORSEMENT

II. PROGRAM PURPOSE AND RATIONALE

The purpose of the District Alternative Program for Add-On Certification: Gifted Endorsement is to provide school districts in Florida with an alternative training program to reduce the number of out-of-field teachers in the area of gifted education, and to develop a pool of qualified and fully certified teachers of the gifted.

Florida continues to experience a critical shortage of qualified personnel to teach in the area of exceptional student education, including gifted. While the State has typically experienced similar shortages in the past/ there are a number of factors exacerbating the current shortage. These include:

- additional requirements mandated by new state certification rules,
- the growing gifted student population which results in a need for an increase in gifted program personnel, and
- the limited availability of required university coursework in some areas of the State.

Section 1012.07, Florida Statutes, requires that the State Board of Education annually identify areas of critical teacher shortage. The following tables are from The Office of Research and Evaluation Florida Department of Education Titled: Critical Teacher Shortage Areas 2009-2010, dated December 2008.

Table 3 identifies the percentage of FTE Teachers not certified in all ESE programs from 1998 to 2007.

Table 4 shows for Fall 2007, the number of new hires who were not certified in the appropriate field. For Gifted in 2007, 59.4% of new hires were not certified.

Table 5 estimates the number of FTE Teachers not certified in Critical Shortage Areas in the Fall of 2007. The percentage of Teachers at the Gifted not appropriately certified ranked 3rd behind Reading and ESOL. In 2007 Teachers of the gifted, not certified, ranked first in all ESE programs at 22.1 percent. Note: There was a 17.4% decline of Gifted Teachers between 2006 and 2007.

Table 3
Percentage of New Hires
Not Certified in the Appropriate Field

	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007
Basic Fields	10.2	12.8	10.2	13.1	12.3	8.9	8.9	8.6	10.1	9.0
Exceptional Student Educ.	27.1	27.3	30.0	31.8	29.9	22.1	19.8	15.1	16.7	14.5
Career Education	11.6	15.0	15.3	20.6	9.9	15.3	10.0	7.8	10.8	8.7
Total Classroom	13.5	15.5	14.2	16.9	15.8	11.5	10.7	9.6	11.1	9.8

Table 4
New Hires
Critical Teacher Shortage Areas - Fall 2007

Subjects	1 New Hires	New Hires Who Were Not Certified in the Appropriate Field	
		2 Number	3 Percentage
Eng./Lang. Arts	1,412	113	8.0
Math	1,295	76	5.9
Science	1,154	83	7.2
Reading	844	511	60.5
Foreign Language	387	36	9.3
ESOL	345	129	37.4
Industrial Arts/Technology Educ	52	9	17.3
ESE (Varying Excep, etc.)	1,814	248	13.7
Speech Impaired	250	6	2.4
Hearing Impaired	34	1	2.9
Visually Impaired	11	2	18.2
Autistic	138	12	8.7
Occupational/Physical Therapy	28	0	0.0
PreK Handicapped	120	10	8.3
Gifted	175	104	59.4
Exceptional Other	112	7	6.3
Total Exceptional	2,682	390	14.5

Table 5
Estimated Number of FTE Teachers Not Certified in the Appropriate Field
Critical Teacher Shortage Areas
Fall 2007

Subject Field	1 Number Teachers	2 Est. Number Teachers		3 % Not Approp. Certified
		Not Approp. Certified	Not Approp. Certified	
Language Arts*	10,404	500	4.8	
Math*	11,662	515	4.4	
Science*	9,502	575	6.1	
Foreign Languages	2,854	263	9.2	
Reading*	5,911	1,755	29.7	
ESOL	2,893	699	24.2	
Indust. Arts/Techology Educ.	637	NA	NA	
Intellectual Disabilities	2,031	51	2.5	
Specific Learning Disabilities	1,374	29	2.1	
Emotionally Handicapped	1,876	113	6.0	
Varying Exceptionalities	11,992	576	4.8	
Physically Impaired	140	5	3.6	
Speech/Language Impaired	2,586	NA	NA	
Deaf or Hard of Hearing	419	29	6.9	
Visually Impaired	234	0	0.0	
Autism Spectrum Disorder	981	32	3.3	
Occupational/Physical Therapy	498	NA	NA	
PreK Handicapped	1,217	218	17.9	
Gifted	2,282	505	22.1	

*Middle and high school grades.

District Needs

An analysis of district needs, based on specific data related to teacher vacancies and out-of field assignments, as well as considerations of accessibility, appropriateness, quality and costs of training available to teachers who need to add a certification area or renew existing certification, is included in the District Transmittal Form.

In order to continue reducing the number of out-of-field teachers of the gifted and to continue to expand the pool of qualified and fully-endorsed program personnel, the District Alternative kProgram for Add-On Certification: Gifted Endorsement was developed to:

1. Meet the instructional needs of districts where there are not an adequate number of fully endorsed teachers of the gifted.
2. Provide additional required training for teachers who have been hired from out of state with certification in gifted that does not meet all of Florida's requirements.
3. Prepare a pool of fully endorsed teachers of the gifted who can be placed as the need arises for additional staff.
4. Provide quality and relevant training to teachers of the gifted wishing to update their skills, knowledge, and competencies.
5. Provide instructional staff with an alternative means of acquiring certification endorsement in gifted.

In accordance with Rule 6A-1.0503, E4C, "Definition of Qualified Personnel," teacher's assigned out-of-field must complete six (6) credit hours (or the equivalent) toward the appropriate certification (endorsement) during a school year of initial appointment, and each school year thereafter. Although Critical Teacher Shortage and State Training Grant Program funds have provided incentives for teachers to meet these requirements, the effort has been constrained by limited funding and by the lack of sufficient courses readily accessible to out-of-field teachers of the gifted.

To ensure the effective use of all existing training resources, the district, before offering an add-on endorsement program for gifted, will contact local Institutions of Higher Education (IHEs) to determine the availability of appropriate courses, and assist in making such information known to teachers who are assigned out-of-field.

The primary target group for this add-on program is teachers who hold a valid Florida Temporary or Professional Educator's Certificate, based on a Bachelor's or higher degree, in an academic area, and who are currently assigned out-of-field in gifted education K-12. Current teaching credentials of program participants will be evaluated to determine which portions of the program must be completed for endorsement in gifted. (See section VII: Management) The training is also appropriate for teachers who are seeking renewal of certification or staff development.

III. PROGRAM CONTENT/CURRICULUM

A. Competencies

The Specialization competencies for the District Alternative Program for Add-On Certification: Gifted Endorsement were developed by a Florida Department of Education sponsored certification task force, representing statewide stakeholders and constituent groups. The competencies are grouped to correlate with the major components of the Rule 6A-4.01791, FAC; Specialization Requirements for the

Gifted Endorsement-Academic Class. In addition, The Council for Exceptional Education (CEC) and National Association for Gifted Children (NAGC), two national organizations committed to promoting quality training programs, were used as resources in the final development of the competencies. A complete list of the Specialization Competencies for Gifted can be found in Appendix A1.

B. Specialization/Professional Studies

Since this District Alternative Program for Add-On Certification: Gifted Endorsement is intended primarily for teachers who currently hold a valid Florida Professional Educator's Certificate based on a Bachelor's or higher degree, it is assumed that teachers admitted to the program have demonstrated mastery of professional education competencies. A list of those competencies may be found on the state website <http://www.firn.edu/doe/sas/ftce/ftcecomp.htm> See Appendix A2 for a definition of qualified instructional personnel.

C. Nationally Recognized Guidelines:

National Council for Accreditation of Teacher Education (NCATE)
National Association for Gifted Children
The Council for Exceptional Student Education

NAGC is an organization of parents, educators, other professionals and community leaders who unite to address the unique needs of children and youth with demonstrated gifts and talents as well as those children who may be able to develop their talent potential with appropriate educational experiences. The Council for Exceptional Children (CEC) is the national organization which promotes quality in programs for exceptional students, and has a long history of involvement in accreditation of personnel preparation programs and NCATE. NAGC and CEC collaborated for over three years to develop revised standards for teacher preparation in gifted education. NCATE, the professional organization that accredits schools and colleges of teacher education, adopted the revised gifted standards in the fall of 2006. The new standards reflect current thinking in gifted education and bring coherence to teacher education programs throughout the United States.

IV. INSTRUCTIONAL DESIGN AND DELIVERY

A. Instructional Strand

There are five instructional strands included in the District Alternative Program for Add-On Certification: Gifted Endorsement. These strands have been developed to ensure that teachers meet the competencies required for teaching in Florida's gifted programs, and to support quality training on a statewide basis. See Appendix A2 specialization requirements for the Gifted Endorsement.

The five instructional strands and competencies are the following:

- #1 • Nature and Needs of the Gifted
 - Cognitive and Affective
 - Family and Community
 - Typical and Atypical
 - Potential versus Performance
 - Theories of Intelligence
 - Prevalence of Giftedness

Emerging Trends
Screening and Assessment
Referral and Eligibility
Labeling
Matching Student to Program
Contrast to Regular
Delivery Models
State and Local Provisions
Cultural and Socioeconomic Differences
Socio-emotional Needs
National Evaluation
The Effective Teacher
Definitions and Laws
Historical and Contemporary
Research
Procedural Safeguards
Advocacy

- #2 • Curriculum Development for the Gifted
 - Key Terms
 - Program and State Standards
 - Principles of Differentiation
 - Curriculum Models
 - Curriculum and Instruction Strategies
 - Designing Units of Instruction
 - Instructional Needs and Strategies
 - Selecting Appropriate Materials, Resources, and Technology
 - Providing a Continuum of Services
 - Student Outcomes
 - Communicating and Advocating
- #3 • Guidance and Counseling for the Gifted
 - Counseling Techniques
 - Affective Strategies for Enhancing Self-Concept
 - Career Counseling
 - Depression/Suicide
 - Underachievement
 - Parent Conferencing
- #4 • Education of Special Populations of Gifted Students
 - Defining Special Populations
 - Student Characteristics of Special Populations
 - Program Adaptations
- #5 • Theory and Development of Creativity
 - Theory of Creativity
 - Development and Implementation Strategies
 - Elements of Creativity
 - Assessment of Creativity

B. Training Components

A complete set of training components can be found in Appendix B.

C. Matrix

This District Alternative Add-On Program is comprised of instructional strands as delineated in Appendix B, Gifted Add-On Matrix.

D. Instructors

Selection of instructors for the District Alternative Program for Add-On Certification: Gifted Endorsement, which incorporates the training modules, Gifted Add-On Endorsement Program, will be based on the following minimum selection criteria:

- current Florida teaching certificate (or the equivalent) with gifted endorsement (or documented expertise in gifted education),
- Master's Degree,
- background of successful staff development and/or adult training expertise,
- minimum three years successful teaching experience in gifted education,
- commitment to carry out the number of hours of instruction, individual participant consultation, and follow-up specified in each training module,
- commitment to use and maintain the integrity of the published training materials known collectively as the Gifted Add-On Endorsement, and
- commitment to the District Alternative Program For Add-On Certification: Gifted Endorsement and training program, and to the delivery of training at times and places convenient to the participants

V. COMPLETION REQUIREMENTS

A. Program Completion

Satisfactory completion of all training activities in each module/component and demonstration of mastery of all competencies within is required for program completion.

B. Competency Demonstration

There are different levels built into each of the courses. The levels are:

1. Pre-assessment
2. Base level: compacting and built in assessment in every module to facilitate acceleration
3. Curriculum extension/skill development for those who demonstrate mastery of some of the basic concepts at pre-assessment
4. Creative productivity for those who demonstrate a higher level of mastery

Successful completion of individual components for add-on certification purposes may be demonstrated through:

1. Instructor's verification of successful demonstration of all applicable competencies within that component of the approved add-on program.
2. Instructor's verification of successful demonstration of all applicable competencies within that component of another approved add-on program

of the district or another district, where reasonable equivalence between the components can be established through a review of the approved program.

3. Successful completion, with a grade of "B" or better/on a college or university course documented by official transcript, where reasonable equivalence can be established between the component and the course through a review of the course catalog description and course materials.

The attainment of competencies will be monitored continuously through the participants' enrollment in the program. For participants who do not meet criteria, credit for the component will be withheld, in this case, candidate's progress should be reviewed to determine whether to advise the candidate out of the program or to arrange for additional instruction or coaching to overcome deficiencies.

Assessment of competencies may include portfolio assessment or conventional written tests; direct observation of assigned role plays and skill demonstrations in participants' own classrooms; and appraisal of video- or audio-taped skill demonstrations where direct observation is not possible.

VI. Program Evaluation

A. Evaluation Plan

This program will be evaluated by using participant assessment, training component assessment, and program assessment techniques.

- **Participant Assessment Individual:**
participants will be evaluated on the basis of competency acquisition as verified by the instructor in accordance with approved competency demonstration methods and criteria. (In accordance with district inservice requirements, any participant who wishes to receive inservice points must demonstrate increased competency on at least 80% of the specific objectives using pre- and post-tests or other valid measures.)
- **Training Component Assessment:**
Each training component will be evaluated by participants utilizing district staff development program procedures.
- **Program Assessment:**
The program will be assessed by participants, instructors, staff development personnel, district exceptional student education administrative and supervisory staff, and FDLRS Associate Center contacts to determine program effectiveness, program efficiency in terms of management, operation, and delivery; and cost effectiveness.

B. An Annual Review

A formal annual program evaluation will be conducted. The following data will be collected and used to improve program performance and the carry-over effects of the in-service training.

Descriptive Data

Number of teachers who are out-of-field in gifted.

Number and percentage of the above who have enrolled in the add-on program

- Number of enrollees who have taken and completed training components or coursework under program auspices.
- Number of enrollees dropped for nonperformance.
- Number and percentage of program completers.
- Number and percentage of program completers teaching in the district/State.

Client Satisfaction Data

Attitudes of participants will be surveyed to determine the extend to which:

- The program is meeting candidate needs.
- The quality of instruction is consistent with professional development standards.
- The curriculum is pertinent to their classroom and professional development needs.
- The pace, quantity, and quality of assignments are compatible with their primary teaching responsibilities.

Supervisory Evaluation Data

Principals and/or district level supervisors will perform site-based evaluations to determine if:

- Program needs are being met by the add-on endorsement program
- Skills acquired in the add-on courses are being practiced and shared with others
- Data from multiple sources, portfolio assessments, FCAT scores, etc., support positive impacted on student performance.

Logistical Support

Annual program costs will be calculated from records of training, material purchases, copying, consultant fees, district or project expenditures, and salary portions of key personnel in program operations. Additional evaluation procedures may be developed and implemented as needed by the district. Any program revisions resulting from these evaluation procedures will be reported to the Florida Department of Education, Bureau of Teacher Education, Recruitment, Development, and Retention.

VII. PROGRAM MANAGEMENT

Overall management of this alternative endorsement program is the responsibility of the assigned district staff development add-on program coordinator or designee. (See District Transmittal Form.) This individual will have responsibility for the provision of training within the District Master In-service Plan framework, and for program oversight to ensure compliance with State standards for operation of add-on endorsement programs. This responsibility will be carried out in coordination with appropriate district certification personnel (Staff Development Director and Human Resource Director), as well as exceptional education administrative and supervisory personnel, FDLRS Associate Center contacts, and program instructors.

A. Candidate Application/Admission

Policies and procedures for the management of the program include the following:

- An add-on program candidate must submit, to the appropriate district office, an application which includes the recommendation of the school principal and/or district exceptional education administrator (or designee).
- Admission to the alternative program for the purpose of add-on endorsement is limited to individuals who hold a valid Florida Temporary or Professional Educator's Certificate, issued on the basis of a bachelor's or higher degree, in an academic area. Note: Any applicant who enters the program based on a temporary certificate must complete the requirements for a professional certificate prior to the districts verification of program completion.
- Priority consideration for admission to the program will be given to individuals currently teaching and assigned out-of-field in the area of Gifted Education. Other admissions of teachers seeking renewal of certification or professional development, or of individuals not currently teaching will be granted at the discretion of the district on a space available basis.

As part of the application process, candidates will be advised during a personal interview regarding:

- requirements for continued employment in an out-of-field status
- requirements for adding an endorsement to an existing certificate
- availability of university or college courses to meet endorsement requirements
- benefits/constraints of add-on program vs. university or college course work or degree program options
- the requirement that, for individuals holding a temporary certificate, a valid Florida Professional Educator's Certificate must be obtained prior to completion of the program

Individuals who are accepted into the program will be provided a Plan of Study/Verification of Completion Requirements form (see Appendix C) which details all add-on certification requirements for gifted endorsement; documents any creditable courses or completed components of an approved add-on program; and projects a schedule for completion of the alternative program.

Candidates who complete these procedures, and sign the Plan of Study/Verification of Completion Requirements, will be officially notified of their acceptance into the program.

The district will maintain a file which documents all of the above procedures, as well as program attendance, performance, and completion data for each program participant.

B. Advisement

In addition to the procedures outlined above, the appropriate district office personnel will provide continuous advisement on matters related to certification, add-on offerings, and progress toward completion of program requirements.

C. Attendance

Attendance of scheduled in-service is mandatory unless absence is excused by the instructor for illness or other emergencies. At the instructor's discretion, an alternate assignment can be used to make up the dock hours missed. If an alternate assignment is not feasible due to the nature of the work missed, the instructor will have the option of requiring attendance of an equivalent session, or assessing the participant's performance of the missed competencies without program-sponsored training— in effect, leaving the participant to acquire the specified competency by whatever means available (e.g., tutoring from classmates or other knowledgeable professionals). To pass a component, participants must demonstrate satisfactory achievement of all of the listed competencies.

D. Transfer and Utilization of Credit

Credit earned in college courses or training components completed through other state approved district add-on endorsement programs, where these are determined to be comparable in content and quality and where the candidate can demonstrate current competence, may be considered for transfer of credit to this add-on endorsement program. The District Add-On Program Coordinator or designee will determine if courses are comparable. Candidates must submit documentation of coursework or training.

E. Certification of Completion

Upon completion of all program requirements, each participant will work with the District Add-On Program Coordinator to verify completion of all requirements for adding the gifted endorsement to a certificate. The participant must submit the following to the district coordinator's office:

- A completed Plan of Study/Verification of Completion Requirements Form.
 - Official university transcripts for all completed university courses.
 - A certificate of completion from the course instructor.
- The district will submit to the Department of Education for final action a completed certification form (CT-115e) that the district completes when the teacher has completed the add-on program. The district will maintain copies of all items above as well as participants' records.

The District Add-On Program Coordinator is responsible for ensuring that the completion information is recorded in the staff development management system.

Appendix A1

CERTIFICATION SPECIALIZATION COMPETENCIES FOR GIFTED ENDORSEMENT

Administrative Rule 6A-4.01791

**Specialization Requirements for the Gifted Endorsement--Academic Class
Florida Department of Education 2005.**

Module: Nature and Needs of Gifted Students

Nature and Needs of Students Who Are Gifted 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.

Competency 1.0

Upon completing this module, participants will develop an awareness of

- 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,
- the cognitive and affective characteristics of children who are gifted, and
- the basic issues involved with the planning, developing, and implementing of programs for children who are gifted.

Specific Objectives:

TOPIC 1 – COGNITIVE AND AFFECTIVE

Identify and describe cognitive and affective behaviors which lead to referrals to screening and testing for giftedness.

Identify characteristics of giftedness and discuss the needs and problems associated with these characteristics.

Discuss the role that creative thinking/process/products play in the identification of giftedness.

TOPIC 2 – FAMILY AND COMMUNITY

Demonstrate awareness of how factors such as family dynamics, culture, integration of self, and education influence the development of giftedness.

Develop an awareness of existence of special populations.

TOPIC 3 – TYPICAL AND ATYPICAL

Demonstrate knowledge of normal and advanced (typical and atypical) child development.

TOPIC 4 – POTENTIAL VERSUS PERFORMANCE

Illustrate the relationship between high academic achievement and giftedness.

Demonstrate understanding of the difference between potential vs. performance as it relates to giftedness.

TOPIC 5 – THEORIES OF INTELLIGENCE

Compare and contrast the theories of intelligence that pertain to gifted education.

TOPIC 6 – PREVALENCE OF GIFTEDNESS

Identify the incidence of identified gifted students at the local, state, and national levels.

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.

TOPIC 7 – EMERGING TRENDS

Identify emerging national and state trends in the identification of students who may be gifted.

TOPIC 8 – SCREENING AND ASSESSMENT

Describe traditional/alternative assessment instruments/techniques used to screen and identify students who are gifted. Discuss the advantages and disadvantages of these instruments/techniques.

TOPIC 9 – REFERRAL AND ELIGIBILITY

Explain the referral and identification process in your district. Consider the roles of students, parents, and school personnel.

Define the criteria for gifted eligibility and placement.

TOPIC 10 – LABELING

Discuss the advantages and disadvantages of labeling gifted students.

TOPIC 11 - IDENTIFICATION

Discuss the relationship between gifted and programming and identification criteria.

TOPIC 12 – CONTRAST TO REGULAR

Describe how gifted services differ from general education services with regard to curriculum, instruction, assessment, conceptual orientation, grouping, and environment.

TOPIC 13 – DELIVERY MODELS

Describe different types of service delivery models for gifted programs.

Discuss the relationship of the level of need to placement in a continuum of services

TOPIC 14 – STATE AND LOCAL PROVISIONS

Describe how gifted education is organized at the state and local levels.

TOPIC 15 – CULTURAL AND SOCIOECONOMIC DIFFERENCES

Discuss the implications of cultural and socioeconomic differences on programming.

TOPIC 16 – SOCIO-EMOTIONAL NEEDS

Identify the social and emotional needs of gifted students and discuss their implications in determining services.

TOPIC 17 – NATIONAL EVALUATION

Discuss the positive and negative perceptions of various stakeholders regarding gifted education and compare to the perspectives presented in the federal report, “National Excellence: A Case for Developing America’s Talent”

TOPIC 18 – THE EFFECTIVE TEACHER

Describe the characteristics of an effective teacher of gifted students.

TOPIC 19 – DEFINITIONS AND LAWS

Demonstrate knowledge of the changing nature of state and national definitions of gifted.

Identify the laws that directly impact gifted students and programs in Florida, including the relationship between exceptional student education and gifted programs

TOPIC 20 – HISTORICAL AND CONTEMPORARY

Demonstrate understanding of major historical and contemporary trends that influence gifted education.

TOPIC 21 - RESEARCH

Identify and interpret current research findings and recommendations that impact gifted education e.g. National Association for Gifted Child (NAGC) Program Standards.
<http://www.nagc.org/webprek12.htm>

TOPIC 22 – PROCEDURAL SAFEGUARDS

Exhibit an understanding of the procedural safeguards for students who are gifted.

TOPIC 23 - ADVOCACY

Discuss the role of the parent, teacher, and student in the advocacy process.

Discuss the need for and benefits of parent involvement in the delivery of gifted program services.

**Administrative Rule 6A-4.01791
Specialization Requirements for the Gifted Endorsement--Academic Class
Florida Department of Education 2005**

Module: Curriculum Development for the Gifted:

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.

Competency 2.0

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.

The topics developed in *Curriculum Development for the Gifted* address various objectives. It is anticipated that, upon successful completion of this module the participant will be able to:

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.
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.

Curriculum Topic 1 – KEY TERMS

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

Demonstrate understanding of the terminology used in the development of curriculum for the gifted.

TOPIC 2 – PROGRAM AND STATE STANDARDS

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

TOPIC 3 – PRINCIPLES OF DIFFERENTIATION

Demonstrate knowledge of the principles of differentiation for gifted learners.

TOPIC 4 – CURRICULUM MODELS

Demonstrate the ability to evaluate models for teaching gifted curriculum.

TOPIC 5 – CURRICULUM AND INSTRUCTIONAL STRATEGIES

Develop an understanding of the issues of *equity* and *excellence* as they relate to gifted.

Demonstrate knowledge of effective instructional strategies and the role of the teacher in implementing these strategies.

Demonstrate the ability to select gifted curriculum and appropriate instructional strategies.

TOPIC 6 – DESIGNING UNITS OF INSTRUCTION

Demonstrate the ability to develop a unit of instruction aligning curricular components, including objectives, introduction, teaching strategies, learning activities, products, resources, and assessments to meet the cognitive and affective needs of gifted learners.

TOPIC 7 – INSTRUCTIONAL NEEDS AND STRATEGIES

Demonstrate the ability to match instructional strategies to individual needs of learners.

TOPIC 8 – SELECTING APPROPRIATE MATERIALS, RESOURCES AND TECHNOLOGY

Demonstrate awareness and knowledge of appropriate resources and materials for developing curriculum and facilitating learning for students who are gifted.

TOPIC 9 – PROVIDING A CONTINUUM OF SERVICES

Demonstrate knowledge of a continuum of services to support the needs and interests of gifted students.

TOPIC 10 – STUDENT OUTCOMES

Demonstrate the ability to identify student outcomes, evaluate student progress, and develop an appropriate Educational Plan (EP).

TOPIC 11 – COMMUNICATING AND ADVOCATING EFFECTIVELY

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

Administrative Rule 6A-4.01791
Specialization Requirements for the Gifted Endorsement--Academic Class
Florida Department of Education
Beginning July 1, 1992.

Component: Guidance and Counseling for the Gifted

Competency 3.0

At the conclusion of this module, participants will be able to demonstrate knowledge and skills in the guidance and counseling of students who are gifted, to include motivation, self-image, intrapersonal and interpersonal skills, career options, emotional and social needs, and communication strategies for teachers.

Participants will:

1. Select appropriate interventions and strategies that address self-motivation, understanding, coping with exceptionality and creative productivity in students who are gifted.
2. Demonstrate an understanding of the perceptions that can influence the self-concept and self esteem of a student who is gifted.
3. Demonstrate knowledge of the theories of self-esteem and self-concept as related to guidance and counseling of students who are gifted.
4. Identify symptoms of depression in gifted students.
5. Identify causes and cures for perfectionism in gifted students.
6. Identify underachieving gifted children and techniques to build courage to achieve in underachieving gifted students.
7. Identify strategies to incorporate invitational education into the learning environment. 8. Identify program models and components which appropriately serve the needs of gifted students with disabilities.
9. Identify the counseling needs of the exceptionally gifted.
10. Identify the counseling needs of gifted girls.
11. Identify affective education strategies to build self-esteem among gifted students through the use of content material.
12. Recognize the dynamics of the interactive role of students who are gifted with teachers, family members and peers.
13. Demonstrate use of appropriate strategies for helping students who are gifted deal with stress.
14. Demonstrate knowledge of group dynamics and methods of teaching social skills to students who are gifted.
15. Demonstrate the ability to communicate and conference effectively with parents and teachers regarding an individual gifted student's needs.
16. Demonstrate knowledge and facilitation of a variety of problem-solving and decision-making techniques appropriate for use by students who are gifted.
17. Identify appropriate career opportunities available for students who are gifted.
18. Provide career guidance appropriate for meeting the needs of students who are gifted.
19. Provide guidance and counseling to meet the social and emotional needs of students who are gifted, including students who are from special populations.
20. Develop cooperative working relationships and teamwork with other disciplines, agencies, colleagues, and parents.

**Administrative Rule 6A-4.01791
Specialization Requirements for the Gifted Endorsement--Academic Class
Florida Department of Education
Beginning July 1, 1992**

Component: Education of Special Populations of Gifted Students

Competency 4.0

At the conclusion of this module, participants will be able to demonstrate knowledge of the evolution of gifted education, the nature and needs of gifted students who are from special populations, and appropriate programming for them.

Specific competencies include:

I. Student Characteristics

1. Identify ways in which characteristics of rural living (e.g., sparse populations, poverty, no urban experiences and traditional rural values) influence the development and educational experiences of rural students who are gifted.
2. Demonstrate and apply knowledge of the research on gender bias and ways in which students of different sexes are treated differently by parents, peers, and teachers.
3. Identify and describe alternatives to break down the barriers that have prevented services to young gifted children.
4. Identify characteristics and observe each special population of students who are gifted.
5. Demonstrate knowledge and application of the interactive nature between characteristics of special populations of students who are gifted and the need for programming.

II. Programming Adaptations

1. Demonstrate the ability to fulfill the guidelines suggested in the state's procedures for identifying students from underrepresented populations.
2. Demonstrate systematic advocacy for ensuring access to gifted programs for students from special populations.
3. Demonstrate knowledge of and the ability to apply the state's current procedures and guidelines relative to the screening and identification of students who are gifted from special populations.
4. Demonstrate knowledge and use of nontraditional screening and identification procedures appropriate for use with students from special populations.
5. Match appropriate screening and identification procedures with the needs of students from special populations.
6. Identify and use instructional methods to accommodate the needs of special populations.
7. Demonstrate knowledge and application of mentorships, role playing, contracts, participatory learning, and other instructional tools useful for teaching students who are gifted and from special populations.
8. Demonstrate an ability to modify curriculum to avoid cultural or gender bias in the classroom.
9. Demonstrate knowledge and application of alternative program strategies appropriate for serving students from special populations.
10. Identify the unique counseling needs of students who are gifted from the following categories: female, culturally diverse, rural, limited English proficient, disabled, underachieving, and highly gifted.

11. Identify strategies for stimulating the personal growth and development of females who are gifted.
12. Identify unique counseling needs of parents of students who are gifted and from special populations.
13. Apply strategies like bibliotherapy to counsel students who are gifted and from special populations.

III. Minorities

1. Identify ways in which cultural values, traditions, stereotypes, and perceptions may influence the development of educational experiences for gifted students from culturally diverse backgrounds.
2. Demonstrate knowledge of the demographic trends in Florida as they relate to the incidence and prevalence of limited English proficient students and programs for the gifted.

IV. Underachievers

1. Demonstrate knowledge of the complex etiology and treatment of underachievement.
2. Demonstrate knowledge and application of motivational techniques appropriate for use with underachievers who are gifted.

V. Disabled

1. Demonstrate an awareness of how teacher, peer, self-perceptions, systems, and parents influence the development of the student who is disabled and gifted.
2. Demonstrate an awareness of the dual identification process used in identifying students who are disabled and gifted.

VI. Economically Disadvantaged

1. Demonstrate the ability to implement procedures to ensure identification of students from economically disadvantaged backgrounds.

VII. Highly Gifted

1. Demonstrate knowledge of the characteristics and needs of students who are highly gifted.
2. Demonstrate sensitivity to student with high IQ relative to their ability to interact with average peers.

**Administrative Rule 6A-4.01791
Specialization Requirements for the Gifted Endorsement--Academic Class
Florida Department of Education, 2007.**

Module: Theory and Development of Creativity

Theory and Development of Creativity provides an overview of the theory, research, practical strategies, and resources on creativity, with an emphasis on classroom applications in the gifted classroom. The course is designed as a 60-hour course that includes participation in instructional activities, research, and extended learning outside of the classroom.

Competency 5.0

Upon completing this module, participants will develop an awareness of the following eight key questions:

- 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?

ACCOMPLISHED STANDARDS FOR CREATIVITY FOR THE GIFTED

Standard 1: Valuing

Objectives: Participants will perform the following:

1. Identify the role that creativity plays in personal development.
2. Describe the impact of creativity on personal growth and self-actualization.

Standard 2: Knowledge/Characteristics

Objectives: Participants will perform the following:

1. Identify the elements of creativity.
2. State several definitions of creativity and compare and contrast these definitions.
3. Identify contemporary and historical examples of people who have demonstrated creativity in various domains and cultural settings.
4. Discuss contemporary and historical examples of people who have demonstrated creativity in various domains and cultural settings.
5. Identify myths and misunderstandings associated with creativity.
6. Identify major components of creativity according to research.
7. Explore individual creativity, group creativity, and collaborative creativity.
8. Demonstrate an understanding of the elements of creative thinking (e.g., fluency, flexibility, originality, and elaboration).
9. Identify the critical points in the development of human creativity from early childhood through adulthood.
10. Identify cognitive and personal characteristics associated with creativity across cultures and throughout time.
11. Recognize how cultural values may impact the expression of creativity.

12. Recognize that the development and expression of creativity vary depending on the interaction of culture, economics, environment, and time.
13. Examine the interaction of the creative response and cultural/time setting.
14. State several definitions of creativity and compare and contrast these definitions.
15. Identify historical and contemporary controversies and arguments surrounding the nature of creativity.
16. Examine the dynamics of a creative, productive group.
17. Analyze why a universally accepted definition of creativity has not been attained.
18. Understand the role of assessment of creativity and uses of tests and inventories.
19. Describe, compare, and evaluate different instruments for measuring creativity.
20. Provide examples of and discuss reliability and validity of various types of creativity tests and inventories.

Standard 3: Planning/Developing/Implementing

Objectives: Participants will perform the following:

1. Examine organizational and managerial structures and practices that facilitate or inhibit the development and expression of creativity.
2. Discuss the nature of innovation and the process of change relative to creative outcomes.
3. Identify examples of how creative thinking can be used to address problems in society.
4. 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.).
5. Identify programs or curricula that can serve as initiatives for fostering creativity such as Odyssey of the Mind, Future Problem Solving, inventing programs, mentoring.
6. Demonstrate an understanding of the process of invention and identify the steps of moving from an idea through the patent process.
7. Using the identified characteristics of the creative individual, plan appropriate teaching strategies and groupings that support the development and expression of creative abilities.
8. Explore and analyze the ethical issues surrounding creativity (e.g., invention vs. innovation; entrepreneurship vs. internship; ownership of ideas).
9. Discuss the value of creativity in an era of educational accountability.
10. Examine the role of self-assessment in the evaluation of creative thoughts, ideas, and products.
11. Identify constructs that can be used as criteria for evaluating creative outcomes.
12. Promote the use of student portfolios as an authentic way of assessing creative processes and products.
13. Describe characteristics and appropriate criteria used to assess creative products.
14. Develop plans to integrate creativity within and across the content areas focusing on process and product.
15. Develop a personal plan for establishing a creative educational environment.
16. Design and implement a personal plan for establishing a classroom environment to nurture and develop creativity.
17. Create pathways/opportunities for developing individual student creativity (mentor-ships, community resources, contests, clubs, special lessons/classes, dual enrollment, distance learning).

Standard 4: Assessment and Evaluation

Objectives: Participants will perform the following:

1. Discuss the value of creativity in an era of educational accountability.
2. Examine the role of self-assessment in the evaluation of creative thoughts, ideas, and products.
3. Identify constructs that can be used as criteria for evaluating creative outcomes.
4. Promote the use of student portfolios as an authentic way of assessing creative processes and products.
5. Describe characteristics and appropriate criteria used to assess creative products.

Standard 5: Personalization, Application, and Commitment

Objectives: Participants will perform the following:

1. Develop plans to integrate creativity within and across the content areas focusing on process and product.
2. Develop a personal plan for establishing a creative educational environment.
3. Design and implement a personal plan for establishing a classroom environment to nurture and develop creativity.
4. Create pathways/opportunities for developing individual student creativity (mentorships, community resources, contests, clubs, special lessons/classes, dual enrollment, distance learning).

Topics and Objectives:

Topic 1 Knowledge and Characteristics (I): Valuing Creativity

- Define creativity and describe the impact it has on personal growth and self-actualization.

Topic 2 Knowledge and Characteristics (II): Clarifying Creativity

- Identify the elements of creativity.
- State several definitions of creativity and compare and contrast these definitions.
- Identify contemporary and historical examples of people who have demonstrated creativity in various domains and cultural settings.
- Identify myths and misunderstandings associated with creativity.

Topic 3 Knowledge and Characteristics (III): Understanding the Elements of Creativity:

- State several definitions of creativity and compare and contrast these definitions.
- Identify specific personal, socio-cultural, and educational experiences that facilitate / inhibit the development of creativity.
- Examine and analyze the dynamics of individual creativity and collaborative creativity.
- Demonstrate an understanding of the elements of creative thinking (e.g., fluency, flexibility, originality, and elaboration).
- Identify critical points in the development of human creativity from early childhood through adulthood.

Topic 4 Knowledge and Characteristics (III): Cultural Conceptions of Creativity

- Identify controversies concerning the nature of creativity to understand why a universally accepted definition of creativity has not been attained.
- Identify cognitive and personal characteristics associated with creativity across cultures and through time.
- Recognize how culture, economics, environment, and time impact the expression of creativity.

Topic 5 Knowledge and Characteristics (IV): Assessing Creativity

- Understand the role of assessment of creativity and the use of tests and inventories.
- Describe, compare, and evaluate different instruments for measuring creativity.

Topic 6 Implementing Creativity (I): Fostering a Creative Learning Environment

- Identify ways to establish a classroom environment that fosters the development and expression of creativity. Consider role of emotion, physical aspects, exploration/discovery, experimentation, unpredictability, and ambiguity in creativity.
- Analyze the creative learning environment from 3 perspectives: personal, sociocultural, educational.
- Describe the importance, implications, and benefits of creative thinking for students in

today's schools and society.

Topic 7 Implementing Creativity (II): Nurturing and Developing Creativity

- Examine organizational and managerial structures and practices that facilitate/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.
- Identify tools for generating ideas and focusing thought with overview relevant programs.

Topic 8 Implementing Creativity (III): Identifying Goals

- Identify programs or curricula that can serve as initiatives for fostering creativity (Odyssey of the Mind, Future Problem Solving, Invent America, Artifacts Box, 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 abilities.
- Explore and analyze the ethical issues surrounding creativity.

Topic 9 Implementing Creativity (IV): Evaluation Procedures

- Discuss the value of creativity in an era of educational accountability.
- Examine the role of self-assessment, including portfolio development, in the evaluation of creative processes and products.
- Describe characteristics and appropriate criteria used to assess creative outcomes and products.

Topic 10 Personalization, Actualization, and Commitment of Additional

- Develop plans to integrate creativity within and across the content areas focusing on process and product.
- Design and implement a personal plan for establishing a classroom environment to nurture and develop creativity.
- Create pathways/opportunities for developing individual student creativity (mentorship, community resources, contests, clubs, special lessons/ classes, dual enrollment, distance learning).

Appendix A2

SPECIALIZATION REQUIREMENTS FOR GIFTED ENDORSEMENT— ACADEMIC CLASS 6A-4.01791

DEFINITION OF QUALIFIED INSTRUCTIONAL PERSONNEL 6A-100503

6A-4.01791 Specialization Requirements for the Gifted Endorsement - Academic Class Beginning July 1, 1992.

- (1) A bachelor's or higher degree with certification in an academic class coverage, and
- (2) Fifteen (15) semester hours in gifted education to include three (3) semester hours in each area specified below:
 - (a) Nature and needs of gifted students to include student characteristics; cognitive, social, and emotional needs; and history and current research;
 - (b) Curriculum and instructional strategies for teaching gifted students to include modification of curriculum content, instructional process, student products, and learning environment;
 - (c) Guidance and counseling of gifted students to include motivation, self-image, interpersonal skills, and career options for gifted students;
 - (d) Educating special populations of gifted students such as minorities, underachievers, handicapped, economically disadvantaged, and highly gifted to include student characteristics and programmatic adaptations; and
 - (e) Theory and development of creativity to include elements of creativity such as fluency, flexibility, originality, and elaboration.

Specific Authority 1001.02, 1012.55, 1012.56 FS. Law Implemented 1001.02, 1012.54, 1012.55, 1012.56 FS. History—New 7-1-92.

6A-1.0503 Definition of Qualified Instructional Personnel.

A qualified instructional person is defined as an instructional staff member who meets one (1) of the following conditions:

- (1) Holds a valid Florida educator's certificate with the appropriate coverage as provided for in the Course Code Directory as adopted by reference in Rule 6A-1.09441, F.A.C., or
- (2) Is a selected noncertificated person employed under the provisions of Rule 6A-1.0502, F.A.C., or
- (3) Holds a valid Florida educator's certificate with coverage other than that deemed appropriate by subsection (1) and has documented a highly qualified designation pursuant to 20 U.S.C. S. 7801(23), by a High, Objective, Uniform State Standard of Evaluation (HOUSSE) plan for the academic course assigned, or
- (4) Holds a valid Florida educator's certificate with coverage other than that deemed appropriate by subsection (1) and does not meet the requirements of subsection (3) and has been approved by the school board or charter school governing board to teach out-of-field after determination that a teacher with appropriate certification coverage is not available. All evidence of such qualifications and approval must be reflected in the individual's official personnel record; provided, however, that such approval may be granted by the school board or charter school governing board only under one (1) of the following conditions:
 - (a) The individual is in the first year of employment in the out-of-field assignment and has not been granted, during any preceding year in the district or charter school, approval by either the school board or the charter school governing board to be employed out-of-field in an area for which specific certification is otherwise required, or
 - (b) The individual has earned the following college credit or inservice training in an approved district add-on program or district approved subject content professional development program:
 1. Out-of-field assignment other than ESOL (English to Speakers of Other Languages). A teacher out of field in a subject other than ESOL shall complete at least six (6) semester hours of college credit or the equivalent inservice toward the appropriate certification required in subsection (1) within one (1) calendar year from date of initial appointment to the out-of-field assignment and each calendar year thereafter until all requirements are completed for the appropriate subject certification;

2. Out-of-field assignment in only ESOL. A teacher out of field in only ESOL shall complete at least three (3) semester hours of college credit or the equivalent inservice toward the ESOL requirements within the first two (2) calendar years from date of initial assignment to a class with limited English proficient (LEP) students and three (3) semester hours or the equivalent inservice during each calendar year thereafter until all requirements for certification in ESOL are completed; or

3. Out-of-field assignment in ESOL and another subject. A teacher out of field in ESOL and another subject shall complete at least six (6) semester hours of college credit or the equivalent inservice toward the appropriate certification required by subsection (1) within one (1) calendar year from date of initial appointment to the out-of-field assignment and each calendar year thereafter until all requirements are completed for the appropriate subject certification. The training shall be completed in the following manner: During the first two years, at least three (3) of the required twelve (12) semester hours or the equivalent inservice shall be completed in ESOL strategies. Beginning with the third year and each year thereafter, at least three (3) semester hours or the equivalent inservice shall be completed in ESOL strategies and at least three (3) semester hours in the other out-of-field subject requirements. When either all ESOL or all other out-of-field subject requirements are completed, a teacher shall comply with the schedule specified in subparagraph (4)(b)1. or 2. of this rule as appropriate until all requirements are completed for both ESOL and the other out-of-field subject.

4. Waivers of college credit or inservice training in an approved district add-on or subject content professional development program may be obtained by one of the following provisions:

- a. In lieu of college credit or the equivalent inservice specified in subparagraph (4)(b)1., 2., or 3. of this rule, an individual shall provide a doctor's statement certifying to medical inability to earn such credit during the prescribed time;
- b. In lieu of college credit or the equivalent inservice specified in subparagraph (4)(b)1. of this rule, the district superintendent or charter school chief administrator shall provide a statement certifying to extenuating circumstances beyond the control of the teacher to earn such credit during the prescribed time; or
- c. In lieu of college credit or the equivalent inservice specified in subparagraph (4)(b)1. or the criteria in paragraph (4)(a) of this rule, the Commissioner of Education may grant to the district, individual school sites, or a charter school a waiver of the requirements for a period of one (1) year on a one-time basis. The district superintendent or charter school chief administrator shall, pursuant to school board or charter school governing board approval for such waiver, show extenuating circumstances that create a hardship for the district or teachers in meeting the specified requirements, or (5) Is a nondegreed teacher of vocational education employed under the provisions of Section 1012.39, Florida Statutes. The requirements in Section 1012.39(1)(c)2.a. and b., Florida Statutes, must be satisfied prior to initial appointment to the position.

Specific Authority 1002.33(12), 1012.32, 1012.55(1), 1012.56(6) FS. Law Implemented 1002.33, 1012.05, 1012.32, 1012.39, 1012.55, 1012.56 FS. History—New 4-19-74, Repromulgated 12-5-74, Amended 9-8-76, Formerly 6A-1.503, Amended 10-30-90, 10-3-91, 2-18-93, 5-25-04, 3-1-05.

Appendix B

TRAINING COMPONENTS FOR THE DISTRICT ALTERNATIVE PROGRAM FOR ADD=ON CERTIFICATION: GIFTED ENDORSEMENT

**DISTRICT MASTER INSERVICE PLAN TRAINING COMPONENT
NATURE AND NEEDS OF THE GIFTED
Component # 4102006
60 In-service Points (Maximum)**

**NATURE AND NEEDS MATRIX
TOPIC 1 – COGNITIVE AND AFFECTIVE**

Competency 1.0 & Key Questions	Guiding Objectives Topic 1	Learning Options Activities	Method of Competency Demonstration	Resources
<p>1.0 Upon completing this module participant will develop an awareness of</p> <ul style="list-style-type: none"> • 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 • the cognitive and affective characteristics of children who are gifted • the basic issues involved with the planning, developing, and implementing of programs for children who are gifted. <p>Who are they?</p>	<p>1.1 Identify and describe cognitive and affective behaviors, which lead to referrals to screening and testing for giftedness.</p> <p>1.2 Identify characteristics of giftedness and discuss the needs and problems associated with these characteristics.</p> <p>1.3 Identify the role that creative thinking/process/products play in the identification of giftedness.</p>	<p>List characteristics/ behaviors associated with giftedness.</p> <p>.Share with small group/combine list for sharing with entire group.</p> <p>Compare completed (participant) list with those of researchers, access ERIC Digests and web sites.</p> <p>Facilitate a panel discussion describing cognitive and affective behaviors.</p> <p>Develop a chart of characteristics and associated problems and share with faculty.</p> <p>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.</p>	<p>List of characteristics/ behaviors associated with gifted</p> <p>Panel discussions and small group activities</p> <p>Chart</p> <p>Brochure</p>	<p>Clark: <i>Growing Up Gifted</i></p> <p>ERIC Digest #E476 http://ericec.org/digests/e476.html www.gifteddevelopment.com/Articles/Characteristics_Scale.htm</p> <p>ERIC Digest #E527 http://ericec.org/digests/e527.html</p> <p>A Glossary of Gifted Education http://members.aol.com/svennord/ed/giftedgloss</p> <p>Perfectionism and the Highly Gifted Child http://www.hoagiesgifted.org/perfect.htm</p>

**NATURE AND NEEDS MATRIX
TOPIC 2 – FAMILY AND COMMUNITY**

Competency 1.0 & Key Questions	Guiding Objectives Topic 2	Learning Options Activities	Method of Competency Demonstration	Resources
Continued from previous page	<p>1.4 Demonstrate awareness of how factors such as family dynamics, culture, integration of self and education influence the development of giftedness.</p> <p>1.5 Develop an awareness of existence of special populations.</p>	<p>Review the resources and create 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.</p> <p>Generate a list of questions related to the identified factors or matrix elements which might assist in the completion of the above matrix.</p> <p>Interview a family with a child that has been identified as gifted. Ask questions about family dynamics, cultures, curriculum, education, and early childhood development. Develop a format for the interview process for class use.</p> <p>Share your findings with a small group and prepare a list of common traits in each of the categories.</p> <p>Develop a newsletter concerning factors that a beginning teacher of the gifted will need to know about cultures and special populations. Also include any other information about family dynamics, curriculum, education, and early childhood development, and underachieving gifted that might be helpful for beginning teachers.</p>	<p>Matrix</p> <p>List of questions</p> <p>Sharing of traits</p>	<p>Family Factors Associated with High Academic Competence in former Head Start Children At Third Grade.” <i>The Gifted Child Quarterly</i>, Fall 2002</p> <p>ERIC Digest E497 http://www.ericfacility.net/ericdigests/ed333619.html</p> <p><i>Guiding the Gifted Child: A Practical Source for Parents and Teachers</i>, Webb, JT, Meckstroth, EA, Tolan, SS</p>

NATURE AND NEEDS MATRIX
TOPIC 3 – TYPICAL AND ATYPICAL

Competency 1.0 & Key Questions	Guiding Objectives Topic 3	Learning Options Activities	Method of Competency Demonstration	Resources
Continued from previous page	1.6 Demonstrate knowledge of normal and advanced (typical and atypical) child development.	<p>Compare/contrast normal” and gifted” children of same age referencing developmental areas such as academics, social, emotional, and physical. Create a T chart or develop Venn diagrams to depict these comparisons.</p> <p>Observe two children one normal” and one gifted.” Observe the academics, social, emotional, and physical development of these two children. Develop an observation matrix for use by class. Chart observations using class created matrix.</p>	<p>Chart or Venn diagram.</p> <p>Reflective observation chart or matrix</p>	<p>The Role of Managed Mental Health Care in Counseling Gifted Children and Families.” <i>Roeper Review</i>, Fall 2001.</p> <p>ERIC Digest E489 http://ericec.org/digests/e489.html</p> <p>“The Parent’s Challenge” David C. Baird’s Gifted Children Web-site. http://www3.sympatico.ca/daba/gifted/parents.htm http://www3.sympatico.ca/daba/gifted/who_are.htm</p>

NATURE AND NEEDS MATRIX
TOPIC 4 – POTENTIAL VERSUS PERFORMANCE

Competency 1.0 & Key Questions	Guiding Objectives Topic 4	Learning Options Activities	Method of Competency Demonstration	Resources
Continued from previous page	<p>1.7 Illustrate the relationship between high academic achievement and giftedness.</p> <p>1.8 Demonstrate understanding of the difference between potential vs. performance as it relates to giftedness.</p>	<p>1.13.1 Visit the website http://www.appliedmotivation.com/Readings.html Locate articles of interest on achievement. Who would profit from these articles and why? Prepare a summary of article(s) and be prepared to share with group.</p> <p>1.14.1 Poll participants about articles they reviewed. Develop Jigsaw groups for sharing information found in articles. Share findings.</p> <p>1.15.1 Prepare a chart of different types of achievement, problems, and possible solutions or suggestions. Conduct a panel discussion focusing on potential vs. performance as it relates to giftedness.</p> <p>1.16.1 Choose one of the theorists of intelligence found at the Indiana web site. Read about this person to determine their theory about intelligence? Create PowerPoint presentations for group on the identified theory. Share and compare your theorist with others.</p>	<p>Summary of article(s)</p> <p>Report of discussions related to findings</p> <p>Charts</p> <p>Reflection of panel discussion</p>	<p>Carol J. Mills and Linda F. Brody Overlooked and Unchallenged." <i>Knowledge Quest</i> http://www.appliedmotivation.com/Readings.html</p> <p>Anna Marks, Able Underachievers". <i>The British Journal of Educational Psychology</i>, Dec. 2001.</p> <p>"A Quiet Crisis in Educating Talented Students." <i>National Excellence: A Case for Developing America's Talent</i>, October, 1993. www.ed.gov/pubs/DevTalent/part1.html ERIC Digest E535. http://ericec.org/digests/e535.html</p> <p>GT-Nurturing Young Gifted Children http://ericec.org/faq/gt-nurt.html (Behaviors parents notice)</p> <p>ERIC 1985 Digest http://www.ericfacility.net/ericdigests/ed262519.html</p> <p>Intelligence Theory and Testing http://www.indiana.edu/~intel/index2.html</p>

NATURE AND NEEDS MATRIX
TOPIC 5 – THEORIES OF INTELLIGENCE

Competency 1.0 & Key Questions	Guiding Objectives Topic 5	Learning Options Activities	Method of Competency Demonstration	Resources
Who are they?	1.9 Compare and contrast the theories of intelligence that pertain to gifted education.	Choose one of the theorists of intelligence found at the Indiana web site. Read about this person to determine their theory about intelligence? Create PowerPoint presentations for group on the identified theory. Share and compare your theorist with others.	Power Point presentation about the different theories and the theorists Class discussions	ERIC 1985 Digest http://www.ericfacility.net/ericdigests/ed262519.html Intelligence Theory and Testing http://www.indiana.edu/~intell/index2.html

NATURE AND NEEDS MATRIX
TOPIC 6 – PREVALENCE OF GIFTEDNESS

Competency 1.0 & Key Questions	Guiding Objectives Topic 6	Learning Options Activities	Method of Competency Demonstration	Resources
<p>Continued from previous page</p> <p>How do you find them?</p>	<p>1.10 Identify the incidence of identified gifted students at the local, state, and national levels. 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.</p>	<p>Use DOE/LEA web sites to identify incidence of gifted students at the district level for home district and several neighboring districts as well as at the state level. Chart findings.</p> <p>Create a data spreadsheet comparing the incidence of gifted in districts throughout the state.</p> <p>Read articles (resources) and seek out incidence of identified gifted students at the state level for other states and include information in spreadsheet. Convert spreadsheet data into bar graph and use as basis of discussion.</p> <p>Facilitate Jigsaw discussion (as per Specific Delivery Strategies) on articles and ERIC documents and create summaries as needed.</p> <p>Using the previously created incidence spreadsheet, facilitate a think/pair/share (TPS) discussion speculating on differences in identified incidence.</p> <p>Identify ethnic, racial, socio-economic breakdown of gifted population from current LEA profile. Create Excel type pie-charts of district data to profile ethnic, racial, socio-economic, Free-Reduced Lunch, breakdown of entire district student population.</p>	<p>Completed chart of findings</p> <p>Spreadsheet and/or graphic representation of data</p> <p>Jigsaw discussion summaries</p> <p>Pie charts of profile information</p>	<p><i>Part II The Current Status of Education for the Nation's Most Talented Students National Excellence: A Case for Developing America's Talent</i> October 1993 http://www.ed.gov/pubs/DevTalent/part2.html</p> <p>State Policies Regarding Education of the Gifted as Reflected in Legislation and Regulation. Collaborative Research Study CRS93302 (abstract) http://searcher.org/ericdb/E D379849.htm</p> <p>Incidence of gifted: http://www.firm.edu/doe/comhome/datapage.htm</p> <p>"Is Every Child Gifted?" <i>Roeper Review</i>; June 1997; Vol 19 Issue 4; Mark Runco</p> <p>2002 LEA Profile http://firm.edu/doe/commhome/datapage.htm</p> <p>ERIC Digest E520 http://searcher.org/digests/e d358676.html</p>

**NATURE AND NEEDS MATRIX
TOPIC 7 – EMERGING TRENDS**

Competency 1.0 & Key Questions	Guiding Objectives Topic 7	Learning Options Activities	Method of Competency Demonstration	Resources
Continued from previous page	1.11 Identify emerging national and state trends in the identification of students who may be gifted.	<p>1.23.1 Assign readings and review of web-sites. Summarize findings.</p> <p>1.24.1 Facilitate Jigsaw discussions on readings.</p> <p>1.25.1 Provide opportunity for panel discussion of articles and readings.</p> <p>1.26.1 Complete <u>Major Historical Events Affecting Gifted Education</u> worksheet. Facilitate Jigsaw discussion on <u>State definitions for the gifted and talented revisited.</u></p> <p>1.27.1 Using chart paper and above article, re-create matrix depicting identification and definition practices for states to assist in internalization of material and concepts.</p>	<p>Summaries of readings and/or reviews</p> <p>Jigsaw discussion</p> <p>Panel discussion</p> <p><u>Major Historical Events</u> worksheet</p> <p>Matrix on states' definition of gifted.</p>	<p>GT Identification” (<i>updated September 1998</i>) http://ericec.org/faq/gt-idsch.html</p> <p><i>State Gifted Education Associations</i> http://www.nagc.org/Other/associations.htm</p> <p>Using Tests to Identify Gifted Students.” NAGC Position Paper; http://www.nagc.org/Policy/pospaper.html</p> <p><i>Historical Perspective, Gifted Challenge Grant; Florida DOE</i></p> <p><i>Major Historical Events Affecting Gifted Education, Gifted Challenge Grant; Florida DOE worksheet</i></p> <p>State definitions for the gifted and talented revisited.” <i>Exceptional Children</i>; Reston; Winter 2000; Kristen Stephens; Francis Karnes</p> <p>Towards a New Paradigm for Identifying Talent Potential” http://searcherich.org/ERICD B/ED388020.HTM</p>

NATURE AND NEEDS MATRIX
TOPIC 8 – SCREENING AND ASSESSMENT

Competency 1.0 & Key Questions	Guiding Objectives Topic 8	Learning Options Activities	Method of Competency Demonstration	Resources
Continued from previous page	1.12 Describe traditional/alternative assessment instruments/techniques used to screen and identify students who are gifted. Discuss the advantages and disadvantages of these instruments/techniques.	<p>1.28.1 Using the full Renzulli Scales battery, evaluate a student who exhibits gifted characteristics.</p> <p>1.29.1 Discuss the relative strengths and weakness of the Renzulli Scales. Consider group viewing of Finding Forrester.”</p> <p>1.30.1 Discuss reactions. Complete <i>The Gifted Student: Case Study for Plan A Student</i>. Complete the <i>Identification Simulation</i>.</p> <p>1.31.1 Facilitate a series of Jigsaw discussions on selected articles</p> <p>1.32.1 Create a mind-map to identify salient points of articles for discussion.</p>	<p>Renzulli Scales</p> <p>Discussion</p> <p><i>Identification Simulation</i></p> <p>Mind maps</p>	<p>Will the real gifted student please stand up?” <i>Roepers Review</i>; Dec 1998; 21(2), p. 161; Barbara Fischetti, Karen Emanuelson; Ann Shames</p> <p>“Teacher Bias in Identifying Gifted and Talented Students.” Teri Powell, Del Siegle; http://www.sp.uconn.edu/~nrcgt/news/spring00/sprng005.html</p> <p>“Family Influences on the Achievement of Economically Disadvantaged Students: Implications for Gifted Identification and Programming.” Scott Hunsaker, Mary Frasier, et al; http://www.gifted.uconn.edu/hunsfra2.html</p> <p>“Examining Identification and Instruction Practices for Gifted and Talented Limited English Proficient Students.” Andrea Bermudez, Steven Rakow; (abstract) http://SearchERIC.org/ericdb/ED360871.htm</p> <p>“An Analysis of Teacher Nominations and Student Performance in Gifted Programs.” <i>Gifted Child Quarterly</i>; 41(2); Spring 1997; Scott Hunsaker, Vernon Finley; Elaine Frank</p> <p>“Wherefore Art Thou, Multiple Intelligences? Alternative Assessments for Identifying Talent in Ethnically Diverse and Low Income Students.” <i>Gifted Child Quarterly</i>; 40(2), Spring 1996; Jonathan Plucker; Carolyn Callahan; Ellen Tomchin</p> <p>“ADHD and Children Who Are Gifted.” ERIC EC Digest E522; James Webb; Diane Latimer; http://searcheric.org/digests/358673.html</p> <p>Alternative Assessment.” (May 2000). http://ericec.org/faq/gt-altas.html</p> <p>“Identifying Adolescents Using Personality Characteristics: Dabrowski’s Overexcitabilities.” <i>Roepers Review</i>; Hun 1997; 19(4);</p> <p>Cheryl Ackerman; Leigh Paulus</p> <p><i>Case Study for Plan A Student</i> simulation</p>

NATURE AND NEEDS MATRIX
TOPIC 9 – REFERRAL AND ELIGIBILITY

Competency 1.0 & Key Questions	Guiding Objectives Topic 9	Learning Options Activities	Method of Competency Demonstration	Resources
Continued from previous page	<p>1.13 Explain the referral and identification process in your district. Consider the roles of students, parents, and school personnel.</p> <p>1.14 Define the criteria for gifted eligibility and placement.</p>	<p>1.33.1 Discuss implications of district referral and identification documents and cross reference them to the ERIC document. Consider use of T-chart.</p> <p>1.34.1 Cross-reference and discuss those district procedures that support the implementation of the State Rule for Gifted.</p> <p>1.35.1 Create a PowerPoint presentation composed of the salient points of the referral and identification process that could be used during a parent night at school.</p> <p>1.36.1 Facilitate a Jigsaw Discussion on the ERIC document.</p>	<p>Class discussion</p> <p>T-chart</p> <p>PowerPoint presentation.</p> <p>Evaluate criteria/rubric</p> <p>Jigsaw discussion</p>	<p><i>Florida Administrative Code</i> (F.A.C.) State Rule for Gifted as per Chapter 6A-6.03019 http://fac.dos.state.fl.us/faconline/chapter06.pdf (pages 152-153)</p> <p>School District's <i>Special Policies and Procedures</i> as they relate to gifted.</p> <p>ERIC Document "Student Selection for Gifted/Talented Programs" (updated May 2000) http://ericec.org/faq/gt-idpar.html</p> <p>District's documents related to the gifted referral and identification process</p>

**NATURE AND NEEDS MATRIX
TOPIC 10 – LABELING**

Competency 1.0 & Key Questions	Guiding Objectives Topic 10	Learning Options Activities	Method of Competency Demonstration	Resources
Continued from previous page	1.15 Discuss the advantages and disadvantages of labeling gifted students.	<p>Facilitate group discussion of the two articles.</p> <p>Using chart paper or white board, brainstorm a list of advantages and disadvantages of labeling gifted students.</p> <p>Facilitate a discussion with gifted students regarding the advantages and disadvantages of being labeled. Alternative: Role-play gifted students discussing the advantages and disadvantages of being labeled.</p>	<p>Group discussion</p> <p>Brainstorm process</p> <p>Role-play activity</p>	<p>Gifted talented: Exploring the positive and negative aspects of labeling.” <i>Roeper Review</i>: Bloomfield Hills: Dec 1998; Patrice Moulton; Michael Moulton; Mark Housewright; Keith Bailey</p> <p>“An interview with... Maria Sapon-Shevin: Implications for students and teachers of labeling students as learning disabled/gifted.” <i>Intervention in School and Clinic</i>: Austin; Mar 1999; Chris Walther-Thomas; Mary Brownell</p>

**NATURE AND NEEDS MATRIX
TOPIC 11 – IDENTIFICATION**

Competency 1.0 & Key Questions	Guiding Objectives Topic 11	Learning Options Activities	Method of Competency Demonstration	Resources
Continued from previous page	1.16 Discuss the relationship between gifted programming and identification criteria.	<p>1.40.1 Compare standards identified in both readings to local or district programming and identification practices. Summarize comparisons using a T-chart or Venn diagram.</p> <p>1.41.1 Facilitate a group discussion on relationship of district's identification procedures to NAGC criterion and to Texas State Plan.</p>	<p>Summary of comparisons with T-chart or Venn diagrams</p> <p>Group discussion</p>	<p>“Gifted Education Programming Criterion: Student Identification” from NAGC site: http://www.nagc.org/table7.htm</p> <p><i>Texas State Plan for the Education of Gifted/Talented Students</i> http://www.swopnet.com/ed/TEA/Tx_State_Plan.html</p>

NATURE AND NEEDS MATRIX
TOPIC 12 – CONTRAST TO REGULAR

Competency 1.0 & Key Questions	Guiding Objectives Topic 12	Learning Options Activities	Method of Competency Demonstration	Resources
<p>Continued from previous page</p> <p>Why do gifted students need different programs and curricular options?</p>	<p>1.17 Describe how gifted services differ from general education services with regard to curriculum, instruction, assessment, conceptual orientation, grouping and environment.</p>	<p>Invite the district gifted coordinator to address participants on elements of differentiation.</p> <p>Facilitate Jigsaw discussion for each of the major elements of differentiation: acceleration, complexity, depth, novelty, intensity/idealism.</p> <p>Invite gifted adult” to discuss their school experiences.</p> <p>Observe and record an experienced teacher of the gifted using class created observation sheets.</p> <p>Review 13 Principles of Differentiation (Clark, p.449) and relate/ summarize rationale for these principles to the characteristics generally exhibited by gifted students.</p> <p>Facilitate Jigsaw discussions on ERIC Digests.</p> <p>Host a panel discussion among participants on Questions Often Asked” Clark pp 492-493.</p> <p>Update an existing unit or lesson incorporating elements of differentiation.</p> <p><i>Inservice Plan</i> Develop a program to present to other adults (parents, teachers, administrators, school board members, etc) that helps increase awareness of the unique needs of gifted students and their need for appropriate programming. Include a program outline, timeframe, related handouts/overheads, description of activities, and a resource list.</p>	<p>Discussion with coordinator</p> <p>Jigsaw discussions</p> <p>Discussion with guest</p> <p>Record of observation of teacher</p> <p>Unit or lesson</p> <p>Presentation of Inservice Plan to include salient points and elements of program</p>	<p>Sunshine State Standards http://www.firn.edu/doe/menu/sss.htm</p> <p>www.nagc.org</p> <p>ERIC Digest E536 http://ericec.org/digests/e536.html</p> <p>“Ability Grouping: Geared for the Gifted” by Ellen Fledler, Richard E. Lange and Susan Winebrenner, <i>Roper Review</i>, January 1994</p> <p>ERIC Digest E510 http://www.ericfacility.net/ericdigests/ed342175.html</p> <p>ERIC Digest E538 http://ericec.org/digests/e538.html</p>

NATURE AND NEEDS MATRIX
TOPIC 13 – DELIVERY MODELS

Competency 1.0 & Key Questions	Guiding Objectives Topic 13	Learning Options Activities	Method of Competency Demonstration	Resources
<p>Continued from previous page</p> <p>Why do gifted students need different programs and curricular options?</p>	<p>1.18 Describe different types of service delivery models for gifted programs.</p> <p>1.19 Discuss the relationship of the level of need to placement in a continuum of services.</p>	<p>Conduct a Socratic seminar on strengths and weaknesses of service delivery models. Create a T-chart of results.</p> <p>1.52.1 Create an Advocate Fair” based on the pyramid on Clark p.256. Assign a box” to participants, providing each a one-minute opportunity to advocate for their service delivery model.</p> <p>1.53.1 Role-play a discussion between a basic education classroom teacher and a teacher of the gifted related to rationale each see for placing gifted students in their classroom.</p> <p>1.54.1 Create a chart displaying the continuum of services appropriate for gifted students.</p> <p>1.55.1 Brainstorm a list of strengths and weaknesses inherent in each of the service delivery models.</p> <p>1.56.1 Program visit. Arrange to visit a program that serves gifted students: for example, an International Baccalaureate Program, a visual and performing arts magnet school, or a class for underachieving gifted students. Log your observations and reactions and use this recorded log to develop a Power Point presentation that describes your visit and relates to this class and course readings.</p>	<p>Chart of strengths and weaknesses</p> <p>Chart of continuum of services</p>	<p>“From Gifted Education to Programming for the Talent Development.” Treffinger, Phi Delta Kappan, Bloomington, 79(10), June 1998</p> <p>“Is gifted education still viable?” www.edweek.org</p> <p>“The WOGI Project: Types of Delivery Models” Compendium 2000-2001: Continuum of Services</p> <p>National Research Center for the Gifted and Talented: Research Should Inform Practice http://www.msdk12.or.us/tagweb/giftedstandards.htm</p> <p>ERIC Digest E513 http://www.ericfacility.net/databases/ERIC_Digests/ed352774.html</p> <p>ERIC Digest E464 http://www.ericfacility.net/databases/ERIC_Digests/ed314916.html</p> <p>NAGC Gifted Education Programming Criterion: Program Design http://www.nagc.org/tab/e3.htm</p>

NATURE AND NEEDS MATRIX
TOPIC 14 – STATE AND LOCAL PROVISIONS

Competency 1.0 & Key Questions	Guiding Objectives Topic 14	Learning Options Activities	Method of Competency Demonstration	Resources
Continued from previous page	1.20 Describe how gifted education is organized at the state and local levels.	<p>1.57.1 Conduct a search of current online resources for organizational models and summarize findings.</p> <p>1.58.1 Contact local gifted coordinator or lead teacher, asking for a mini-presentation or conference call related to gifted programming within district.</p> <p>1.59.1 Poll teachers enrolled in class to verify their exposure to the various delivery models in place within district. Chart results.</p> <p>1.60.1 Create a matrix or graphic organizer outlining the various gifted delivery models currently utilized within the school district.</p> <p>1.61.1 Peruse through the web sites of neighboring school districts to identify service delivery models in place. Chart results.</p> <p>1.62.1 <i>Analysis of data</i> Examine the relevant data for gifted students either throughout the State of Florida, by county, or throughout one county by school. Discuss (think, pair, share) finding and provide an explanation for the variances you observe.</p>	<p>Group discussions and completed summaries</p> <p>Matrix or graphic organizers</p>	<p>State Resources for Gifted Education http://ericec.org/fact/stateres.html</p> <p>Florida Department of Education BISCs Website, http://www.flm.edu/doe/com/home/ese-home.htm</p> <p>“State Definitions for the Gifted and Talented Revisited”, by Kristen R. Stephens and Frances A. Karnes, <i>Exceptional Children</i>, 66, 219-238</p>

NATURE AND NEEDS MATRIX
TOPIC 15 – CULTURAL AND SOCIOECONOMIC DIFFERENCES

Competency 1.0 & Key Questions	Guiding Objectives Topic 15	Learning Options Activities	Method of Competency Demonstration	Resources
<p>Continued from previous page</p> <p>Why do gifted students need different programs and curricular options?</p>	<p>1.21 Identify the social and emotional needs of gifted students and discuss their implications in determining services.</p>	<p>1.63.1 Research and discussion of program activities within your district.</p> <p>1.64.1 Develop a graphic organizer to present the results of your research.</p> <p>1.65.1 Facilitate a Jigsaw discussion opportunity to cover the major topics included in the Clark reading.</p> <p>1.66.1 Use the Questions Often Asked” section (Clark, pp535-536) as the basis of a panel discussion.</p> <p>1.67.1 Create three groups and ask that each choose a particular ethnic, cultural or socio-economic minority discussed in the readings for this session. List culturally supported attitudes or abilities that children from this group might bring to the learning setting which would be facilitating and/or limiting. Discuss what impact these would have on the gifted programming and how these differences could be used to enhance learning. Consider using graphic representation of findings.</p> <p>1.68.1 Design a survey for educators, parents, and students to address issues related to gifted programming. Review what research says about the issues referenced in your survey; conduct your survey; report the results; and compare your findings to current literature. Your survey should include at least twenty potential respondents and a minimum of five questions.</p>	<p>Lists of attitudes or abilities</p> <p>Survey and review of issues</p>	<p>“Appropriate Differentiated Services, Guides for Best Practices in the Education of Gifted Children.” Coleman Gallagher, <i>Gifted Child Today</i>, September/October 1995</p> <p>“Atypical Gifted” Understanding the Diversity of the Gifted.” Bertie Kingore and Lynlee Rinard, TEMPO, Spring 1997, newsletter of the Texas Association for the Gifted and Talented</p> <p>ERIC Digest E520 (previously listed in Q2, Obj.1) http://www.ericfacility.net/databases/ERIC_Digests/ed358676.html</p> <p>ERIC Digest E480 http://www.ericfacility.net/databases/ERIC_Digests/ed321485.html</p> <p>“National Excellence: A Case for Developing America’s Talent” Office of Educational Research and Improvement, U. S. Department of Education, Part 2, http://www.ed.gov/pubs/DevTalent/part2.html Part 3, http://www.ed.gov/pubs/DevTalent/part3.html</p>

**NATURE AND NEEDS MATRIX
TOPIC 16 – SOCIO-EMOTIONAL NEEDS**

Competency 1.0 & Key Questions	Guiding Objectives Topic 16	Learning Options Activities	Method of Competency Demonstration	Resources
Continued from previous page	1.22 Identify the social and emotional needs of gifted students and discuss their implications in determining services.	<p>Conduct a discussion with students regarding the Eight Great Gripes of Gifted Kids.” Consider inviting gifted students to participate in discussion.</p> <p>Develop and list strategies for dealing with the Eight Great Gripes of Gifted Kids”(Gifted Kids Survival Guide and/or When Gifted Kids Don’t Have All the Answers).</p> <p>Develop an affective board game for students who are gifted that involves the students discussing the social and emotional needs of gifted students. Field test the game with students, have them evaluate it, and include your results along with a detailed explanation and blueprint of the game.</p>	Group discussions	<p>ERIC Digest E527 Nurturing Social Emotional Development of Gifted Students’ http://ericec.org/digests/e527.html (Note reading in Q1, Obj 1)</p> <p>ERIC Digest E488 Helping Gifted Students with Stress Management” http://ericec.org/digests/e488.html</p> <p>NAGC Gifted Education Programming Criterion: Socio-Emotional Guidance and Counseling http://www.nagc.org/table5.htm</p> <p><i>The Gifted Kids’ Survival Guide</i>, Galbraith and Delisle</p> <p><i>When Gifted Kids Don’t Have All the Answers</i>, Jim Delisle Judy Galbraith</p>

**NATURE AND NEEDS MATRIX
TOPIC 17 – NATIONAL EVALUATION**

Competency 1.0 & Key Questions	Guiding Objectives Topic 17	Learning Options Activities	Method of Competency Demonstration	Resources
Continued from previous page	1.23 Discuss the positive and negative perceptions of various stakeholders regarding gifted education and compare to the perspectives presented in the federal report, "National Excellence: A Case for Developing America's Talent."	<p>Role play/debate why gifted students need different programs and curricular options as various stakeholders: parents of gifted and non-gifted, classroom teacher, teacher of gifted, gifted and non-gifted student, administrator, support staff, custodian, etc.</p> <p>Create a T-chart (pro and con listing) or matrix with comparisons of various stakeholders.</p> <p>Summarize ERIC documents and/or Think, Pair, Share discussions.</p> <p>Complete "Survey on Beliefs and Attitudes Regarding Gifted Programs" from Project GAGE.</p>	<p>Discussions and role-play</p> <p>Charts or matrices</p> <p>Summaries</p>	<p>"National Excellence: A Case for Developing America's Talent" http://www.ed.gov/pubs/DevTalent/</p> <p>ERIC EC Digest #E476 http://ericec.org/digests/e476.html</p> <p>ERIC EC Digest #E525 http://ericec.org/digests/e525.html</p> <p>"Survey on Beliefs and Attitudes Regarding Gifted Programs" Project GAGE (HO 1.4)</p> <p>Beliefs About Education for Gifted Students" Project GAGE 1993</p>

**NATURE AND NEEDS MATRIX
TOPIC 18 – THE EFFECTIVE TEACHER**

Competency 1.0 & Key Questions	Guiding Objectives Topic 18	Learning Options Activities	Method of Competency Demonstration	Resources
Continued from previous page	1.24 Describe the characteristics of an effective teacher of gifted students.	<p>Brainstorm and list characteristics of an effective teacher of the gifted.</p> <p>Create a T-chart cross-referencing identified characteristics with unique needs often associated with gifted learners.</p> <p>Create a cartoon, drawing, or caricature of an effective teacher of the gifted.</p> <p>Role play an effective teacher of the gifted (include costumes, props). Contrast with role-play of ineffective teacher of the gifted.</p>	<p>List of characteristics of an effective teacher of the gifted</p> <p>T-chart</p> <p>Role play</p>	<p>“Who Should Teach the Gifted” Imogene Ramsey <i>The Clearing House</i>, 1990, Vol. 63</p> <p>NAGC Position Paper: “Competencies Needed by Teachers of Gifted and Talented Students”</p> <p>Gifted Education Programming Criterion: Professional Development http://www.nagc.org/table6.htm</p>

**NATURE AND NEEDS MATRIX
TOPIC 19 – DEFINITIONS AND LAWS**

Competency 1.0 & Key Questions	Guiding Objectives Topic 19	Learning Options Activities	Method of Competency Demonstration	Resources
<p>Continued from previous page</p> <p>What else should you consider?</p>	<p>1.25 Demonstrate knowledge of the changing nature of state and national definitions of gifted.</p> <p>1.26 Identify the laws that directly impact gifted students and programs in Florida, including the relationship between ESE and gifted programs.</p>	<p>1.81.1 Using the State Resources and State Definitions articles, choose two states that you have either lived in or have relatives or friends living in and compare and contrast the definitions of gifted in these two states. Prepare a chart to illustrate or summarize your findings.</p> <p>1.82.1 Create chart listing salient points of Florida’s State Rule <u>for Gifted</u> vis-à-vis other exceptionalities.</p>	<p>Sreadsheet and/or charts depicting common traits of states in defining gifted.</p> <p>Group discussions</p> <p>Charts</p>	<p>State Resources for Gifted Education— http://ericec.org/fact/stateres.html</p> <p>Kristen R. Stephens and Frances A. Karnes, “State Definitions for the Gifted and Talented Revisited.” <i>Exceptional Children</i>, 66, 219-238. (refer to Q2, Obj. 2)</p> <p><i>Florida Administrative Code (FAC) State Rule for Gifted</i> as per Chapter 6A-6.03019 http://fac.dos.state.fl.us/faconline/chapter06.pdf pp 152-153</p>

**NATURE AND NEEDS MATRIX
TOPIC 20 – HISTORICAL AND CONTEMPORARY**

Competency 1.0 & Key Questions	Guiding Objectives Topic 20	Learning Options Activities	Method of Competency Demonstration	Resources
Continued from previous page	1.27 Demonstrate understanding of major historical and contemporary trends that influence gifted education.	<p>List the major events affecting the development of gifted education in the US and FL. Use that list to prepare a timeline of major events affecting the development of gifted education.</p> <p>Create a graphic representation or web illustrating the salient points of the selected readings.</p>	<p>List and timeline</p> <p>Graphic representation or web</p>	<p>A Century of Gifted Education.” <i>Gifted Child Today Magazine</i>, Nov/Dec. 1999. http://proquest.umi.com/pqdweb?Did=000000047034484&Fmt=3&Deli=1&Mtd=1&Idx=3&Sid=1&RQT=309</p> <p>“The Top 10 Events in Gifted Education.” <i>Gifted Child Today Magazine</i>, Nov/Dec. 1999. http://proquest.umi.com/pqdweb?Did=000000047034510&Fmt=3&Deli=1&Mtd=1&Idx=7&Sid=1&RQT=309</p> <p>“My view of the "Top 10" events that have influenced the field of gifted education during the past century.” <i>Gifted Child Today Magazine</i>; Mobile; Nov/Dec 1999, Patricia A Haensly. http://proquest.umi.com/pqdweb?Did=000000047034474&Fmt=3&Deli=1&Mtd=1&Idx=6&Sid=1&RQT=309</p>

**NATURE AND NEEDS MATRIX
TOPIC 21 - RESEARCH**

Competency 1.0 & Key Questions	Guiding Objectives Topic 21	Learning Options Activities	Method of Competency Demonstration	Resources
Continued from previous page	<p>1.28 Identify and interpret current research findings and recommendations that impact gifted education, e.g. NAGC Program Standards. http://www.nagc.org/webprek12.htm</p>	<p>Review district gifted program standards (when available) in light of those profiled on NAGC Program Standards site. Summarize findings.</p> <p>Assign related topics for research and discussion (based on <i>Kidsource</i> web site). Use ERIC Digest as preliminary source or reference.</p> <p>Create data spreadsheet which compares/contrasts common or major topics discussed in various articles, digests, and/or research papers.</p> <p>Create draft program standards for school district, if none exist.</p>	<p>Summary of findings</p> <p>Research paper on assigned topic</p> <p>Data spreadsheet</p> <p>Draft program standards</p>	<p>http://www.nagc.org/webprek12.htm</p> <p>Topics for research and discussion http://www.kidsource.com/kidsource/pages/ed.gifted.html</p> <p>District curriculum and/or program standards</p>

**NATURE AND NEEDS MATRIX
TOPIC 22 – PROCEDURAL SAFEGUARDS**

Competency 1.0 & Key Questions	Guiding Objectives Topic 22	Learning Options Activities	Method of Competency Demonstration	Resources
Continued from previous page	1.29 Exhibit an understanding of the procedural safeguards for students who are gifted.	<p>Review elements of the procedural safeguards, as outlined in the new language of IDEA and relate to those district practices and procedures currently in place. Summarize findings.</p> <p>Review Florida’s “Summary of Procedural Safeguards for Students Who Are Gifted” and or ERIC Digest # E541. Summarize findings.</p> <p>Conduct a “round-robin” discussion on the elements of the procedural safeguards vis-à-vis information in ERIC Digest.</p> <p>Role play an eligibility staffing where parent requests explanation of Florida’s procedural safeguards.</p>	<p>Identify salient points from suggested readings.</p> <p>Round robin discussion</p> <p>Role play</p>	<p>Nichcy’s “Procedural safeguards at a glance.” http://www.nichcy.org/Trainpkg/traintxt/10txt.htm - glance</p> <p>ERIC Digest #E541 http://ericec.org/digests/e541.html</p> <p>Florida’s “Summary of Procedural Safeguards for Students Who Are Gifted.” http://www.firm.edu/doe/bin00014/pdf/giftgard.pdf</p>

**NATURE AND NEEDS MATRIX
TOPIC 23 – ADVOCACY**

Competency 1.0 & Key Questions	Guiding Objectives Topic 23	Learning Options Activities	Method of Competency Demonstration	Resources
Continued from previous page	<p>1.30 Discuss the role of the parent, teacher, and student in the advocacy process.</p> <p>1.31 Discuss the need for and benefits of parent involvement in the delivery of gifted program services.</p>	<p>Outline the four pitfalls often associated with gifted advocacy (as outlined in the ERIC Digest <i>Supporting Gifted Education Through Advocacy</i>). Discuss implications and brainstorm ways to avoid pitfalls.</p> <p>Establish several work groups and assign each the task of creating a flow chart or graphic representation of the major steps involved in establishing and maintaining a successful parent advocacy group.</p> <p>Use Hogies Gifted web site <i>Gifted Advocacy</i> resource sheet to assign readings aimed at providing further information on parent, teacher, and/or student role in the advocacy process. Summarize findings and share information with group in a panel discussion format.</p>	<p>Outline</p> <p>Brainstorming activity</p> <p>Flow chart</p> <p>Graphic representation</p> <p>Group assignment</p> <p>Summary of readings</p> <p>Panel discussions</p>	<p>ERIC Digest #E494 http://ericec.org/digests/darchives/e494.html</p> <p>Gifted Advocacy Resource Sheet http://www.hogiesgifted.org/advocacy.htm</p>

For add-on certification purposes, the participant must demonstrate the successful completion of all applicable competencies within the components, with such demonstration verified by the instructor. For inservice credit purposes, the participant must demonstrate increased competency on at least 80% of the specific objectives using pre- and post-tests or other valid measures.

Component Evaluation: The district's staff development program procedures will be used for evaluating coverage of the specified competencies and the effectiveness of instructional presentations. Instructors will evaluate content and make recommendations (or additions, modifications or deletion) of component content, activities or evaluation procedures.

DISTRICT MASTER INSERVICE PLAN TRAINING COMPONENT
Curriculum Development for the Gifted
Component # 1105006
60 Inservice Points (Maximum)

Curriculum Matrix
Curriculum Topic 1 – KEY TERMS

Competency 2.0 & Key Questions	Guiding Objectives Topic 1	Learning Options - Activities	Method of Competency Demonstration	Resources
<p>2.0 To demonstrate an understanding of curriculum modifications for gifted learners based on the National Association for Gifted Children’s Standards for Graduate Programs in Gifted Education.</p> <p>Why differentiate instruction?</p> <p>What key concepts help guide our understanding of curriculum for the gifted?</p>	<p>2.1 Justify the need to differentiate or adapt instruction to respond to the needs of the gifted learner.</p> <p>2.2 Demonstrate understanding of the terminology used in the development of curriculum for the gifted.</p>	<p>Understanding the characteristics of a gifted learner, after reviewing the state rules related to providing service for the gifted student, write a justification for providing a specially designed instruction for this population.</p> <p>Match the appropriate terms with their definitions.</p> <p>In small groups match terms and definitions and present clarification to class.</p> <p>Review and discuss the key concepts from the state of Florida’s Brief paper on Acceleration and The Templeton Report. Chart the key points of acceleration and when and why it may be appropriate.</p>	<p>Paper to justify the need for a specially designed instruction for the gifted.</p> <p>Worksheet (HO 1)</p> <p>Small group presentations of terms (HO 2)</p>	<p>Davis, G.A. Rimm, S. B. <i>Education of gifted and talented</i>. Needham Heights, MA: Allyn &</p> <p>Colangelo, N., Davis, G.A. <i>Handbook of education</i>. Boston, MA: Allyn &</p> <p>Maker, C.J., Nielson, A.B. (1996). <i>Teaching models in the education of gifted</i>. Austin, Pro-Ed.</p> <p>State of Florida Brief on Acceleration of Gifted Students, http://www.firn.edu/doe/commhome/pdf/gift_accel.pdf</p> <p>Colangelo, N., Assouline, S., Gross, M. (2004). <i>The Templeton National Report Acceleration. A Nation Deceived: How Schools Hold Back America’s Brightest Students Volume I</i>. The University of Iowa.</p>

Curriculum Matrix
Topic 2 – PROGRAM AND STATE STANDARDS

Competency 2.0 & Key Questions	Guiding Objectives Topic 2	Learning Options - Activities	Method of Competency Demonstration	Resources
<p>Continued from previous page</p> <p>What are the program and state standards, what is the rationale for establishing them and what do they offer to gifted education?</p>	<p>2.3 Demonstrate knowledge of the role of current state standards of the general education curriculum and the implications for the education of gifted students.</p>	<p>Debate the positive and negative influence of standards. (Build on the terms from Topic 1).</p> <p>Develop a summary paper of Van Tassel-Baska's Chapter Three with a summative paragraph aligning the relevance of the content to the Sunshine State Standards.</p> <p>Compare/Contrast in a Venn diagram the Sunshine State Standards to the Standards for Curriculum Instruction developed by the National Association for Gifted Children.</p> <p>Create a statement -pro or con--for the Sunshine State Standards as they pertain to gifted education.</p> <p>Read "Providing Curriculum Alternatives to Motivate Gifted Students" HO 1 and explain how the alternatives described could be used with the Sunshine State Standards.</p> <p>In class, discuss how you might develop one additional strand of the K-12 Program Standards.</p> <p>Predict what the future holds for the standards. What might they look like in ten years? Twenty?</p>	<p>Summary Paper</p> <p>Venn diagram</p> <p>Oral/written explanation</p>	<p>Van Tassel-Baska, J. (2003). <i>Curriculum planning and instructional design for gifted learners</i>. Denver, CO: Love Publishing Company.</p> <p>Sunshine State Standards www.firm.edu/doi</p> <p>"Pre-K-Grade 12 Gifted Program Standards" (1998) National Association for Gifted Children</p> <p>www.nagc.org</p> <p>www.statestandards.com</p> <p>Winebrenner, S. & Berger, S. (1994). Providing curriculum alternatives to motivate gifted students. Arlington, VA: ERIC Clearinghouse on Disabilities and Gifted Education. Retrieved March 29, 2003, from the World Wide Web: http://ericec.org/digests/e524.html [Included 2A]</p>

Curriculum Matrix
TOPIC 3 – PRINCIPLES OF DIFFERENTIATION

Competency 2.0 & Key Questions	Guiding Objectives Topic 3	Learning Options - Activities	Method of Competency Demonstration	Resources
<p>Continued from previous page</p> <p>What are the principles of differentiation curriculum for gifted learners?</p>	<p>2.4 Demonstrate knowledge of the principles of differentiation for gifted learners.</p>	<p>Discuss the NAGC Position Paper (HO 1). Chart and compare strategies that are and are not ways to differentiate.</p> <p>Read "Differentiating Curriculum for Gifted Students" (HO 2) and chart the strategies noted.</p> <p>Review June Maker's Model for Content Modifications (HO 3) and match the components of Maker's modification of differentiated curriculum to the specific areas including content, process, product, and the learning environment on a worksheet.</p> <p>Using a variety of case studies (HO 4), identify strategies used for the modification of differentiated curriculum for gifted learners.</p> <p>Design a case study that emphasizes the modifications of differentiated curriculum for gifted learners. Exchange with a colleague and identify the modification strategies present on a worksheet.</p> <p>Compare and contrast in a Venn Diagram the following principles of differentiation. Suggested models include:</p> <ol style="list-style-type: none"> 1. Tomlinson's Differentiated Instruction, 2. Kaplan and Sato's 13 Principles of Differentiated Curriculum (HO 7), 3. Maker's Modification of Differentiated Curriculum (HO 3). <p>Identify the characteristics of gifted children and their curricular implication in the classroom on a flowchart.</p> <p>Using a T chart, summarize what a differentiated classroom might look and sound like.</p>	<p>Statement paper comparing strategies in HO 1 and HO 2.</p>	<p>National Association for Gifted Children (1998, October). <i>Position Papers of the National Association for Gifted Children</i>. Washington DC: Author. (HO 1)</p> <p>Berger, S.L. (1991) <i>Differentiating curriculum for gifted Students</i>. http://www.ericfacility.net/ericdigests/ed342175.html (HO 2)</p> <p>Maker, C.J., & Nielson, A.B. (1996). <i>Teaching models in the education of the gifted</i>. Austin, TX: Pro-Ed. [Overview of modification areas]</p> <p>Instructional strategies for the differentiated classroom. (2003). [video]. (Available from ASCD, P.O. Box 79760, Baltimore, MD 21279-0760, 800-933-2723, http://shop.ascd.org)</p> <p>Tomlinson, C.A. (2001). <i>How to differentiate instruction in mixed-ability classrooms</i>. Alexandria, VA: ASCD.</p> <p>Kaplan, S. (1979). <i>Inservice training manual: Activities for developing curriculum for the gifted/talented</i>. Los Angeles, CA: Office of the Ventura County Superintendent of Schools.</p> <p>Tomlinson, C.A. & Edison, C.C. (2003). <i>Differentiation in practice: A resource guide for differentiating curriculum, grades 5-9</i>. Alexandria, VA: ASCD.</p> <p>Tomlinson, C.A. & Edison, C.C. (2003). <i>Differentiation in practice: A resource guide for differentiating curriculum, grades K-5</i>. Alexandria, VA: ASCD.</p> <p>Riley, Tracy. (2000). <i>Differentiation for gifted and talented students: Principles and practices</i>. http://www.tki.org.nz/r/gifted/pedagogy/differentiation.php</p> <p>Tomlinson, C.A. (1998). <i>The differentiated classroom: Responding to the needs of all learners</i>. Alexandria, VA: ASCD.</p>

Curriculum Matrix
TOPIC 4 – CURRICULUM MODELS

Competency 2.0 & Key Questions	Guiding Objectives Topic 4	4 Learning Options – Activities	Method of Competency Demonstration	Resources
<p>Continued from previous page</p> <p>What are the strengths and weaknesses of the various curriculum models?</p>	<p>2.5 Demonstrate the ability to evaluate models for teaching gifted curriculum.</p>	<p>Complete Worksheet HO 1 to pre-assess.</p> <p>Discuss commonalities as noted on the worksheet (HO 1).</p> <p>Complete recommended readings.</p> <p>After reading, as individuals or in small groups, research one or two curriculum models and share the information in a class presentation.</p> <p>Compare and contrast the strengths and weaknesses of various models of curriculum development for the gifted according to Maker’s Principles of Differentiated Curriculum on a matrix.</p> <p>Explain the role pre-testing plays in each Model.</p> <p>Summarize on a group chart, and conduct a PMI (pluses, minuses, and interestings) of “differentiation for students.”</p> <p>Write a paper explaining which one or two models could work best for you as you work to meet student needs.</p>	<p>Class participation</p>	<p>Maker, C.J. (1982). <i>Teaching models in the education of the gifted</i>. Rockville, MD: Aspens Systems Corporation.</p> <p>Purcell, H.J., Burns, D.E., Leppien, J.H. (2002). <i>The parallel curriculum model (PCM): The whole story</i>. Teaching for High Potential, 6(1),1-4.</p> <p>Renzulli, J. S. (1999). <i>Developing the Gifts and Talents of all Students</i>. [video]. (Available from National Professional Resources, Inc., 25 South Regent St., Port Chester, NY 10573, 1-800-453-7461).</p> <p>Renzulli, J.S. (1986). <i>Systems and models for developing programs for the gifted and talented</i>. Mansfield Center, CT: Creative Learning Press.</p> <p>Tomlinson, C.A., Kaplan, S.N., Renzulli, J.S., Purcell, J., Leppien, J., & Burns, D. (2002). <i>The parallel curriculum</i>. Thousand Oakes, CA: Corwin Press.</p> <p>VanTassel-Baska, J. & Brown, E. F. (2001). An analysis of gifted education curriculum models. In F. A. Karnes & S. M. Bean (Eds.) <i>Methods and materials for teaching the gifted</i>. (pp. 93-132). Waco, TX: Prufrock Press.</p>

Curriculum Matrix
TOPIC 5 – CURRICULUM AND INSTRUCTIONAL STRATEGIES

Competency 2.0 & Key Questions	Guiding Objectives Topic 5	Learning Options – Activities	Method of Competency Demonstration	Resources
<p>Continued from previous page</p> <p>What strategies do exemplary teachers of the gifted use to facilitate growth and academic achievement in their students?</p>	<p>2.6 Develop an understanding of the issues of <i>equity</i> and <i>excellence</i> as they relate to gifted.</p> <p>2.7 Demonstrate knowledge of effective instructional strategies and the role of the teacher in implementation of the strategies.</p> <p>2.8 Demonstrate the ability to identify gifted curriculum and appropriate instructional strategies.</p>	<p>Read and discuss Barbara Clarks’ “A Declaration of the Educational Rights of the Gifted Child.”</p> <p>Within the field of gifted education address the topics of <i>equity vs. excellence</i>. Develop a statement paper or letter to legislator advocating for continued or stronger support for gifted services.</p> <p>Analyze identified learning strategies as directed for worksheet (HO 1) with explanation and clarification of the role of the instructor for each.</p> <p>Generate a list of barriers and benefits to specially designed curriculum.</p> <p>Discuss/ Debate “Do you have to be gifted to teach gifted students?”</p> <p>Justify the principles and standards of the NAGC paper.</p>	<p>Oral/written justification</p>	<p>Karnes, F., Bean, S. (2001). <i>Methods and materials for teaching the gifted</i>. Waco, TX: Prufrock Press, Inc.</p> <p>Van Tassel-Baska, J. (2003). <i>Curriculum planning and instructional design for gifted learners</i>. Denver, CO: Love Publishing Company.</p> <p>www.nagc.org link to NAGC Standards</p>

Curriculum Matrix
TOPIC 6 – DESIGNING UNITS OF INSTRUCTION

Competency 2.0 & Key Questions	Objectives Topic 6	Learning Options – Activities	Method of Competency Demonstration	Resources
<p>Continued from previous page</p> <p>What curricular components are essential in order to develop a unit of instruction that meets the cognitive and affective needs of gifted learners?</p>	<p>2.9 Demonstrate the ability to develop a unit 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.</p>	<p>Read <i>Bridging the Gap</i> and then evaluate a text with the rubric.</p> <p>Design a curricular unit of instruction for gifted students using the components from NAGC’s Rating Rubric for Outstanding Curriculum Material.</p> <p>Critique your own and then a colleague’s curricular unit using the components from NAGC’s Rating Rubric for Outstanding Curriculum Material.</p>	<p>Evaluation of text using rubric, including documented evidence</p>	<p>Purcell, J.H., Burns, D.E., Tomlinson, C., Imbeau, M., Martin, J.L. (2002). <i>Bridging the gap: A tool to analyze and evaluate gifted education curricular units</i>. <i>Gifted Child Quarterly</i>, 46(2), 306-321. (HO 1)</p> <p>Purcell, J.H. and Burns, D.E. (2002). <i>Template for designing PCM curriculum units and lessons</i>. A Javits Gifted and Talented Demonstration Grant. Washington, D.C.: Department of Education, Office of Educational Research and Improvement (HO 2)</p> <p>Van Tassel-Baska, J. (2003). <i>Curriculum planning and instructional design for gifted learners</i>. Denver, CO: Love Publishing Company.</p>

Curriculum Matrix
TOPIC 7 – INSTRUCTIONAL NEEDS AND STRATEGIES

Competency 2.0 & Key Questions	Objectives Topic 7	Learning Options – Activities	Method of Competency Demonstration	Resources
<p>Continued from previous page</p> <p>How can teachers of the gifted assure that the classroom instruction best meets the needs of each learner?</p>	<p>2.10 Demonstrate the ability to match instructional strategies and materials to individual needs of learners.</p>	<p>Compile a list of proven instructional strategies for working with gifted students. Possible sources include Coleman, Van Tassel, and <i>The Parallel Curriculum</i>, pages 53-56, "Teaching Methods". Discuss those used frequently and those to use more often. Select four strategies and provide examples of when they would be effective tools.</p> <p>Gather an assortment of Interact or other simulations and learning gam In small groups, identify the goals or outcomes for the game(s) and discuss which learning activities effectively address those goals. Refer to Karnes. Discuss why these may or may not be effective instructional tools.</p> <p>Read Handout 1 and identify which myths or truths are addressed through a selected simulation or learning game.</p> <p>Select a desired learning outcome or goal for a gifted learner. Design a simulation or learning game to meet the needs of the learner. You may choose to have the simulation geared to the specific learning needs of the student you are studying.</p> <p>Create a set of flash cards identifying different individual needs. Choose a partner. How many instructional strategies can you name to appropriately accommodate the given need?</p> <p>Consider strategies that best work for you as a learner. Which are not effective for you? What factors determine which are and which are not successful for you? Compare on a chart and 7 summarize why you feel some strategies may be preferable to others based on learning styles. Read at least three articles from professional journals or</p>	<p>Compiled list of proven strategies and examples of appropriate usage.</p> <p>Small group analysis of games/simulations</p> <p>Class discussion</p> <p>Comparison of personal strategies chart for gifted learners</p> <p>Summary of reading and findings</p>	<p>Berger, S. (2000). Common myths about gifted students. Arlington, VA: ERIC Clearinghouse on Disabilities and Gifted Education. Retrieved March 29, 2003, from the World Wide Web: http://ericec.org/fact/myths.html [HO 1)]</p> <p>Coleman, L., Cross, T., (2001). <i>Being Gifted in School</i>. Chapter 8: "Curriculum Theory and Practice" and Chapter 9: "Instructional Theory." Waco, TX: Prufrock Press, Inc.</p> <p>Karnes, F., S. (2001). <i>Methods and materials for teaching the gifted</i>. Waco, Prufrock Press, Inc.</p> <p>Sample <i>Interact</i> or other simulations</p> <p>Starko, A. (1986). <i>It's time: Inservice strategies curriculum compacting</i>. Mansfield CT: Creative Learning Press.</p> <p>Tomlinson, Kaplan, S. Renzulli, J., Purcell, J., Leppien, J., Burns, D. <i>The Parallel Curriculum</i>. Thousand CA: Corwin Press, Inc.</p> <p>Van Tassel-Baska, J. (2003). <i>Curriculum</i></p>

<p>Continued from previous page</p>		<p>guides.</p> <p>on various instructional strategies. What strategies seem best suited for gifted learners? Why? Report your findings in the chart. Finally, identify strategies you feel would be likely to be effective with your study student and explain your reasoning.</p> <p>2.43.1 Create a myth/reality game about gifted learners. Role play a myth to a group, have group while they hold up true/false response cards to state their opinion. How could you present this to your faculty or at a parent meeting?</p> <p>2.44.1 Complete a simulation involving curriculum compacting. (See Starko's book for example)</p> <p>2.45.1 Complete a KWLH chart for instructional strategies for gifted learners.</p>		<p>planning and instructional design for gifted learners. Denver, CO: Love Publishing Company.</p>
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Curriculum Matrix
TOPIC 8 – SELECTING APPROPRIATE MATERIALS, RESOURCES AND TECHNOLOGY

Competency 2.0 & Key Questions	Objectives Topic 8	Learning Options – Activities	Method of Competency Demonstration	Resources
<p>Continued from previous page</p> <p>How do exemplary teachers of the gifted select and use appropriate instructional materials, resources, and technology to facilitate academic growth and achievement for students?</p>	<p>2.11 Demonstrate awareness and knowledge of appropriate resources and materials for developing curriculum and facilitating learning for students who are gifted.</p>	<p>Review Taba’s Knowledge Categories and The Parallel Curriculum. Using a current text identify the knowledge categories addressed in the text.</p> <p>Review rubric for evidence of mastery and develop a flow chart.</p> <p>Remodel a study unit.</p> <p>Discuss the role basal textbooks might play in a gifted curriculum.</p> <p>Identify considerations for selection of instructional materials.</p> <p>After reviewing <i>The Parallel Curriculum</i> on the parallel topic of <i>Practice</i>, discuss the role of professionals in the disciplines and how they may be human resources.</p> <p>Create an evaluation tool for selecting appropriate print-based instructional materials.</p> <p>Understand the Core Curriculum Parallel and what is meant by “Big Ideas”.</p> <p>Discuss key considerations for selecting appropriate and challenging multi-media instructional</p>	<p>Flow chart and class presentation</p> <p>Evaluation tool for selecting print-based instructional materials.</p> <p>Evaluation tool for World Wide Web documents and application of criteria.</p>	<p>Avery, L. D., & Zuo, L. (2003). Selecting resources and materials for high-ability learners. In J. VanTassel-Baska (Ed.) <i>Content based curriculum for high ability learners</i>. (pp. 259-277). Denver, CO: Love Publishing.</p> <p>Eisenberg, M. B. & Johnson, D. (2002). Learning and teaching information technology computer skills in context (EDO-IR-2002-04). Syracuse, NY. Retrieved February 11, 2003, from the World Wide Web: http://ericit.org/digests/EDO-IR-2002-04.shtml [Handout 6]</p> <p><i>GT-Curriculum</i>. (August 2000). Arlington, VA: ERIC Clearinghouse on Disabilities and Gifted Education. Retrieved February 5, 2003, from the World Wide Web: http://www.ericec.org/faq/gt-curri.html [Handout 1]</p> <p>Houston, D. (2002). <i>Selecting media for the diverse classroom: A handbook for teachers</i> (Publication No. ESE 311534). Tallahassee, FL: Bureau of Exceptional Education and Student Services, Florida Department of Education. [Available at no cost from the Clearinghouse Information Center, Division of Public School and Community Education, Department of Education.</p> <p>Journals and periodicals for parents and educators of</p>

<p>Continued from previous page</p>		<p>materials and on-line sources. Identify six major types of Internet applications. Choose a World Wide Web site and apply the criteria. Share this evaluation with a colleague.</p> <p>Design a checklist for integrating technology into the gifted classroom.</p> <p>Discuss how we can ensure that technology is used appropriately for gifted learners.</p> <p>Discuss the question, "How has the use of technology changed instructional options for gifted students?"</p> <p>Establish criteria for determining when to use "outside" resources vs. teacher-developed curriculum.</p>	<p>gifted children. (December 2002). Arlington, VA: ERIC Clearinghouse on Disabilities and Gifted Education. Retrieved February 5, 2003, from the World Wide Web: http://ericec.org/fact/gt-journals.html [Handout 5]</p> <p>Learning Links document [Handout 2] March, Tom. Sorting Strands of the World Wide Web for Educators. Computer-Using Educator's Newsletter (July/August 1995). Retrieved February 11, 2003, from the World Wide Web: http://www.ozline.com/learning/webtypes.html</p> <p>Publishers of Gifted Education Materials. Arlington, VA: ERIC Clearinghouse on Disabilities and Gifted Education. Retrieved February 5, 2003, from the World Wide Web: http://ericec.org/fact/gtpublish.html [Handout 3]</p> <p>Resources for Implementing Technology Handout 4]</p> <p>Tomlinson, C., Kaplan, S., Renzulli, J., Purcell, J., Leppien, J., and Burns, D. (2002). <i>The Parallel Curriculum</i>. Thousand Oaks, CA: Corwin Press, Inc.</p> <p>Van Tassel-Baska, (2003). <i>Curriculum planning and instructional design for gifted learners</i>. Denver, CO: Love Publishing Company</p>
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Curriculum Matrix
TOPIC 9 – PROVIDING A CONTINUUM OF SERVICES

Competency 2.0 & Key Questions	Guiding Objectives Topic 9	Learning Options – Activities	Method of Competency Demonstration	Resources
<p>Continued from previous page</p> <p>What continuum of services would be appropriate to meet the needs of gifted learners?</p>	<p>2.12 Demonstrate knowledge of a continuum of services to support the needs and interests of gifted students.</p>	<p>Review resources and describe how service would be provided in each of the service delivery models listed and the variables that could hinder or facilitate learning for gifted students:</p> <ul style="list-style-type: none"> Regular class placement (inclusion) Grouping provisions Independent study Subject/grade acceleration Facilitative support Consultation Supplemental tutoring Resource room (enrichment) Part time (pull-out) Full time class Separate school Mentorship Internship. <p>Design a brochure that describes the continuum of services available in the local school district.</p> <p>Discuss whether one service model would be appropriate for all gifted students and how decisions are made regarding service.</p> <p>Determine criteria for consideration when decisions about placement are made. Make a chart identifying typical services offered at each level – primary, intermediate, middle and high school.</p> <p>Prepare a flow chart depicting the ideal continuum of services for three students as described in the lesson.</p> <p>Prepare a list of interview questions for teacher of the gifted for your study student as well as the general education teacher</p>	<p>Descriptions of service delivery models and variables for impacting learning</p> <p>Flowchart of ideal program options</p> <p>Compile pros and cons from acceleration research.</p> <p>Debates</p>	<p>Clark, B. (2002). <i>Growing Up Gifted</i>. Chapter 7: Providing a Continuum of Services for Gifted Learners. Pages 252-299. Upper Saddle River, NJ: Pearson Education</p> <p>Colangelo, N. & Davis, G. (1997). <i>Handbook of Gifted Education</i>. Chapter 11: The Schoolwide Enrichment Model: New Directions for Developing High-End Learning by J. Renzulli and S. Reis, pages 136-154. Needham Heights, MA: Allyn and Bacon.</p> <p>Coleman, L. J. & Cross, T. L. (2001). <i>Being gifted in school</i>. Waco, TX: Prufrock Press.</p> <p>Feldhusen, J. F. (1998). Programs and services at the elementary level. In J. VanTassel-Baska (Ed.) <i>Excellence in educating gifted & talented learners</i> (3rd ed., pp. 211-223). Denver, CO: Love Publishing.</p> <p>Feldhusen, J. F. (1998). Programs and services at the secondary level. In J. VanTassel-Baska (Ed.) <i>Excellence in educating gifted & talented learners</i> (3rd ed., pp. 225-240). Denver, CO: Love Publishing.</p> <p>Florida Department of Education. (2003). <i>Acceleration of gifted students</i>. (Publication No. ESE 311781). Tallahassee, FL: Bureau of Instructional Support and Community Services, Florida Department of Education. [Available at no cost from the Clearinghouse Information Center, Division of Public School and Community Education, Department of Education (850) 245-0475]. (HO 3)</p> <p>Lynch, S. J. (August 1994). Should gifted students be grade-advanced? Arlington, VA: ERIC Clearinghouse on Disabilities and Gifted Education. Retrieved February 5, 2003, from the World Wide Web: http://ericec.org/digests/</p>

<p>Continued from previous page</p>		<p>for the student. Conduct the interview. Summarize the interview and results.</p> <p>Acceleration is frequently a controversial topic. Consider ramifications of acceleration (both subject and grade). Conduct a debate on the merits of the issue with your colleagues.</p> <p>Clarify district and school position on acceleration and compile with readings and research to write an opinion paper on the subject. Refer to Roger's book for additional activities related to grouping and acceleration.</p>	<p>e526.html [(HO 1)</p> <p>National Association for Gifted Children (1998, October). <i>Position Papers of the National Association for Gifted Children</i>. Washington DC: Author. (HO 2)</p> <p>Rogers, K. B. (2002). <i>Re-forming gifted education</i>. Scottsdale, AZ: Great Potential Press.</p> <p>Southern, W. B. & Jones, E. D. (1991). <i>Academic acceleration of gifted children</i>. New York: Teachers College Press.</p> <p>VanTassel-Baska, J. (1998). Key issues and problems in secondary programming. In J. VanTassel-Baska (Ed.) <i>Excellence in educating gifted & talented learners</i> (3rd ed., pp. 241-259). Denver, CO: Love Publishing.</p> <p>Winebrenner, S. (1990). <i>Teaching gifted kids in regular classroom</i>. Minneapolis, MN: Free Spirit Press.</p>
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Curriculum Matrix
TOPIC 10 – STUDENT OUTCOMES

Competency 2.0 & Key Questions	Guiding Objectives Topic 10	Learning Options – Activities	Method of Competency Demonstration	Resources
<p>Continued from previous page</p> <p>How can a meaningful Educational Plan (EP) for a gifted student be developed ?</p>	<p>2.13 Demonstrate the ability to identify student outcomes, evaluate student progress, and develop an appropriate educational plan (EP).</p>	<p>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 for Exceptional Students Who Are Gifted (http://www.firn.edu/doe/rules/rules.htm). List factors related to an Educational Plan in terms of the impact on the education of students determined eligible for Special Programs for Students Who Are Gifted. List required participants and what information each would be able to provide.</p> <p>Discuss the participation of a regular education teacher at the EP meeting. How might the situation be handled if the gifted students are served at a school other than the general education setting and what might be the best procedure at the middle or high school when a student has more than one regular teacher.</p> <p>Discuss why you believe the current rule states an EP must be developed for students who are gifted only, with related services that do not require special services [for example, occupational therapy (OT), physical therapy (PT), counseling, or a 504 plan for medical conditions that do not designate a disability, such as diabetes or ADD.] The new rule specifies that if a student is dual exceptional and is gifted with a disability that student must have an IEP which addresses the disability and the giftedness – all the special needs of the student.</p> <p>The focus of the development of the EP is on the strengths of the child. How is this student gifted? Since an EP is a plan for this child only, what evidence is there of how the student evidences gifted characteristics? What does this student need beyond what is offered in a general education classroom in terms of specially designed instruction?</p> <p>Traditionally gifted students have been provided with more of the same or busy work when they complete their regular assignments. Develop an opinion paper about the message this may</p>	<p>List of factors from reading and review of state rules</p> <p>Discussion</p> <p>Summary of the purpose of an EP</p> <p>Case study</p> <p>Summary of instructional and management strategies</p> <p>Statement to justify when evaluative tools would be effective</p> <p>Documentation of findings regarding approaches to measuring outcomes</p> <p>Rubric and/or rating scale to assess student performance</p> <p>Summary of assessment links</p>	<p>Assessment</p> <p>Callahan, learner education. (Eds.) Methods the gifted. Prufrock</p> <p>Genius Denied web site: www.geniusdenied</p> <p>Links to Carol Tomlinson and Differentiated http://www.justmyweb.com/2002/tomlinson.html</p> <p>Rubric development guidelines: http://webquest.sdsu.edu/sdsu.eduns.htm</p> <p>State rules http://www.van-tassel-planning.com</p>

<p>Continued from previous page</p>		<p>send to the gifted learner.</p> <p>Describe the significance of pre-testing to determine what the student already understands. Understanding that basic skills need to be taught and that gifted students learn in different ways, address how differentiation in terms of content, process, and learning environment may be altered to make learning meaningful. How might a teacher address a subject with tasks with more depth and rigor for these students?</p> <p>Discuss whether appropriate expectation levels can be set for gifted learners. Does the nature of the gifted learner defy such attempts? (VanTassel-Baska, 1992, 2003). The need to document present levels of performance requires appropriate measures. Discuss what could be used to provide this information.</p> <p>Research and provide a summary of each of the following instructional and management strategies for differentiated, mixed-ability classrooms:</p> <ul style="list-style-type: none"> Curriculum compacting Independent projects Interest centers or groups Tiered assignments Learning centers Varying questions Mentorships/apprenticeships Contracts <p>Discuss how the affective concerns of the student may be considered in establishing goals. How is this impacting the student's performance levels? Tools some teachers use to evaluate progress include:</p> <ul style="list-style-type: none"> Rating scales Conferences Self evaluation Peer evaluation Teacher evaluation Performance assessments Portfolios Product assessments Pre-post assessments Journals Evaluation by appropriate audience <p>Develop a brief statement justifying a case when each would be effective.</p> <p>What approaches to measuring outcomes are most convincing? (Van Tassel-Baska, 2003). Document your findings. Types of instruments:</p> <ul style="list-style-type: none"> Formal vs. informal Standardized vs. non-standardized <p>Using an existing curriculum</p>		
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		<p>unit, create rubric or rating scale to assess student performance in one or more areas. Consider the prior discussions of moving a student from Novice to Expert.</p> <p>Review Assessment links (HO1) and summarize findings.</p> <p>Gifted students often learn they can “get by” with minimum effort unless appropriate expectations are put in place. Learning outcomes set expectations, so it is important to establish rigorous expectations for the student based on present levels of performance. Given data on an eligible gifted student, create an appropriate educational plan; ensuring the plan meets all district compliance requirements and appropriately addresses the specific needs of the student.</p> <p>The student’s needs change over time with increased achievement. Development of a new EP or an EP review (which may be requested at any appropriate audience time by the parent, teacher, or school staff member) should assess how the child’s needs have changed, what new goals should be set, whether the services currently provided are still appropriate. A change in services or placement can only take place at an EP meeting. The parent does not need to be present, but should be notified of any change. Also, whenever an EP is written for longer than a two year period, there should be a review of the EP. Discuss why or when it might be necessary to review the EP.</p>		
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Curriculum Matrix
TOPIC 11 – COMMUNICATING AND ADVOCATING EFFECTIVELY

Competency 2.0 & Key Questions	Specific Objectives Topic 11	Learning Options – Activities	Method of Competency Demonstration	Resources
<p>Continued from previous page</p> <p>How can educators of the gifted communicate and advocate effectively with their many constituencies?</p>	<p>2.14 Demonstrate the ability to effectively communicate and work in partnerships with students, families, and school personnel in the interests of gifted students.</p>	<p>Review recommended readings and discuss the more common communication mistakes and how to avoid them.</p> <p>Read pages from Walker. Discuss ways advocating might improve gifted programs and/or services in your area. Decisions about service are made at the district level. What changes do you feel need to be made and what difference would those changes make for students in terms of receiving appropriate services?</p> <p>Design a newsletter or article about the gifted program at the local school. Prepare a short workshop for the faculty of the school or a parent group about the gifted curriculum, program goals and objectives.</p> <p>Create a role-play with colleagues and present to the class featuring examples and non-examples for conducting a parent conference or meeting with a school board member or legislator.</p> <p>Shrinking budgets make the gifted program a target for cut backs. Prepare a presentation for, or write a letter to the school board defending the costs of the program.</p>	<p>Role play with colleagues</p> <p>Role play</p>	<p>Karnes, F. A. & Lewis, J.D. (May 1997). Public relations: A necessary tool for advocacy in gifted education. Arlington, VA: ERIC Clearinghouse on Disabilities and Gifted Education. Retrieved February 5, 2003, from the World Wide Web: http://ericec.org/digests/e542.html [(HO 1)]</p> <p>Lewis, J. D., & Karnes, F. A. (2001). Public relations and advocacy for the gifted. In F. A. Karnes & S. M. Bean (Eds.) <i>Methods and Materials for teaching the gifted</i>. (pp. 634-672). Waco, TX: Prufrock Press.</p> <p>Ramsey, R. D. (2002). <i>Communicating well with students, staff, parents, and the public</i>. Thousand Oaks, CA: Corwin Press.</p> <p>Walker, S. (1991) The survival guide for parents of gifted kids. Pages 113 “Advocacy: Working for improvement. Minneapolis, MN. Free Spirit.</p>

For add-on certification purposes, the participant must demonstrate the successful completion of all applicable competencies within the components, with such demonstration verified by the instructor. For in-service credit purposes, the participant must demonstrate increased competency on at least 80% of the specific objectives using pro- and post-tests or other valid measures.

Component Evaluation: The district's staff development program procedures will be used for evaluating coverage of the specified competencies and the effectiveness of instructional presentations. Instructors will evaluate content and make recommendations (or additions, modifications or deletion) of component content, activities or evaluation procedures.

DISTRICT MASTER INSERVICE PLAN TRAINING COMPONENT
GUIDANCE AND COUNSELING FOR THE GIFTED
Component # 4102007
60 In-service Points (Maximum)

Competency 3.0 & Key Questions	Specific Objectives	Procedural/Activities	Method of Competency Demonstration
<p>3.0 Demonstrate knowledge & skills in guidance & counseling of students who are gifted to include motivation/ self-image, intra and interpersonal skills, career options, emotional & social. needs, and communication strategies for teachers.</p>	<p>3.1 Select appropriate interventions and strategies that address self motivation, understanding, coping with exceptionality and creative productivity in students who are gifted. Sessions 1, 5, 11</p> <p>3.2 Recognize the dynamics of interactive role of students who are gifted with teachers, family members, and peers. Sessions 2, 10</p> <p>3.3 Provide career guidance for meeting the needs of students who are gifted. Session 2, 18, 20</p> <p>3.4 Provide guidance & counseling to meet the social & emotional needs of students including students who are from special populations. Sessions 14-16, 22-23</p> <p>3.5 Demonstrate knowledge of the theories of self esteem and self concept as related to guidance & counseling students who are gifted. Sessions 5, 8-11</p> <p>3.6 Demonstrate knowledge & facilitation of a variety of problem solving and decision making techniques appropriate for use by students who are gifted. Sessions 6,</p>	<p>Read Managing the Social and Emotional Needs of the Gifted (Schmitz & Calbraith).</p> <p>Read and discuss via teleconferencing, affective profiles of identified gifted students.</p> <p>Read Managing the Social & Emotional Needs of the Gifted (Schmitz & Calbraith).</p> <p>Read selected journal articles describing social and emotional development and behaviors of gifted individuals.</p> <p>View videotapes depicting discussion of gifted students and their teachers relative to careers common to gifted individuals.</p> <p>View-videotapes on the topic of gifted underachievement.</p> <p>Read selected articles from Giftedness, Conflict and Under-achievement (Whitmore) and discuss the problems of underachievement.</p> <p>Read and discuss A Practical Guide to Counseling the Gifted In A School Setting (Van Tassel Baska).</p> <p>Read Gifted Children I Speak Out (DeLisle) and discuss.</p>	<p>Case study of a gifted individual.</p> <p>Relate affective needs of a student to characteristics of the gifted.</p> <p>Conduct a career awareness activity with a group of students.</p> <p>A case study of an underachieving gifted student focusing on the social and emotional needs of the student and suggesting strategies to help the student achieve success.</p> <p>Develop a classroom activity.</p> <p>Brainstorm ways to implement/vary affective techniques presented in the readings and videotapes.</p> <p>Submit a description and written evaluation of an activity to be shared with other participants.</p> <p>Select appropriate instrument to use in assessing career options.</p> <p>Analyze results of assessment.</p> <p>Discuss out-comes, and submit for evaluation.</p> <p>Exhibit checklist used for rating parent conference videotape.</p>

	<p>14, 23</p> <p>3.7 Demonstrate use of appropriate strategies for helping students who are gifted deal with stress. Sessions 3-5/ 7-8</p> <p>3.8 Identify appropriate career opportunities available for students who are gifted. Sessions 18, 20</p> <p>3.9 Demonstrate knowledge of group dynamics & methods of teaching social skills to students who are gifted. Session, 12</p> <p>3.10 Develop cooperative working relationships and teamwork with other disciplines, agencies, colleagues, & parents; demonstrate ability to communicate & conference effectively with parents & teachers regarding an individual student's needs. Sessions 12, 14, 17,19,21</p>	<p>View videotapes which focus on the self-concept and demonstrate the use of such techniques as : A. Boundary Breaking B Simulation C. Role-Playing D. Guided Fantasy 3.7.1 Create, implement & evaluate the success of a strategy for reducing stress.</p> <p>Compare instruments available in local professional collections for use in assessing the career options.</p> <p>Discuss available instruments for use in assessing the emotional and social needs of the gifted.</p> <p>Administer selected instrument (3.8) to assess the social needs of a gifted student.</p> <p>View a videotape of a parent conference in session and rate the conference by use of a checklist provided by the instructor.</p>	<p>Complete a posttest with 80 accuracy.</p> <p>Complete the module evaluation instrument.</p>
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For add-on certification purposes, the participant must demonstrate the successful completion of all applicable competencies within the components, with such demonstration verified by the instructor. For in-service credit purposes, the participant must demonstrate increased competency on at least 80% of the specific objectives using pro- and post-tests or other valid measures.

Component Evaluation: The district's staff development program procedures will be used for evaluating coverage of the specified competencies and the effectiveness of instructional presentations. Instructors will evaluate content and make recommendations (or additions, modifications or deletion) of component content, activities or evaluation procedures.

**DISTRICT MASTER INSERVICE PLAN TRAINING COMPONENT
EDUCATION OF SPECIAL POPULATIONS OF GIFTED STUDENTS
Component # 2100014**

60 In-service Points (Maximum)

Competency 4.0 & Key Questions	Specific Objectives	Procedural/Activities	Method of Competency Demonstration
<p>4.0 Demonstrate knowledge & skills in educating special populations for gifted students, including student characteristics & programmatic adaptations of students who are minorities; underachievers; students who are gifted & disabled; experientially disadvantaged; and highly gifted.</p>	<p>4.1 Demonstrate systemic advocacy for ensuring access to gifted programs. Sessions 1 -2</p> <p>4.2 Identify ways in which cultural values, traditions/ stereotypes, & perceptions may influence the development of educational experiences for gifted, culturally diverse students. Session 3</p> <p>4.3 Identify ways in which situations such as rural living, sparse population, poverty, non-urban experiences can influence the development of educational experiences of students who are gifted from special populations. Sessions 4 -5</p> <p>4.4 Demonstrate knowledge of the characteristics & needs of highly gifted students. Session 2</p> <p>4.5 Demonstrate knowledge of motivational techniques appropriate for use with underachievers who are gifted, & of the complex etiology, causes & treatment of under-achievement. Sessions 12 a,b</p> <p>4.6 Identify inhibiting factors that have prevented services for young gifted students. Sessions 18-19</p> <p>4.7 Demonstrate an awareness of how teachers, peers, and parents influence the development of students who are gifted & disabled/ & identify their unique counseling</p>	<p>View videotapes relating to the characteristics, identification, and intervention techniques of special populations of gifted students.</p> <p>Read and discuss? selected readings, provided by the instructor/ describing the education of special populations of gifted students.</p> <p>View videotapes relating to the issues of identifying and educating the disadvantaged gifted.</p> <p>Read and discuss selected readings, provided by the instructor, describing the educational opportunities for disadvantaged gifted in Florida.</p> <p>View videotapes relating to the issues of identifying and educating rural disadvantaged gifted students.</p> <p>Read and discuss selected readings, provided by the instructor, describing identification and educational opportunities for rural gifted in Florida.</p> <p>View videotapes relating to how to highly gifted.</p> <p>Read and discuss selected readings, provided by the instructor, describing students who are highly gifted.</p> <p>View videotapes depicting teachers and students discussing strategies to meet the cognitive, affective, and social needs of underachieving gifted students.</p> <p>Read and discuss selected readings describing the educational opportunities for underachieving gifted.</p> <p>View videotapes relating to the issues of educating young gifted students.</p> <p>Read and discuss selected readings, provided by the instructor, describing the educational opportunities for young gifted in Florida.</p> <p>View videotapes relating to the</p>	<p>Complete an activity</p> <p>List potential barriers and possible solutions.</p> <p>Use nontraditional identification procedures.</p> <p>Develop a program for highly gifted students.</p> <p>Complete a profile for three students.</p> <p>Complete an EP outlining one year's participation in a gifted program.</p> <p>Submit a description of a student's behaviors as related to the diagnostic criteria for behavior disorders.</p> <p>Conduct a structured interview with an ESOL teacher working with gifted students.</p> <p>Produce an activity to be used with a gifted student from a special population.</p> <p>Submit a description of services pro-vided for physically handicapped students at their location and within their district. Included will be information such as number of students served, delivery options used, sample activities, etc.</p> <p>Review case studies of gifted females and</p>

	<p>needs. Session 6</p> <p>4.8 Demonstrate knowledge of the demographic trends in Florida as they relate to the incidence and prevalence of ESOL students. Sessions 2, 13-14, 16</p> <p>4.9 Identify appropriate instructional modifications and alternative program strategies including mentorships, role playing, contracts, participatory learning, that are more appropriate for gifted students from special populations. Sessions 7, 9, 11,14-16, 19, 21</p> <p>4.10 Develop awareness of the dual identification process used in identifying students who are gifted & disabled. Sessions 6, 10</p> <p>4.11 Demonstrate knowledge of the research on gender bias & ways in which students are treated differently by parents, peers, & teachers. Session 17</p>	<p>issues of dealing with behavior disorder of gifted students in the class-room.</p> <p>Read and discuss selected readings describing the educational opportunities for behavior disordered in Florida.</p> <p>View videotapes relating to the issues dealing with gifted ESOL students in the classroom.</p> <p>Read and discuss selected readings describing the educational opportunities for gifted ESOL in Florida.</p> <p>View videotapes relating to the issues of educating gifted students from special populations.</p> <p>Read and discuss selected readings describing the educational opportunities for learning disabled gifted in Florida.</p> <p>View videotapes relating to the issues of educating gifted physically handicapped students.</p> <p>Read and discuss selected readings describing the educational opportunities for gifted physically handicapped students in Florida.</p> <p>View videotapes depicting teachers and students discussing strategies to meet the cognitive, affective and social needs of gifted females.</p> <p>Read and discuss selected readings, provided by the instructor, describing the education of gifted females in Florida.</p>	<p>develop a plan for more effectively meeting their needs.</p> <p>Complete a posttest with 80 ac-curacy.</p> <p>Complete the course evaluation instrument.</p>
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For add-on certification purposes, the participant must demonstrate the successful completion of all applicable competencies (100%) within the components, with such demonstration verified by the instructor. For in-service credit purposes, the participant must demonstrate increased competency on at least 80% of the specific objectives using pro- and post-tests or other valid measures.

Component Evaluation: The district's staff development program procedures will be used for evaluating coverage of the specified competencies and the effectiveness of instructional presentations. Instructors will evaluate content and make recommendations (or additions, modifications or deletion) of component content, activities or evaluation procedures.

DISTRICT MASTER INSERVICE PLAN TRAINING COMPONENT
THEORY AND DEVELOPMENT OF CREATIVITY
Component # 2100013
60 In-service Points (Maximum)

Creativity Matrix
Topic 1: Valuing Creativity

Competency 5.0 & Key Questions	Guiding Objectives Topic 1	Learning Options - Activities	Method of Competency Demonstration	Resources
<p>5.0 Upon completing this module, participants will demonstrate knowledge of the answers to the (8) Key Questions.</p> <p>What is creativity and why is it important?</p>	<p>5.1 Identify the role that creativity plays in personal development.</p> <p>5.2 Describe the impact of creativity on personal growth and self-actualization.</p>	<p>Take pre-test and discuss.</p> <p>Develop personal definition of creativity.</p> <p>Small group discussion:</p> <p>Sharing individual, personal experiences with creativity in the workplace and classroom.</p> <p>Large group discussion of "Basics of Tomorrow" (Overhead).</p> <p>Discussion of Torrance's description of creativity from preface of <i>Creativity is forever</i>.</p>	<p>Portfolio Entry: What is the impact of creativity on personal growth?</p> <p>List of 100 examples of creativity.</p>	<p>Davis, G. A. (1999). <i>Creativity is forever</i>. Dubuque, Iowa: Kendall/Hunt Publishing Company.</p> <p>Reffel, J. A. (2003). Creative teachers value creative characteristics in their students. <i>Creative Learning Today</i>, 12, 1, 2-4.</p> <p>Piirto, J. (1999). Ways to enhance creativity: A different approach. Retrieved March 29, 2003, from http://www.giftedbooks.com/aart_piirto.html</p> <p>Boon, R. J. (1997). <i>Cultural creativity: The importance of creativity in organizational and educational contexts</i>. Retrieved May 20, 2003, from http://www.lobstick.com/BOON.</p>

Creativity Matrix
Topic 2: Clarifying Creativity

Competency 5.0 & Key Questions	Guiding Objectives Topic 2	Learning Options - Activities	Method of Competency Demonstration	Resources
<p>What is creativity? (Part I)</p>	<p>5.3 Identify the elements of creativity.</p> <p>5.4 State several definitions of creativity and compare and contrast these definitions.</p> <p>5.5 Identify contemporary and historical examples of people who have demonstrated creativity in various domains and cultural settings.</p> <p>5.6 Identify myths and misunderstandings with creativity.</p>	<p>“Bag” Activity to demonstrate definition of creativity.</p> <p>Definition of creativity through provided handouts.</p> <p>Defining Creativity: “4 P’s” Jigsaw.</p> <p>Davis, G. A. (1999). Chapter 3: Definitions and theories: What is creativity? In <i>Creativity is forever</i>.</p> <p>Small group activity: Creativity Is... Creativity is NOT... (generate ideas, share out)</p> <p>Small group or individual research and presentations on examples of creative people.</p> <p>Role play a variety of myths and misunderstandings associated with creativity; group discussions on misunderstandings and the need for building advocacy skills.</p>	<p>List of self-actualized individuals who have demonstrated creativity.</p> <p>List elements of the creative process, and examples of the person, process, product and press.</p> <p>Write an article that dispels myths about creativity.</p> <p>Creative Reflection</p>	<p>Davis, G. A. (1999). <i>Creativity is forever</i>. Dubuque, Iowa: Kendall/Hunt Publishing Company.</p> <p>Treffinger, D. J. (1992). <i>Overcoming misunderstandings on the importance of creativity</i>, 1-3. Center for Creative Learning.</p> <p>Piirto, J. (1998). <i>Understanding those who create</i>. Scottsdale, AZ: Great Potential Press.</p> <p>Michalko, M. (1998). Thinking like a genius; Eight strategies used by the super creative, from Aristotle and Leonardo to Einstein and Edison. <i>The Futurist</i>, 32, 21-25.</p> <p>Treffinger, D. J., Young, G. C., Shelby, E. C., & Shepardson, C. (2001). <i>Assessing creativity: A technical assistance guide for Florida educators</i>. Sarasota: Center for Creative Learning.</p>

Creativity Matrix
Topic 3: Understanding the Elements of Creativity

Competency 5.0 & Key Questions	Guiding Objectives Topic 3	Learning Options - Activities	Method of Competency Demonstration	Resources
<p>What is creativity? (Part II)</p>	<p>5.7 State several definitions of creativity and compare and contrast these definitions.</p> <p>5.8 Identify specific personal, socio-cultural and educational experiences and opportunities that facilitate/inhibit the development of creativity.</p> <p>5.9 Examine and analyze the dynamics of individual creativity and collaborative creativity.</p>	<p>Explore definitions of creativity and create a product to compare and contrast the similarities and differences between definitions.</p> <p>Small group or individual research and presentation of creative people.</p> <p>Explore individual vs. collaborative creativity and discuss which setting was most conducive for various tasks.</p> <p>Class discussion of fluency, flexibility, originality and elaboration.</p> <p>Small group discussion using Erickson's chart of human development and generate implications for education.</p>	<p>Portfolio Entry— List of multiple examples of creativity.</p> <p>Case Study</p> <p>Chart critical points in the development of human creativity.</p> <p>List examples of facilitating and inhibiting experiences.</p>	<p>. Hiam, A. (1998). Nine obstacles to creativity—and how you can remove them. <i>The Futurist</i>, 32, 30-34.</p> <p>Davis, G. A. (1999). <i>Creativity is forever</i>. Dubuque, Iowa: Kendall/Hunt Publishing Company.</p> <p><i>Erik Erikson's 8 stages of psychomotor development</i>. (n.d.). Retrieved April 23, 2003, from http://web.cortland.edu/andersmd/ERIK/sum.HTM L</p> <p>Gardner, H. E. (1988). <i>Art, mind, and brain: A Cognitive approach to creativity</i>. New York: Basic Books.</p> <p>Gelb, M. J. (2000). <i>How to think like Leonardo DaVinci: Seven steps to genius every day</i>. New York: Dell Publishing Company, Inc.</p>

Creativity Matrix
Topic 3: Understanding the Elements of Creativity, *continued*

Competency 5.0 & Key Questions	Guiding Objectives Topic 3	Learning Options - Activities	Method of Competency Demonstration	Resources
<p>(continued)</p> <p>What is creativity? (Part II)</p>	<p>(continued)</p> <p>5.10 Demonstrate an understanding of the elements of creative thinking (e.g., fluency, flexibility, originality, and elaboration).</p> <p>5.11 Identify critical points in the development of human creativity from early childhood through adulthood.</p>	<p>(continued)</p> <p>Discuss the 3 types of characteristics that combine to produce creativeness, personality traits, cognitive abilities, biographical traits (experiences). Davis, G. <i>Creating More Creative People</i>.</p> <p>Generate a list of experiences that facilitate and inhibit creativity.</p> <p>Using the handout “Some Characteristics Associated with Creativity,” identify people known to the participants who possess these characteristics. Discuss ways that these individuals show creativity.</p> <p>Creative Reflection # 2 —Case Study of a Creative Person.</p> <p>Understanding blocks to creativity—read chapter from <i>A Whack on the Side of the Head</i>.</p>	<p>(continued)</p> <p>Position paper or action plan school/district</p>	<p>(continued)</p> <p>Treffinger, D. J., Young, G. C., Shelby, E. C., & Shepardson, C. (2001). <i>Assessing Creativity: A technical assistance guide for Florida educators</i>. Sarasota: Center for Creative Learning.</p> <p>VonOech, R. (2001). <i>A Whack on the Side of the Head</i>. New York: Fine Communications.</p>

Creativity Matrix
Topic 4: Cultural Concepts of Creativity

Competency 5.0 & Key Questions	Guiding Objectives Topic 4	Learning Options - Activities	Method of Competency Demonstration	Resources
<p>What is creativity? (Part III)</p> <p>Where is creativity?</p>	<p>5.12 Identify controversies concerning the nature of creativity to understand why a universally accepted definition of creativity has not been attained.</p> <p>5.13 Identify cognitive and personal characteristics associated with creativity across cultures and throughout time.</p> <p>5.14 Recognize how culture, economics, environment, and time impact the expression of creativity.</p>	<p>Research to explore “Man’s relationship to creativity” during various periods of history and from various cultures.</p> <p>Small group discussion of similarities and differences of the development and expression of creativity.</p> <p>Debate the positive/negative historical and contemporary controversies concerning creativity.</p>	<p>Summary of similarities and differences of culture, economics, environment, and time on creativity.</p> <p>Summary of the controversy regarding the nature of creativity.</p> <p>List similarities and differences of cognitive characteristics associated with creativity.</p>	<p>Davis, G. A. (1999). <i>Creativity is forever</i>. Dubuque, Iowa: Kendall/Hunt Publishing Company.</p> <p>Negroponte, N. (2003). Creating a culture of ideas. <i>Technology Review</i>, 106,34-35.</p> <p>Sternberg, R. J. (1990). <i>Nature of creativity: Contemporary psychological perspectives</i>. Cambridge, MA: Press Syndicate of the University of Cambridge.</p>

Creativity Matrix
Topic 5: Assessing Creativity

Competency 5.0 & Key Questions	Guiding Objectives Topic 5	Learning Options - Activities	Method of Competency Demonstration	Resources
How can creativity be measured?	<p>5.15 Understand the role of assessment in determining creativity and the use of tests and inventories.</p> <p>5.16 Describe, compare, and evaluate different instruments for measuring creativity.</p>	<p>Individual research of creativity.</p> <p>Discussion of reasons for creativity assessment; identification for appropriate learning settings, for research, for counseling purposes, for predicting creative eminence.</p> <p>Activity: identification of gifted individuals using descriptions of the characteristics of famous gifted people.</p> <p>Connect the Dots. Research reliability and validity of the various creativity tests.</p> <p>Administer, score, and analyze one test of creativity to 5–10 students.</p> <p>Use a CPS Evaluation Matrix to compare aspects of various creativity assessment instruments.</p> <p>VIEW –preference indicator from Center for Creative Learning (CCL), 2002.</p>	<p>Reflect upon personal awareness of creativity.</p> <p>Create an informal creativity assessment tool.</p> <p>Summarize the reliability and validity of a number of creativity tests and inventories.</p> <p>Support or refute this statement: “Creativity can/ cannot be measured and efforts to do so are not/are a waste of time.”</p>	<p>Davis, G. A. (1999). <i>Creativity is forever</i>. Dubuque, Iowa: Kendall/Hunt Publishing Company.</p> <p>Cropley, A.J. (2000). Defining and measuring creativity: Are creativity tests worth using? <i>Roeper Review</i>, 23, 72-79.</p> <p>Naglieri, J. A., & Kaufman, J. C. (2001). Understanding intelligence, giftedness, and creativity using the PASS theory. <i>Roeper Review</i>, 33, 151-156.</p> <p>Piirto, J. (1998). <i>Understanding those who create</i>. Scottsdale, AZ: Great Potential Press.</p> <p>Treffinger, D.J., Young, G.C., Shelby, E.C., & Shepardson, C. (2001). <i>Assessing creativity: Atechnical assistance guide for Florida educators</i>. Sarasota: Center for Creative Learning.</p> <p>Various tests of creativity:</p> <ul style="list-style-type: none"> • Naglieri Nonverbal Ability Test • Meier Art Tests • Torrance Tests of Creative Thinking • SOI-Meeker (1969)

Creativity Matrix
Topic 6: Fostering a Creative Learning Environment

Competency 5.0 & Key Questions	Guiding Objectives Topic 6	Learning Options - Activities	Method of Competency Demonstration	Resources
<p>What is a creative learning environment?</p>	<p>5.17 Identify ways to establish a classroom environment that fosters the development and expression of creativity.</p> <p>5.18 Consider role of emotion, physical aspects, exploration/discovery, experimentation, unpredictability, and ambiguity in creativity.</p>	<p>Explore the implications of creativity in society Video Clip: <i>Apollo 13</i>.</p> <p>Explore the concept of FLOW. Video Clip: <i>Billy Elliot</i>.</p> <p>Generate ways to enhance creativity.</p> <p>Jigsaw articles, share out.</p> <p>Discuss the implications of intrinsic and extrinsic motivation.</p> <p>Panel discussion of the importance of creative thinking.</p> <p>Debate the pros and cons of the implications of providing a creative setting for gifted children in the home, school, and community.</p>	<p>List ways to develop a positive classroom environment to promote creativity and strategies parents can use to enhance creative thinking.</p> <p>A re-designed lesson incorporating the characteristics of a positive environment.</p> <p>Develop and present a creative learning activity.</p>	<p>Anonymous. (2001). Developing a climate for creativity. <i>Gifted Child Today</i>, 24, 4, 7-8.</p> <p>Csikszentmihalyi, M. (1997). Happiness and creativity. <i>The Futurist</i>, 31, 5, 8-12.</p> <p>Davis, G. A. (1999). <i>Creativity is forever</i>. Dubuque, Iowa: Kendal/ Hunt Publishing Company.</p> <p>Hudson, W. (1999). Be a creativity curator today! <i>Gifted Child Today</i>, 22, 2, 22.</p> <p>McLagan, P. A. (2003). Distributed intelligence. <i>T & D</i>, 57, 52-56.</p> <p>Meador, K. (2001). The whistles stop here: Encouraging meaningful creative thinking in the classroom. <i>Understanding Our Gifted</i>, 12, 4.</p>

Creativity Matrix
Topic 6: Fostering a Creative Learning Environment, *continued*

Competency 5.0 & Key Questions	Guiding Objectives Topic 6	Learning Options - Activities	Method of Competency Demonstration	Resources
<p>(continued)</p> <p>What is a creative learning environment?</p>	<p>(continued)</p> <p>5.19 Analyze the creative learning environment from 3 perspectives: personal, socio-cultural, educational.</p> <p>5.20 Describe the importance, implications, and benefits of creative thinking for students in today's schools and society.</p>	<p>(continued)</p> <p>Redesign a lesson to incorporate one or more of the climatic characteristics described in, "Climate for Creativity."</p> <p>What are some personal, social, educational reasons for encouraging creativity? (Portfolio entry)</p>	<p>(continued)</p> <p>Review/analyze the importance of creative thinking to the person, those around him/her, and society.</p>	<p>(continued)</p> <p>Brenman, G. (2000). <i>Billy Elliot</i>. UK: Working Title Films & BBC Films.</p> <p>Howard, R. (1995). <i>Apollo 13</i> [Motion Picture], United States: MCA Universal Home Video.</p> <p>Csikszentmihalyi, M. (1991). <i>Flow</i>. New York: Harper Collins Publishers.</p> <p>Piirto, J. (1998). <i>Understanding those who create</i>. Scottsdale, AZ: Great Potential Press.</p> <p>Sternberg, R. J. (1999). <i>Handbook of creativity</i>. New York, Cambridge University Press: Clinics in Developmental Medicine Series.</p>

Creativity Matrix
Topic 7: How Can Creativity be Nurtured and Developed?

Competency 5.0 & Key Questions	Guiding Objectives Topic 7	Learning Options - Activities	Method of Competency Demonstration	Resources
How can creativity be developed/nurtured?	<p>5.21 Examine organizational and managerial structures and practices that facilitate/inhibit the development and expression of creativity.</p> <p>5.22 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.</p> <p>5.23 Identify tools for generating ideas and focusing thought with overview relevant programs.</p>	<p>Creative & Critical Thinking—Demonstrate that both types of thinking are essential for creative problem solving.</p> <p>CPS Program: “Future Problem Solving Program”</p> <p>Synectics</p> <p>Discuss the concepts of learning and systems free of boundaries. Creative Reflection # 3, “Creativity and World Affairs.”</p> <p>Plan and develop creativity centers or demonstrations that can be shared with the group.</p>	<p>List of descriptors found within a creative learning community: compassion, courage, wisdom, and forgiveness.</p> <p>Journal Entry:</p> <p>Synectics Activity</p>	<p>Davis, G. A. (1999). <i>Creativity is forever</i>. Dubuque, Iowa: Kendall/Hunt Publishing Company.</p> <p>Mildrum, N. K. (2000). Creativity reigns (not reined) in the regular classroom. <i>The Education Digest</i>, 66, 33-38.</p> <p>Kanter, R. M. (1985). <i>Change masters</i>. New York: Simon & Schuster Adult Publishing Group.</p> <p>DeBono, E. (1985). <i>Lateral thinking: Creativity step by step</i>. New York: Harper & Row Publishers.</p> <p>Isaksen, S. G. & Treffinger, D. J. (1985). <i>Creative Problem-Solving: The basic course</i>. Buffalo, NY: Bearly, Limited.</p> <p>Palmer, W. R. & Schlichter, C. L. <i>Thinking smart: A primer of the talents unlimited model</i>. Mansfield Center, CT: Creative Learning Press, Inc.</p>

Creativity Matrix
Topic 8: Identifying Goals

Competency 5.0 & Key Questions	Guiding Objectives Topic 8	Learning Options-Activities	Method of Competency Demonstration	Resources
<p>How can creativity be developed/nurtured? (II)</p>	<p>5.24 Identify programs or curricula that can serve as initiatives or fostering creativity (Odyssey of the Mind, Future Problem Solving, Invent America, Artifacts Box, mentoring SCAMPER).</p> <p>5.25 Demonstrate an understanding of the process of invention and identify the steps of moving from an idea through the patent process.</p>	<p>Mini-fair of Odyssey of the Mind activities.</p> <p>Visit neighborhood sites that support or encourage creativity. Create a List of field trip sites for class use.</p> <p>Conduct a creativity scavenger hunt.</p> <p>Present program overviews with thumbnail lessons from multiple programs to capture the essence of each and how creativity is found in each.</p> <p>Research the patent process and describe the steps of the process for the development of one invention.</p> <p>Search and list Web sites devoted to inventions.</p> <p>Develop exemplary lessons that include appropriate teaching strategies and groupings to support the development of creativity.</p>	<p>List of criteria that can be used to select appropriate programs.</p> <p>Critique of programs(s) that can be used to develop creativity.</p> <p>Compilation of examples of patents that demonstrate the inventive process.</p> <p>Exemplary lessons to develop creativity.</p> <p>Create a learning wheel of matched creative characteristics and teaching strategies.</p>	<p>Davis, G.A. (1999). <i>Creativity is forever</i>. Dubuque, Iowa: Kendall/Hunt Publishing Company.</p> <p>VonOech, R. (1986). <i>A kick in the seat of the pants</i>. New York: Harper Collins Publishers</p> <p>Costa, A.L. <i>Developing minds: a resource book for teaching thinking</i>. Alexandria, VA: Association for Supervision & Curriculum Development.</p> <p>Howard, R. (1995). <i>Apollo 13</i> [Motion Picture], United States: MCA Universal Home Video.</p>

Creativity Matrix
Topic 8: Identifying Goals, *continued*

Competency 5.0 & Key Questions	Guiding Objectives Topic 8	Learning Options - Activities	Method of Competency Demonstration	Resources
<p><i>(continued)</i></p> <p>How can creativity be developed/nurtured? (II)</p>	<p><i>(continued)</i></p> <p>5.26 Using the identified characteristics of the creative individual, plan appropriate teaching strategies and groupings that support the development and expression of abilities.</p> <p>5.27 Explore and analyze the ethical issues surrounding creativity.</p>	<p><i>(continued)</i></p> <p>List characteristics of creative individuals and teaching strategies that are appropriate for gifted and talented lessons. (Match characteristics and strategies to develop creativity).</p> <p>Conduct individual research on current ethical issues.</p> <p>Discuss how integrity is enhanced by higher order thinking "improving" activity.</p>	<p><i>(continued)</i></p> <p>Identify the three primary powers of higher order learning and resulting capabilities.</p>	<p><i>(continued)</i></p> <p>Maker, J.C., & Nielson, A.B. (1995). <i>Teaching models in education of the gifted</i>. New York: PRO-ED, Inc.</p>

Creativity Matrix
Topic 9: Evaluation Procedures

Competency 5.0 & Key Questions	Guiding Objectives Topic 9	Learning Options – Activities	Method of Competency Demonstration	Resources
How can the outcomes of creativity be assessed?	<p>5.28 Discuss the value of creativity in an era of educational accountability.</p> <p>5.29 Examine the role of self-assessment, including portfolio development, in the evaluation of creative processes and products.</p> <p>5.30 Describe characteristics and appropriate criteria used to assess creative outcomes and products.</p>	<p>Small group work to explore creativity and nationalism; creativity and equity; creativity of the future; and creativity as human freedom.</p> <p>Activity: "Creativity Around Us and in Front of Us"</p> <p>Create a rubric for assessing a creative outcome/product.</p> <p>Creativity Celebration Formulate guidelines for creation and maintenance of portfolios for products formed from creative processes.</p> <p>Add a creative component to a pre-existing student assignment and design a rubric for assessing the outcome.</p>	<p>Summary of the interrelationships of creativity and selective factors.</p> <p>Self-Assessment Rubric</p> <p>Constructs for evaluating creative outcomes.</p> <p>Creativity project with assessment rubric applied.</p>	<p>Davis, G.A. (1999). <i>Creativity is forever</i>. Dubuque, Iowa: Kendall/Hunt Publishing Company.</p> <p>Fishkin, A.S., & Johnson, A.S. (1998). Who is creative? Identifying children's creative abilities. <i>Roeper Review</i>, 21, 40-47.</p> <p>Piirto, J. (1998). <i>Understanding those who create</i>. Scottsdale, AZ: Great Potential Press.</p> <p>Treffinger, D.J., Young, G.C., Shelby, E.C., & Shepardson, C. (2001). <i>Assessing creativity A technical assistance guide for Florida educators</i>. Sarasota: Center for Creative Learning.</p> <p>Renzulli, J.S., & Reis, S.M. Student Product Assessment Form (SPAF). http://www.sp.uconn.edu/~nrcgt/sem/spaf.pdf</p>

Creativity Matrix

Topic 10: Personalization, Actualization, and Commitment of Creativity

Competency 5.0 & Key Questions	Guiding Objectives Topic 10	Learning Options – Activities	Method of Competency Demonstration	Resources
<p>How will you commit to nurturing creativity in your students and in yourself?</p>	<p>5.31 Develop plans to integrate creativity within and across the content areas focusing on process and product.</p> <p>5.32 Design and implement a personal plan for establishing a classroom environment to nurture and develop creativity.</p> <p>5.33 Create pathways/opportunities for developing individual student creativity (mentorship, community resources, contests, clubs, special lessons/classes, dual enrollment, distance learning).</p>	<p>Presentations of final course products and performances.</p> <p>Activity: Personalizing Creativity Within My Classroom (and My Life!)</p> <p>The growth of creativity.</p>	<p>Creativity Reflection</p>	<p>Erickson, H.L. (1998). <i>Concept-based curriculum and instruction</i>. Thousand Oaks, California: Corwin Press, Inc.</p> <p>Davis, G.A. (1999). <i>Creativity is forever</i>. Dubuque, Iowa: Kendall/Hunt Publishing Company.</p> <p>Glasser, W. (1998). <i>Choice theory: A new psychology of personal freedom</i>. New York: Harper Collins.</p>

For add-on certification purposes, the participant must demonstrate the successful completion of all applicable competencies within the components, with such demonstration verified by the instructor. For in-service credit purposes, the participant must demonstrate increased competency on at least 80% of the specific objectives using pro- and post-tests or other valid measures.

Component Evaluation: The district's staff development program procedures will be used for evaluating coverage of the specified competencies and the effectiveness of instructional presentations. Instructors will evaluate content and make recommendations (or additions, modifications or deletion) of component content, activities or evaluation procedures.

Appendix C

Forms

**ALTERNATIVE PROGRAM FOR ADD-ON CERTIFICATION:
GIFTED ENDORSEMENT
PLAN OF STUDY/VERIFICATION OF COMPLETION REQUIREMENTS**

Applicant Information

DISTRICT:

Name:	Date:
Social Security*:	
Home Address:	School Address:
Phone:	Phone:
Current Assignment Area:	Current Certification Area:
Assigned Out-Of Field: <input type="checkbox"/> Yes <input type="checkbox"/> No	DOE Certification No:
	DOE Certification Type:

I understand that/ in order to obtain add-on endorsement in gifted, I must:

- hold a valid Florida Professional Educator's Certificate, issued on the basis of a Bachelor's or higher degree, in an academic area.
- successfully complete the approved district alternative program for add-on certification outlined on the form attached.

I have been counseled regarding and understand the following:

- requirements for continued employment in an out-of-field status;
- requirements for adding gifted endorsement to my certificate;
- availability of university or college courses to meet certification requirements; and
- benefits/constraints of an add-on program vs. university or college course work or degree program options.

I further understand that

- The district will maintain documentation of my program attendance, performance, and completion.
- The district will provide, on request, continuing advisement on matters related to certification, add-on offerings and progress toward completion of program requirements.

_____ Applicant's Signature

Upon program completion, the district submits to the Department of Education Bureau of Teacher Certification a completed DOE CT-115e Form, signed by the district superintendent or designee, with the Plan of Study/Verification of Completion and all attachments as indicated above.

Name

**ALTERNATIVE PROGRAM FOR ADD-ON CERTIFICATION:
GIFTED ENDORSEMENT**

PLAN OF STUDY

VERIFICATION OF COMPLETION REQUIREMENTS

SPECIALIZATION AREA:

GIFTED

REQUIRED TRAINING CONTENT	DATE COMPLETED	ALTERNATIVE PROGRAM GIFTED ENDORSEMENT <small>(Insert district specific numbers from District)</small>	COLLEGE/UNIVERSITY COURSES <small>(Specify Institution and Course Number).</small>
COURSE COMPETENCIES		POINTS	
Nature and needs of the Gifted		4-102-002 60	
Curriculum Development for the Gifted		1-105-001 60	
Guidance and Counseling for the Gifted		4-102-003 60	
Education of Special Populations		2-100-007 60	
Theory and development of Creativity		2-100-008 60	

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**FLORIDA DEPARTMENT OF EDUCATION
INSERVICE TEACHER EDUCATION
TRANSFER RECORD**

This is to verify that _____
(Name) _____ (SSN)

(Department of Education Certification Number) has earned the following in-service points between _____ and _____. Current Certification Validity Period: _____

RECORD OF COMPONENTS TRANSFERRED

INSTRUCTIONS: List individual components transferred. Indicate component number, title, applicable area of certification, number of points that apply as "subject area" or "generic."

Component Number	Component Title	Area of Certification	Subject Area Points	Generic Points

Total Points: _____

The signer of this form verifies that all in-service points listed herein were earned:

1. During the time the district had an approved Master In-service Plan.
2. Within the last period for validity of the individual's certificate.
3. While the individual was an employee of this district.

NAME OF DISTRICT: _____

PRINT NAME OF DISTRICT SUPERINTENDENT OR AUTHORIZED REPRESENTATIVE SIGNATURE OF SUPERINTENDENT OR AUTHORIZED REPRESENTATIVE DATE

Additional information: Please provide the following, if applicable.

Clinical Educator Training

Component Number	Component Title	Training Dates	Points

ESOL Training

Component Number	Component Title	Training Dates*	Points

Reading Training

Component Number	Component Title	Training Dates*	Points

*If ESOL or Reading points were banked, list date and number banked.

Appendix D

Implementation Guidelines For Nature and Needs, Theory and Development of Creativity, and Curriculum Development for the Gifted Modules

Endorsement Courses for the Gifted Implementation Guidelines

Source: Florida Department of Education 2005

Introduction

The modules are manuals which act as a guide for a gifted endorsement course. Included you will find suggested resources, a list of pre-requisite skills, objectives, components, activities and assignments.

It is understood that there will be flexibility in course formats (number of meetings, duration of each meeting) depending on the participants and nature of the instructional setting. The mastery must be equivalent to a 3-semester hour course in a university setting (16 weeks/3 hrs.). Each participant must show evidence of mastery which could be held as a portfolio for each course

The courses have been updated with two central concepts, Infusion and Modeling.

Infusion includes the following principles:

- Required skills as excellent general practitioners
- Diversity Issues
- Adult Education Principles
- Technology and Information Skills
- Differentiated Curriculum
- Appropriate Assessment
- Independent Learning and Research Skills

Modeling includes the following principles:

- Facilitative Practitioner
- Reflective Ongoing Self-Assessment
- Intake Interview: pre-assessment including knowledge base, skills, learning styles, interests, socio-cultural preferences
- Formative Evaluation
- Gifted Instructional Strategies: compacting, contracting, creative productivity

The facilitative Practitioner should use the following effective strategies:

- Process built into content
- Examination of current issues and key concepts
- Overview of multiple models
- Networking with other instructors
- Infusion of lower level thinking, focus on higher level thinking skills
- Interactive and open-ended • Freedom of Choice: constructivism
- Flexible Structure: complexity, pacing
- Model effective strategies

Built into each of the courses are levels. The use of the pre-assessment is critical to the delivery of these modules. The levels are:

1. Pre-assessment
2. Base level: compacting and built in assessment in every module to facilitate acceleration
3. Curriculum extension/skill development for those who evidence mastery of some of the basic concepts at pre-assessment
4. Creative productivity for those evidencing a higher level of mastery

The outcomes of the modules are:

- Base level: content expertise for all participants
- Higher level: alternative outcomes for participants with some degree of mastery of the topics
- Professional development as an educator of gifted students
- Documentation of skill development (portfolio)
- Open-ended yet accountable evidence of mastery
- Continuity across the five courses

Instructors/facilitators

Recommended qualifications for instructors/facilitators of the add-on endorsement classes 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 three years successful teaching experience in gifted education

Additional materials

There are three additional documents included with these guidelines. The first is recommended resources and supplementary texts for the five endorsement courses. When an instructor is selected, the person should review these recommended resources for the courses and check web site addresses for accuracy. Also, included is a list of pre-requisites that prospective teachers enrolled in the endorsement courses should possess. The instructor may need to direct participants to other staff development offerings in lieu of trying to teach pre-requisites as part of the endorsement course. The third document outlines specific delivery strategies that should be used for gifted endorsement courses. The instructor should model these strategies throughout the implementation of the courses.