Gifted: Curriculum and Instructional Strategies
Course Syllabus

Course Description
Educators identify research-based practices and models designed to meet the needs of gifted learners and develop differentiated learning experiences specific to gifted students. They investigate strategies for meeting the instructional needs of gifted students as they learn to develop units of study. Resources for aligning state standards and the gifted curriculum are presented in preparation for learning to develop educational plans.

60 Credit Hours

Course Objectives

Gifted Objectives (from FDOE, 2005)
The 11 topics developed for Curriculum Development for the Gifted address various objectives.

Topic 1 - Key Terms
- Demonstrate understanding of the terminology used in the development of curriculum for the gifted, including such terms as acceleration, enrichment, and differentiation.

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 Instruction Strategies
- Demonstrate the ability to evaluate gifted curriculum and instructional strategies.

Topic 6 – Designing Units of Instruction
- Demonstrate knowledge of appropriate resources, including technology, for teaching students who are gifted.

Topic 7 – Instructional Needs and Strategies
- Demonstrate the ability to match instructional strategies and materials, such as curriculum compacting and grouping, to individual needs of learners.

Topic 8 – Selecting Appropriate Materials, Resources, and Technology
- 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.

Topic 9 – Providing a Continuum of Services
- Demonstrate the ability to communicate and work in partnerships with students, families, and school personnel.

Topic 10 – Student Outcomes
- Demonstrate the ability to identify student outcomes, evaluate student progress, and develop an appropriate educational plan.

Topic 11 – Communicating and Advocating Effectively
Demonstrate knowledge of a continuum of services that supports the needs and interests of gifted students.

Course Documentation Methods
In order to complete this course, participants must submit the following documentation. These exercises accessible through the Course Log, must meet the established criteria.

**Reflection/Dialogue Exercises** (10) – Reflecting on knowledge gained from course content and applying that knowledge to gifted learners.
Gifted: Educating Special Populations
Course Syllabus

Course Description
Educators investigate the concept of giftedness as it has been evidenced through groups identified by the National Association for Gifted Children as special populations. Researchers have supported the idea that gifted students from special populations have needs that are different from their more traditional gifted peers and from peers with similar challenges. This course provides an understanding of how to better identify and serve those unique groups of gifted students.

60 Credit Hours

Course Objectives

Gifted Objectives (from FLDOE, 2008)
The 14 topics developed for Educating Special Populations address various objectives.

Topic 1 – Incidence of Special Populations of Gifted Students
- Examine the nature of giftedness in relation to multicultural principles and underserved populations.
- Acquire knowledge of diversity focus of national standards in gifted education.
- Justify the need to modify and differentiate the curriculum in terms of the needs of these special populations.
- Examine personal cultural competencies.

Topic 2 – Diverse Types of Gifted Students
- Within the broad spectrum of giftedness in the general population, identify sub-groups and underserved populations.
- Understand the learning needs and challenges of diverse types of gifted students.
- Identify the unique needs of gifted girls, culturally diverse, rural, disabled, underachieving, highly gifted, young gifted students, and disadvantaged gifted.
- Examine challenges of finding gifted students from underserved populations.
- Justify the need to modify and differentiate the curriculum in terms of the needs of these special populations.

Topic 3 – Identification of Special Populations of Gifted Students
- Demonstrate knowledge of Plan B State Board of Education Rules, 6A-6.03019, Special Instructional Programs for Students Who Are Gifted and 6A-6.03313, Procedural Safeguards for Exceptional Students Who are Gifted.
- Demonstrate knowledge of alternative assessments and non-traditional screening and evaluation appropriate for use with students from special populations.
- Match appropriate screening and identification procedures with the needs of the special populations.

Topic 4 – Ethnicity
- Understand the impact of global diversity issues in education of gifted students from diverse ethnic perspectives.
- Examine the rights and perspectives of diverse ethnic religions of gifted students and first amendment issues.
- Identify the characteristics of specific ethnic groups of gifted students.
- Develop an awareness of and demonstrate teaching strategies for addressing the needs of specific ethnic groups.
Topic 5 – Linguistic Diversity
- Understand the characteristics and needs of linguistic minority gifted students.
- Appreciate and incorporate the cultural and linguistic perspectives of gifted students who are bilingual or multilingual into curriculum.
- Examine policies and procedures for working with gifted LEP (Limited English Proficient) or ELL (English Language Learners) students.
- Identify strategies to effectively work with linguistically diverse gifted students and those who are classified as LEP or as ELL students.

Topic 6 – Underachievement in Gifted Students from Diverse Populations
- Examine the impact of cultural, ethical, and educational norms and expectations on underachievement in gifted students.
- Understand the individual characteristics, attitudes, and circumstances that can affect the achievement of a gifted student from diverse populations.
- Explore ways to identify gifted students from special populations who are unsuccessful in school.
- Identify strategies to assist these students.

Topic 7 – Twice-Exceptional: Physical
- Clarify and define diverse types of twice-exceptional gifted students.
- Demonstrate knowledge, characteristics, and needs of students who are both gifted and hearing impaired/deaf, visually impaired/blind, and orthopedically disabled.
- Identify the reasons that gifted students with disabilities are under-represented in gifted programs.
- Discuss strategies and programming needs for gifted students who are twice-exceptional.

Topic 8 – Twice-Exceptional: Behavioral and Emotional
- Identify the differences and similarities between ADD/ADHD and giftedness.
- Identify Asperger’s syndrome and its occurrence in gifted students.
- Examine the characteristics and needs of these students.
- Discuss classroom strategies for creating a classroom supportive of gifted students with behavioral/emotional disorders.

Topic 9 – Twice-Exceptional: Learning Disabilities
- Define the types of gifted learning disabled students.
- Describe the procedures for identifying a gifted learning disabled student.
- Understand program designs for gifted students with learning disabilities.
- Identify and plan instructional strategies for teachers of gifted learning disabled students.

Topic 10 – Socio-economic and Educational Disadvantage
- Identify and describe low socio-economic status populations that are underserved.
- Examine the nature of giftedness as masked by socio-economic and educational disadvantages.
- Identify inhibiting socio-economic factors that have prevented services for low-income gifted children who have had inadequate learning opportunities.
- Identify key research on identification of disadvantaged gifted students from underserved populations.
- Examine alternative, contextual, or process-oriented forms of assessment as promising ways to identify low-income gifted students.
- Examine methods and strategies that challenge the unique needs of disadvantaged gifted students.
- Research promising programs and services for poor gifted children that would accommodate their unique needs for skill-development, exposure to relevant experiences, mentoring opportunities and access to resources in the community.
Topic 11 – Diverse Family Structures and Pressures
- Identify and describe the impact of non-traditional experiences, values, and cultural expectations on the development and educational experiences of gifted students.
- Identify the unique characteristics and needs for gifted students from diverse family structures.
- Identify strategies for stimulating personal growth of gifted students from diverse families.
- Identify community support systems for diverse families of gifted students.

Topic 12 – Age: Young Gifted and Highly Gifted
- Examine concepts for age-appropriate development in relation to concepts of giftedness.
- Understand the needs and characteristics of very young gifted students.
- Examine ways to identify very young students in early childhood education and support their educational and personal needs.
- Understand the needs and characteristics of highly gifted students.
- Identify problems and challenges and present options for developing skills in highly gifted students.
- Examine exemplary practices and programs for meeting the needs of the highly gifted student.

Topic 13 – Gender
- Examine gender stereotyping and prejudice that impacts gifted girls, boys, and boys.
- Examine the impact of culture and ethnicity on gender expectations for gifted students from minority groups.
- Demonstrate knowledge of how gender issues can affect achievement and aspirations of gifted students.
- Explore the contribution of mentorships in their education.

Topic 14 – Evaluation of Effective Programs for Special Populations of Gifted Students
- Identify and describe criteria of effective programs.
- Examine theories of giftedness in the socio-cultural perspective in relation to goals for gifted programs.
- Identify instructional methods that accommodate the needs of special populations.
- Identify key research on programs for special populations.
- Communicate and consult with school personnel to evaluate effectiveness of programs in local schools/districts.

Course Documentation Methods
In order to complete this course, participants must submit the following documentation. These exercises, accessible through the Course Log, must meet the established criteria.

Reflection/Dialogue Exercises (10) – Participants apply knowledge to various scenarios in order to demonstrate mastery of the course objectives. They reflect on course content, strategy implementation, and their personal learning experience.
Gifted: Guidance and Counseling
Course Syllabus

Course Description
Educators develop an understanding of developmental characteristics as well as the unique strengths and vulnerabilities of the gifted learner. They learn to assist gifted students in developing healthy relationships and leadership capabilities as well as to understand parenting needs and family dynamics as related to the gifted learner. Next, they explore special socio-emotional needs and issues of some gifted learners and provide strategies that can be used to address these. These issues include risk factors such as suicide and depression, guidance and counseling needs of the special populations, stress and time management, parent and community support for the gifted, and educational and career guidance.

60 Credit Hours

Course Objectives

Gifted Objectives (from FDOE, 2007)
The 13 topics developed for Guidance and Counseling for the Gifted address various objectives.

Topic 1: Understanding the Gifted
- Identify common attitudes, biases, and pre-conceived expectations held about gifted children by teachers, parents, age-related peers, and throughout American society.
- Identify multiple ways attitudes and myths affect the everyday lives of gifted children, and impact educational services available to them.
- Identify at least five current definitions of giftedness. Note the impact each definition has in school, home, and society at large.

Topic 2: Developmental Characteristics of Gifted Children
- Attain a developmental understanding of gifted individuals across the life span from infancy to adulthood incorporating a holistic perspective.
- Describe how the interaction between the environment and innate capabilities affects productivity throughout life.

Topic 3: Phenomenological Experience of Being Gifted
- Understand the inner experience of children who are gifted.
- Become familiar with Dabrowski’s Theory of Positive disintegration and the importance of Developmental Potential and Over-excitabilities.
- Become cognizant of personality variables that affect the social and emotional well-being of gifted children.

Topic 4: Strengths and Vulnerabilities
- Understand strengths and vulnerabilities of a gifted individual that originates from within the self.
- Understand vulnerabilities that are due to another’s reaction to giftedness.
- Understand vulnerabilities that are due to a specific circumstance.

Topic 5: Personality Variance of the Gifted and Highly Gifted
- Realize that, by definition, a person who has an I.Q. four or more standard deviations above the norm will have greater difficulty finding peers and will be misunderstood by others.
Recognize that a person with an I.Q. four or more standard deviations above the norm is as holistically different from the norm as a person with an I.Q. four or more standard deviations below the norm is holistically different from the norm.

**Topic 6: Special Populations**

- Describe the different social and emotional needs of gifted students from special populations. Include gender, ethnicity and culture, socio-economic status, twice exceptional, and under-achieving students.
- Realize the need for additional or different assessment tools to identify special population students.
- Learn how to recognize, understand, and support gifted children with multiple differences.

**Topic 7: Risk Factors and Resiliency**

- Identify risk factors and resiliency as related to students who are gifted.
- Enumerate what you can do as a teacher to help students at risk.
- List symptoms in children and adults of addiction and physical or sexual abuse.

**Topic 8: Opportunities in Educational Placement**

- Understand two categories of acceleration—grade based and subject based—and list 18 acceleration options.
- Recognize home-schooling as a positive option for some gifted students and families.
- Be aware of myths, fears, and expectations of teachers and administrators that hold back students and the research that responds to these concerns.

**Topic 9: Counseling, Guidance, and Career Placement**

- Understand the need for supportive services for gifted individuals due to the complexity and sensitivity of their nature.
- Recognize that a counselor, therapist, or psychologist must be amply educated in the gifted field so not to misdiagnosis common characteristics of gifted individuals as pathology.
- Realize counseling provides empathy and partnership in times of need.
- Identify activities and resources to assist K-12 students who are gifted in planning for further education, career, or life choices.
- Recognize that guidance and career counseling support gifted individuals in decision-making for positive life choices.

**Topic 10: Supporting Social Skills and Leadership Development**

- Help students develop social skills and inspire leadership.
- Support gifted children’s experience of global interconnectedness and personal responsibility to take action.
- Realize that a primary need in life is to belong.
- Help gifted children to understand that their profound sensitivity and empathy can be channeled to help humankind.
- Recognize that perceptivity, empathy, ethics, values, integrity, and leadership are related.

**Topic 11: Advocates for the Gifted**

- Acquire and refine the knowledge and skills needed to advocate for gifted learners.
- Identify how parent, teacher, and educational advocates can positively affect gifted services and programming.
o Identify advocacy issues, needs, resources, educational laws, skills, and strategies.
o Support the necessity of self-advocacy by gifted students.

**Topic 12: Parenting the Gifted Child and Family Dynamics**
o Understand that gifted children naturally have unique needs that parents are challenged to address daily.
o Recognize that parents of gifted children need guidance and support to respond suitably to additional needs and demands.
o Realize that parents of gifted children may experience isolation from other parents due to others’ lack of understanding; societal expectations and myths; jealousy; competition; and lack of acceptance that gifted children have special needs.
o Understand the significance of quote from Mr. Rogers: “The best thing parents can do for children is to listen to them.”

**Topic 13: Emotional Giftedness and Spiritual Giftedness**
o Understand distinguishing characteristics of emotional giftedness.
o Become aware of characteristics of spiritual giftedness displayed in children.
o Realize a person can be emotionally or spiritually gifted and not intellectually gifted, or intellectually gifted and not emotionally or spiritually gifted.

**Course Documentation Methods**
In order to complete this course, participants must submit the following documentation. These exercises, accessible through the Course Log, must meet the established criteria.

**Reflection/Dialogue Exercises (10)** – Participants reflect on course content, strategy implementation, and their personal learning experience.
Gifted: Nature and Needs
Course Syllabus

Course Description
Educators explore the nature and needs of gifted students. They also investigate cognitive, social, and emotional needs. Next, they gain an understanding of the history and current research concerning gifted education. Finally, they investigate the nature and needs of gifted learners, including traditional and alternative tools for identifying giftedness, curriculum and instruction services, program models, and advocacy.

60 Credit Hours

Course Objectives

**Gifted Objectives** (from FLDOE, 2012)
The 5 topics developed for Nature and Needs of Gifted Students address various objectives.

**Topic 1 – Defining Giftedness/ Exploring Foundations**
- Describe the importance, implications, and benefits of gifted education for students and society through the identification of key philosophies, theories, and research.
- Demonstrate understanding of major historical and contemporary trends that influence gifted education.
- Demonstrate knowledge of the historical, national, and state definitions of giftedness.
- Demonstrate knowledge of the current criteria for gifted eligibility and placement in Florida.

**Topic 2 – Understanding Giftedness**
- Identify cognitive and affective characteristics of learners who are gifted, including those from diverse backgrounds.
- Identify the needs and challenges associated with common gifted characteristics.
- Compare and contrast the cognitive, social, emotional, and physical development of typical learners and those who are gifted.
- Understand the role of societal, cultural, emotional, experiential, and economic factors in supporting or inhibiting the development of giftedness.

**Topic 3 – Identifying the Gifted**
- Identify issues related to the identification of students who may be gifted.
- Examine district screening practices and identification procedures.
- Recognize contents, uses, limitations, and interpretation of multiple assessments for the screening and identification of learners who are gifted, including students from diverse backgrounds.

**Topic 4 – Educating the Gifted**
- Examine how gifted services differ from general education services with regard to curriculum, instruction, grouping, and learning environment.
- Analyze the relationship among gifted programming, differentiation, and identification criteria.
- Prioritize the educational needs of individual students who are gifted based on cognitive and affective characteristics and present levels of educational performance.
- Compare and contrast different service delivery models for students who are gifted and the relationship of the level of need for differentiation to placement on a continuum of services.
- Describe the characteristics and competencies of effective teachers of students who are gifted.
**Topic 5 – Managing Gifted Programs**
- Identify laws, regulations, and official documents that directly impact students who are gifted and services in Florida, including relationship between exceptional student education and gifted programs.
- Identify and interpret implications of current research that impacts gifted education.
- Demonstrate an understanding of the teacher’s responsibility for record keeping, including developing a suitable educational plan (EP) for an individual learner who is gifted.
- Examine the importance and role of the parent, teacher, and student in advocating for the gifted.

**Course Documentation Methods**
In order to complete this course, participants must submit the following documentation. These exercises, accessible through the Course Log, must meet the established criteria.

**Reflection/Dialogue Exercises (9)** - Participants reflect on course content and personal learning experiences.

**Multiple Choice Quiz (1)** - Participants demonstrate knowledge of key philosophies, theories, and research related to gifted education.
Gifted: Theory and Development of Creativity
Course Syllabus

Course Description
Educators explore creativity as it pertains to giftedness and the disciplines that have contributed to our understandings of this area of study. They explore methods for teaching creative attitudes and learn to identify the aspects of creativity as well as methods for encouraging creative thinking in children. Then, they explore creativity in relation to the academic disciplines, language arts, visual and performing arts, the social sciences, mathematics and science.

60 Credit Hours

Course Objectives

Gifted Objectives (from FDOE, 2007)
The ten topics developed for Theory and Development for the Gifted address various objectives.

Topic 1 Knowledge and Characteristics (I): Valuing Creativity
- Identify the role that creativity plays in personal development.
- Describe the impact of creativity 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 and opportunities 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 throughout 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 in determining 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, socio-cultural, 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 of 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, SCAMPER).

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 Resources**

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)

**Course Documentation Methods**

In order to complete this course, participants must submit the following documentation. These exercises, accessible through the Course Log, must meet the established criteria.

**Reflection/Discussion Exercises (10)** – Reflect on knowledge gained from course content and applying that knowledge to gifted learners.