

## Gifted: Nature and Needs (60 CEU)

### Course Syllabus

#### Description

Investigate the nature and needs of gifted learners, including traditional and alternative tools for identifying giftedness, curriculum and instruction services, program models, and advocacy. Examine cognitive, social, and emotional characteristics. Understand the history and current research concerning gifted education.

#### Learning Objectives

The following topics align with the Florida K-12 Gifted Endorsement, Florida Department of Education Board Rule 6A-4.01791, and the 2019 Pre-K-Grade 12 Gifted Programming Standards from the National Association for Gifted Children (NAGC). The standards are endorsed by the Association for the Gifted of the Council for Exceptional Children (CEC). The **GT** codes in parenthesis reference the NAGC-CEC Teacher Preparation Standards in Gifted and Talented Education (12/2013)

#### Topic 1 – Defining Giftedness and Exploring Foundations

- Describe the importance, implications, and benefits of gifted education for students and society through the identification of key philosophies, theories, and research. (GT1.2)
- Demonstrate understanding of major historical and contemporary trends that influence gifted education. (GT6.2-GT6.4)
- Demonstrate knowledge of the historical, national, and state definitions of giftedness. (GT6.2-GT6.4)  
Demonstrate knowledge of the current criteria for gifted eligibility and placement. (GT4.1-GT4.3)

#### Topic 2 – Understanding Giftedness

- Identify cognitive and affective characteristics of learners who are gifted, including those from diverse backgrounds. (GT1.1, GT1.2)
- Identify the needs and challenges associated with common gifted characteristics. (GT1.1, GT1.2, GT4.4)
- Compare and contrast the cognitive, social, emotional, experimental, and economic factors in supporting or inhibiting the development of giftedness. (GT2.1, GT2.4)
- Understand the role of societal, cultural, emotional, experiential, and economic factors in supporting or inhibiting the development of giftedness. (GT1.1, GT2.4, GT4.4, GT5.5)

#### Topic 3 – Identifying the Gifted

- Identify issues related to the identification of students who may be gifted. (GT1.1, GT1.2)
- Examine district screening practices and identification procedures. (GT4.1-GT4.4)  
Recognize contents, uses, limitations, and interpretation of multiple assessments for the screening and identification of learners who are gifted, including students from diverse backgrounds. (GT4.1-GT4.4)

#### **Topic 4 – Educating the Gifted**

- Examine how gifted services differ from general education services with regard to curriculum, instruction, grouping, and learning environment (GT5K2, GT5S1).
- Analyze the relationship among gifted programming, differentiation, and identification criteria (GT3S1).
- Prioritize the educational needs of individual students who are gifted based on cognitive and affective characteristics and present levels of educational performance (GT4S4).
- 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 (GT4K2, GT4S5).
- Describe the characteristics and competencies of effective teachers of students who are gifted (GT9S1), GT9S7).

#### **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. (GT6.1-GT6.3)
- Identify and interpret implications of current research that impacts gifted education. (GT6.1-GT6.3)
- 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. (GT6.1)
- Examine the importance and role of the parent, teacher, and student in advocating for the gifted. (GT6.4, GT6.5)

#### **Documentation Methods**

Participants must document their learning by completing the following summative(s).

- **9 Reflections** - Participants reflect on course content and personal learning experiences.
- **1 Multiple Choice Quiz** - Participants demonstrate knowledge of key philosophies, theories, and research related to gifted education.

The summative(s) must meet 80% of the established criteria.

## Gifted: Educating Special Populations (60 CEU)

### Course Syllabus

#### Description

Gain an understanding of the unique needs of gifted students from special populations. Learn to identify and serve these groups of gifted students.

#### Learning Objectives

The following topics align with the Florida K-12 Gifted Endorsement, Florida Department of Education Board Rule 6A-4.01791, and the 2019 Pre-K-Grade 12 Gifted Programming Standards from the National Association for Gifted Children (NAGC). The standards are endorsed by the Association for the Gifted of the Council for Exceptional Children (CEC). The **GT** codes in parenthesis reference the NAGC-CEC Teacher Preparation Standards in Gifted and Talented Education (12/2013).

#### Topic 1 – Incidence 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). (GT4.1, GT4.2, GT4.3)
- Demonstrate knowledge of alternative assessments and non-traditional screening and evaluation appropriate for use with students from special populations. (GT4.3)
- Match appropriate screening and identification procedures with the needs of the special populations. (GT4.1, GT4.2, GT4.3)

#### Topic 2 – Diverse Types of Gifted Students

- Within the broad spectrum of giftedness in the general population, identify subgroups and underserved populations. (GT4.1, GT4.3)
- Understand the learning needs and challenges of diverse types of gifted students. (GT2.1, GT3.1, GT3.2, GT3.4)
- Identify the unique needs of gifted girls, culturally diverse, rural, those with disabilities, underachieving, highly gifted, young gifted students, and disadvantaged gifted students. (GT3.1, GT3.3)
- Examine challenges of finding gifted students from underserved populations. (GT4.1, GT4.3)
- Justify the need to modify and differentiate the curriculum in terms of the needs of these special populations. (GT3.4, GT4.5)

#### Topic 3 – Multicultural Gifted Education: Incidence of Special Populations of Gifted

- Examine the nature of giftedness in relation to multicultural principles and underserved populations. (GT1.1, GT1.2, GT4.1)
- Acquire knowledge of diversity focus of national standards in gifted education. (GT6.1, GT6.3)
- Justify the need to modify and differentiate the curriculum in terms of the needs of these special populations. (GT3.3)
- Examine personal cultural competencies. (GT1.2)

#### **Topic 4 – Ethnicity**

- Understand the impact of global diversity issues in education of gifted students from diverse ethnic perspectives. (GT1.1, GT1.2, GT4.1)
- Examine the rights and perspectives of diverse ethnic religions of gifted students and first amendment issues. (GT2.1, GT3.4)
- Identify the characteristics of specific ethnic groups of gifted students. (GT1.1, GT1.2, GT5.1)
- Develop an awareness of and demonstrate teaching strategies for addressing the needs of specific ethnic groups. (GT1.1, GT1.2, GT2.1-GT2.4)

#### **Topic 5 – Linguistic Diversity**

- Understand the characteristics and needs of linguistic minority gifted students. (GT1.1, GT1.2)
- Appreciate and incorporate the cultural and linguistic perspectives of gifted students who are bilingual or multilingual into curriculum. (GT3.1-GT3.4)
- Examine policies and procedures for working with gifted LEP (Limited English Proficient) or EL (English Learners) students. (GT6.1, GT6.2, GT7.3)
- Examine ways to identify high potential linguistic minority students. (GT1.1, GT1.2, GT4.1)
- Identify strategies to effectively work with linguistic minority students. (GT2.3)
- Identify strategies to effectively work with linguistically diverse gifted students and those who are classified as LEP or as EL students. (GT5.1-GT5.5)

#### **Topic 6 – Underachievement**

- Examine the impact of cultural, ethical, and educational norms and expectations on underachievement in gifted students. (GT1.1, GT1.2)
- Understand the individual characteristics, attitudes, and circumstances that can affect the achievement of a gifted student from diverse populations. (GT6.1, GT6.2, GT6.3)
- Explore ways to identify gifted students from special populations who are unsuccessful in school. (GT4.1)
- Examine the characteristics and needs of these students. (GT1.1, GT1.2)
- Identify strategies to assist these students. (GT2.3, GT2.4, GT5.1-GT5.5)

#### **Topic 7: Socio-economic and Educational Disadvantage**

- Identify and describe low socioeconomic status populations that are underserved. (GT1.1, GT1.2)
- Examine the nature of giftedness as masked by socioeconomic and educational disadvantages. (GT1.1, GT1.2)
- Identify inhibiting socioeconomic factors that have prevented services for low-income gifted children. (GT1.1, GT1.2, GT2.1, GT2.2, GT2.4)
- Identify key research on identification of disadvantaged gifted students from underserved populations. (GT1.1, GT1.2, GT6.1-GT6.5)
- Examine alternative, contextual, or process-oriented forms of assessment as promising ways to identify low-income gifted students. (GT4.1-GT4.4)

- Examine methods and strategies that challenge the unique needs of disadvantaged gifted children. (GT5.1-GT5.5)
- Research promising programs and services for socio-disadvantaged gifted children that would accommodate their unique needs for skill-development, exposure to relevant experiences, mentoring opportunities, and access to resources in the community. (GT6.1-GT6.5)

**Topic 8: Twice-Exceptional Students**

- Clarify and define diverse types of gifted twice-exceptional students. (GT1.1, GT1.2)
- Demonstrate knowledge, characteristics, and needs of students who are both gifted and have a disability, including physical impairment, sensory impairments, emotional and behavioral disabilities, and learning disabilities. (GT6.1, GT6.2, GT6.3)
- Identify the reasons that gifted students with disabilities are underrepresented in gifted programs. (GT1.1, GT4.1)
- Discuss strategies and programming needs for gifted students who are twice-exceptional. (GT2.4, GT5.1-GT5.5)

**Topic 9: 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. (GT1.1, GT1.2, GT4.1, GT6.2)
- Identify the unique characteristics and needs for gifted students from diverse family structures. (GT1.1, GT1.2, GT6.3)
- Identify strategies for stimulating personal growth of gifted students from diverse families. (GT5.1-GT5.5)
- Identify community support systems for diverse families of gifted students. (GT4.1, GT6.3, GT7.2, GT7.3)

**Topic 10: Gender and LGBTQ+**

- Examine stereotyping and prejudice that impacts girls, boys, and those who identify as LGBTQ+. (GT1.2, GT4.1, GT6.2)
- Examine the impact of culture and ethnicity on gender expectations for gifted students from minority groups. (GT1.1, GT1.2, GT4.1)
- Demonstrate knowledge of how gender can affect achievement and aspirations of gifted students. (GT1.1, GT1.2, GT6.2, GT6.3)
- Explore the contribution of mentorships in their education. (GT4.4, GT4.5, GT6.5)

**Topic 11: Young Gifted and Highly Gifted**

- Examine concepts for age-appropriate development in relation to concepts of giftedness. (GT1.2, GT4.1, GT6.2, GT6.3)
- Understand the needs and characteristics of very young gifted students. (GT1.1, GT1.2)
- Examine ways to identify very young students in early childhood education and support their educational and personal needs. (GT3.1-GT3.4, GT4.3)
- Understand the needs and characteristics of highly gifted students. (GT4.1-4.4)
- Identify problems and challenges and present options for developing skills in highly gifted students. (GT4.1-GT4.4)
- Examine exemplary practices and programs for meeting the needs of the highly gifted student. (GT1.2, GT2.1, GT4.2, GT5.1)

**Topic 12: Evaluation of Effective Programs for Special Populations**

- Identify and describe criteria of effective programs. (GT1.1, GT1.2, GT6.1)
- Examine theories of giftedness in the socio-cultural perspective in relation to goals for gifted programs. (GT6.1-GT6.5)
- Identify instructional methods that accommodate the needs of special populations. (GT5.1-GT5.5)
- Identify key research on programs for special populations. (GT6.1-GT6.5)
- Communicate and consult with school personnel to evaluate the effectiveness of programs in local schools/districts. (GT7.1-GT7.3)

**Documentation Methods**

Participants must document their learning by completing the following summatives.

- **1 Multiple Choice Exam** - Learner demonstrates knowledge of content by selecting the correct answer from the choices provided.
- **9 Reflections** - Learner synthesizes previous knowledge and course content in order to develop a narrative response.

The summatives must meet 80% of the established criteria.

# Gifted: Curriculum and Instructional Strategies (60 CEU)

## Course Syllabus

### Description

Investigate research-based practices, models, and strategies designed to meet the needs of gifted learners. Discover resources for aligning state standards and the gifted curriculum. Become an advocate for gifted students and programs.

### Learning Objectives

The following topics align with the Florida K-12 Gifted Endorsement, Florida Department of Education Board Rule 6A-4.01791, and the 2019 Pre-K-Grade 12 Gifted Programming Standards from the National Association for Gifted Children (NAGC). The standards are endorsed by the Association for the Gifted of the Council for Exceptional Children (CEC). The GT codes in parenthesis reference the NAGC-CEC Teacher Preparation Standards in Gifted and Talented Education (12/2013).

### Topic 1: Key Terms and Concepts

- Justify the need to differentiate or adapt instruction to respond to the needs of the gifted learner. (GT3.4)
- Demonstrate understanding of the terminology used in the development of curriculum for the gifted. (GT5.1, GT6.1)

### Topic 2: Program and State Standards

- Demonstrate knowledge of the role of current state and national standards of the general education curriculum and the implications for the education of gifted students. (GT6.1)

### Topic 3: Principles of Differentiation Instruction (DI) and Universal Design for Learning (UDL)

- Demonstrate knowledge of the principles of differentiation and Universal Design for Learning. (GT1.2, GT3.2, GT3.3)

### Topic 4: Curriculum Models

- Demonstrate the ability to evaluate models for teaching gifted curriculum. (GT5.1, GT5.2, GT5.5)

### Topic 5: Curriculum and Instructional Strategies

- Develop an understanding of the issues of equity and excellence as they relate to gifted. (GT1.1, GT1.2)
- Demonstrate knowledge effective instructional strategies and the role of the teacher in implementing these strategies. (GT5.1)
- Demonstrate the ability to select gifted curriculum and appropriate instructional strategies. (GT1.1, GT2.1)
- Appreciate the role of assessment as an instructional strategy. (GT4.1-GT4.5)

### Topic 6: Selecting Resources, Materials, and Technology

- Demonstrate awareness and knowledge of appropriate resources and materials for developing curriculum and facilitating learning for students who are gifted. (GT3.1, GT3.2)

**Topic 7: Instructional Needs and Strategies**

- Demonstrate the ability to match instructional strategies to individual needs of learners. (GT3.4)
- Identify the impact of Response to Intervention (RtI) as it pertains to students who are gifted. (GT2.4)

**Topic 8: Designing Units of Instruction**

- Demonstrate the ability to develop a unit of instruction aligning curricular components to Florida State Standards, including objectives, introduction, teaching strategies, learning activities, products, resources, and assessments, to meet the cognitive and affective needs of gifted learners. (GT5.1 - GT5.5)

**Topic 9: Providing a Continuum of Services**

- Demonstrate knowledge of a continuum of services to support the needs and interests of gifted students. (GT2.4)

**Topic 10: Student Outcomes and the Educational Plan**

- Demonstrate the ability to identify various types of assessments and assessment strategies used before, during, and after instruction that provide evidence of student growth and understanding. (GT4.2, GT4.4)
- Demonstrate the ability to identify student outcomes, evaluate student progress, and develop an appropriate Educational Plan (EP). (GT4.2, GT4.3, GT4.4)

**Topic 11: Communicating and Advocating Effectively**

- Demonstrate the ability to effectively communicate and work in partnerships with students, families, and school personnel in the interest of students who are gifted. (GT4.3)

**Topic 12: Program Evaluation**

- Establish criteria to evaluate the effectiveness of the gifted programs at local, district, and state levels based on research-based, valid approaches. (GT7.3, GT6.1)
- Identify areas in which to assess gifted programs based on the parameters defining gifted services as set by state and national standards, laws, rules, and policies. (GT2.4)
- Identify areas in which to assess gifted programs based on the unique needs of students who are gifted. (GT4.1, GT4.3, GT4.4)
- Identify effects of culture and environment as well as family and key stakeholders in gifted programming. (GT1.1, GT1.2, GT2.1, GT6.3)

**Documentation Methods**

Participants must document their learning by completing the following summatives.

- **1 Unit Plan** – Learner creates a standards-based unit plan for instruction.
- **2 Lesson Plans** - Learner creates a standards-based plan for instruction.
- **1 Multiple Choice Exam** - Learner demonstrates knowledge of content by selecting the correct answer from the choices provided.
- **7 Reflections** - Learner synthesizes previous knowledge and course content in order to develop a narrative response.

The summatives must meet 80% of the established criteria.

## Gifted: Theory and Development of Creativity (60 CEU)

### Course Syllabus

#### Description

Explore creativity as it pertains to giftedness. Investigate methods for teaching creative attitudes and encouraging creative thinking across various disciplines. (60 hours)

#### Learning Objectives

The following topics align with the Florida K-12 Gifted Endorsement, Florida Department of Education Board Rule 6A-4.01791, and the 2019 Pre-K-Grade 12 Gifted Programming Standards from the National Association for Gifted Children (NAGC). The standards are endorsed by the Association for the Gifted of the Council for Exceptional Children (CEC). The codes in parentheses reference the NAGC-CEC Teacher Preparation Standards in Gifted and Talented Education (12/2013).

#### Topic 1: Valuing Creativity

- Describe the importance, implications, and benefits of creative thinking for students in today's schools and for society. (GT1.1, GT1.2, GT2.1-GT2.4)
- Demonstrate an understanding of how creative thinking can be used to address problems in society. (GT5.4)
- Describe the impact of creativity on personal growth and self-actualization. (GT1.1, GT1.2, GT2.1-GT2.4, GT4.5)

#### Topic 2: Defining Creativity

- Compare and contrast several definitions of creativity, including a personal definition, and explain why a single definition has not been universally accepted. (GT1.2, GT5.1)
- Review research in the field of creativity and apply it to a classroom setting. (GT1.2, GT5.1)
- Demonstrate an understanding of the elements of creative thinking (e.g. fluency, flexibility, originality, and elaboration). (GT1.2, GT5.1)
- Identify cognitive and personal characteristics associated with creativity across cultures and throughout time using contemporary and historical examples. (GT1.2, GT2.1, GT5.1)

#### Topic 3: Developing and Nurturing Creativity

- Identify specific personal, developmental, socio-cultural and educational experiences and opportunities that *facilitate* and those that *inhibit* the development of creativity and its expression. (GT2.1, GT2.2, GT2.4)
- Recognize ways to establish a classroom environment that fosters the development and expression of creativity. (GT2.1-GT2.4)
- Plan appropriate teaching strategies and groupings that support the development and expression of creative abilities. (GT5.1, GT5.5)
- Investigate tools and programs (e.g., Odyssey of the Mind, Future Problem Solving, Invent America) for generating ideas, focusing thought, and fostering creativity. (GT5.1-GT5.5)
- Develop instructional plans to integrate creativity within and across the content areas focusing on process and product. (GT5.2, GT5.4, GT5.5)

#### **Topic 4: Measuring Creativity and Assessing Creative Outcomes**

- Understand the role of assessment of creativity and the use of tests and inventories. (GT4.1-GT4.5)
- Describe, compare, and evaluate different instruments for measuring creativity. (GT4.1-GT4.5)
- Examine the role of assessment, including portfolio development, in the evaluation of creative processes and products. (GT4.1-GT4.5)
- Describe traits and appropriate criteria used to assess creative outcomes and products. (GT4.1-GT4.5)

#### **Topic 5: Personalization and Commitment of Creativity**

- Explore and analyze the ethical issues surrounding creativity. (GT6.1)
- Design and implement a personal plan for establishing a classroom environment to nurture and develop creativity. (GT2.1, GT2.2)
- Evaluate personal and student creativity development and monitor success in applying creativity strategies to real problems and challenges. (GT4.4, GT4.5)

#### **Documentation Methods**

Participants must document their learning by completing the following summatives.

- **1 Multiple Choice Exam** - Learner demonstrates knowledge of content by selecting the correct answer from the choices provided.
- **9 Reflections** - Learner synthesizes previous knowledge and course content in order to develop a narrative response.

The summatives must meet 80% of the established criteria.

## Gifted: Guidance and Counseling (60 CEU)

### Course Syllabus

#### Description

Explore socio-emotional needs and issues related to gifted learners and discover guidance and counseling strategies that can be used to address these issues. Develop an understanding of developmental characteristics as well as the unique strengths and vulnerabilities of the gifted learner.

#### Learning Objectives

The following topics align with the Florida K-12 Gifted Endorsement, Florida Department of Education Board Rule 6A-4.01791, and the 2019 Pre-K-Grade 12 Gifted Programming Standards from the National Association for Gifted Children (NAGC). The standards are endorsed by the Association for the Gifted of the Council for Exceptional Children (CEC). The codes in parenthesis reference the NAGC-CEC Teacher Preparation Standards in Gifted and Talented Education (12/2013).

#### Topic 1: Understanding the Gifted

- Identify common attitudes, biases, and preconceived expectations held about gifted children by teachers, parents, age-related peers, and throughout American society. (GT6.1-GT6.5)
- Discuss the many ways these attitudes affect the everyday lives of gifted children and impact educational services available to them. (GT6.1-GT6.5)
- Identify several current definitions of giftedness. Note the impact each definition has in a school situation, at home, and in society at large. (GT6.1, GT6.2, GT6.4)

#### Topic 2: Developmental Characteristics

- Attain a developmental understanding of gifted individuals across the life span from infancy to adulthood incorporating a holistic perspective (namely: intellectual, physical, social, and spiritual/moral). (GT1.1, GT1.2, GT6.1-GT6.5)
- Describe how the interaction between the environment and innate capabilities affects productivity throughout life. (GT2.3, GT2.4, GT5.3-GT5.5)

#### Topic 3: Phenomenological Experience

- Understand the inner experience of gifted children. (GT1.2)
- Become familiar with Dabrowski's Theory of Positive Disintegration and the importance of Developmental Potential and Overexcitabilities in understanding the gifted. (GT1.2, GT6.2, GT6.3)
- Become cognizant of personality variables that affect the social and emotional well-being of gifted children. (GT1.2, GT6.1, GT6.2)
- Understand the distinguishing characteristics of emotional and spiritual giftedness. (GT2.1, GT2.2, GT2.4)

#### Topic 4: Strengths and Vulnerabilities

- Understand strengths and vulnerabilities of a gifted individual that originate from within the self. (GT1.1, GT1.2)
- Understand vulnerabilities that are due to another's reaction to giftedness. (GT1.1, GT1.2, GT6.1-GT6.3)
- Understand vulnerabilities that are due to a specific circumstance. (GT1.1, GT1.2, GT6.1-GT6.3)

**Topic 5: Personality Variance**

- Realize that some researchers further categorize gifted people by IQ scores, into highly and profoundly gifted categories. (GT1.2, GT6.1, GT6.2)
- Understand that a person who has an IQ that is two or more standard deviations above the norm will have a greater difficulty finding peers and will be misunderstood by others. (GT1.2, GT2.4, GT3.4)
- Recognize that a person with an IQ two or more standard deviations above the norm is different. (GT1.2, GT3.2-GT3.4)
- Understand that any grouping of traits for profoundly gifted individuals is merely for convenience of presentation. (GT1.2, GT3.2-GT3.4, GT6.2, GT6.3)

**Topic 6: Special Populations**

- Describe the different social and emotional needs of gifted students from special population. Include gender, ethnicity and culture, socioeconomic status, twice exceptional, and underachieving students. (GT1.1, GT1.2, GT3.1-GT3.4, GT6.3)
- Realize the need for additional or different assessment tools to identify special population students. (GT4.1-GT4.3)
- Learn how to recognize, understand, and support gifted children with multiple differences. (GT4.1-GT4.3)

**Topic 7: Risk Factors and Resiliency**

- Identify risk factors and resiliency as related to gifted students. (GT1.2, GT2.1, GT2.2)
- Enumerate what you can do as a teacher to help students at risk. (GT2.1-GT2.4)
- List symptoms in children and adults of addiction and physical or sexual abuse. (GT1.2, GT6.1-GT6.3)

**Topic 8: Opportunities in Educational Placement**

- Read the Templeton national report on acceleration -- A nation deceived: How school hold back America's brightest student, Vol. 1 and 2 (2004) and A Nation Empowered, Vol. 1 and 2 (2015) by Colangelo, N., Assouline, S., & Gross, M. (GT4.2, GT5.3, GT5.4, GT6.2, GT6.3)
- Understand two categories of acceleration -- grade based and subject based -- and list 18 acceleration options that respond to gifted students' academic needs and support their social and emotional well-being. (GT3.2)
- Compare and contrast Florida's Acceleration Statute [1002.3105 f. s.](#) with your district's schools' policies and activities for acceleration. (GT3.2, GT4.2, GT5.2)
- Recognize home-schooling as a positive option for some gifted students and families. (GT5.2)
- Be aware of myths, fears, and expectations of teachers and administrators that hold back students and the research that responds to these concerns. (GT6.1, GT6.2)

**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. (GT3.1-GT3.3)
- Recognize that a counselor, therapist, or psychologist must be educated in the gifted field so not to misdiagnosis common characteristics of gifted individuals as pathology. (GT6.1-GT6.3)
- Realize counseling provides empathy and partnership in times of need. (GT6.1, GT6.2)
- Identify activities and resources to assist K-12 students who are gifted in planning for further education, career, or life choices. (GT6.5, GT7.2, GT7.3)

- Recognize that guidance and career counseling support gifted individuals in decision-making for positive life choices. (GT4.5, GT5.4, GT7.2, GT7.3)

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

- Learn how to help students develop social skills and inspire leadership. (GT4.5, GT5.4, GT5.5)
- Support gifted children’s experience of global interconnectedness and personal responsibility to take action. (GT5.4, GT5.5)
- Realize that a primary need in life is to belong. (GT2.1)
- Help gifted children to appreciate that their profound sensitivity and empathy can be channeled to help humankind. (GT5.4, GT5.5)
- Recognize that perceptivity, empathy, ethics, values, integrity, and leadership are related. (GT2.2, GT5.4, GT5.5)

#### **Topic 11: Advocates for the Gifted**

- Acquire and refine the knowledge and skills needed to advocate for gifted learners. (GT6.5)
- Identify how parents, teachers, and educational advocates can positively affect gifted services and programming. (GT6.5)
- Identify advocacy issues, needs, resources, educational laws, skills, and strategies. (GT6.5)
- Support the necessity of self-advocacy by gifted students. (GT6.1, GT6.5)

#### **Topic 12: Parenting and Family Dynamics**

- Understand that gifted children naturally have unique needs that parents are challenged to address daily. (GT1.1, GT1.2)
- Recognize that parents of gifted children need guidance and support to respond suitably to additional needs and demands of their children. (GT1.2, GT6.2, GT6.3)
- 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. (GT1.2, GT6.2, GT6.3)
- Understand the significance of the quote from Mr. Rogers: “The best thing parents can do for children is to listen to them.” (GT1.2, GT6.2, GT6.3)

#### **Documentation Methods**

Participants must document their learning by completing the following summatives.

- **1 Multiple Choice Exam** - Learner demonstrates knowledge of content by selecting the correct answer from the choices provided.
- **9 Reflections** - Learner synthesizes previous knowledge and course content in order to develop a narrative response.

The summatives must meet 80% of the established criteria.