

**INSERVICE PROGRAM**  
**FOR ADDING AN ENDORSEMENT IN**  
**GIFTED EDUCATION**  
**TO A FLORIDA EDUCATOR'S CERTIFICATE**  
*(These are the components to add to your district's endorsement plan*  
*for Beacon Educator Gifted Endorsement Coursework)*

### **III. Program Content/Curriculum**

The gifted endorsement program focuses on the five instructional components and aligns with State Board Rule [6A-4.01791](#), Specialization Requirements for the Gifted Endorsement. These components consist of five online courses developed and facilitated by Beacon Educator. Beacon Educator, the professional development division of Beacon Learning Center, is a self-supporting, internet-based enterprise within Bay District Schools.

#### **A. Competencies**

The following are the goals of each course.

##### **Course 1 - Gifted: Nature and Needs**

The purpose of this course is to investigate the nature and needs of gifted learners, including traditional and alternative tools for identifying giftedness, curriculum and instruction services, program models, and advocacy. It examines cognitive, social, and emotional characteristics. Participants learn about the history and current research concerning gifted education.

##### **Course 2 - Gifted: Educating Special Populations**

The purpose of this course is to gain an understanding of the unique needs of gifted students from special populations. Participants learn to identify and serve these groups of gifted students

##### **Course 3 - Gifted: Curriculum and Instructional Strategies**

The purpose of this course is to investigate research-based practices, models, and strategies designed to meet the needs of gifted learners. Participants discover resources for aligning state standards and the gifted curriculum. They also learn to become an advocate for gifted students and programs.

##### **Course 4 - Gifted: Theory and Development of Creativity**

The purpose of this course is to explore creativity as it pertains to giftedness. Participants investigate methods for teaching creative attitudes and encouraging creative thinking across various disciplines.

##### **Course 5 - Gifted: Guidance and Counseling**

The purpose of this course is to explore socio-emotional needs and issues related to gifted learners, and discover guidance and counseling strategies that can address these

issues. Participants develop an understanding of developmental characteristics as well as the unique strengths and vulnerabilities of the gifted learner.

### **B. Specialization/Professional Studies**

No additional specialization competencies are required for the Gifted Endorsement. The Bay District Gifted Endorsement fulfills the requirements in the current Florida Department of Education Board Rule 6A-4.01791.

### **C. Nationally Recognized Guidelines**

The Florida Gifted Endorsement is based on current Florida Department of Education Board Rule 6A-4.01791 and not affected by nationally recognized guidelines.

## **IV. Instructional Design and Delivery**

Bay District School's Gifted Endorsement is for certified teachers who plan to add the endorsement to their current Florida teaching certificate. The Gifted Endorsement Add-On Program consists of five courses (300 hours). All courses include both instructional components and application activities that align with the objectives for the Florida K-12 Gifted Endorsement.

The Gifted Endorsement courses increase the level of knowledge, expertise, and understanding of educators working with students designated as gifted. Through this series of courses, educators investigate the latest research on giftedness, participate in a variety of activities, and explore models and strategies for teaching students who are gifted and/or talented. Participants learn to identify and value these students, as well as how to foster their creativity and academic excellence.

## A. Instructional Strands

<p><b>Gifted: Nature and Needs</b></p> <p>Topic 1 – Defining Giftedness and Exploring Foundations          Topic 2 – Understanding Giftedness          Topic 3 – Identifying the Gifted          Topic 4 – Educating the Gifted          Topic 5 – Managing Gifted Programs</p>
<p><b>Gifted: Educating Special Populations</b></p> <p>Topic 1 – Identification of Special Populations          Topic 2 – Diverse Types of Gifted Students          Topic 3 – Multicultural Gifted Education: Incidence of Special Populations of Gifted          Topic 4 – Ethnicity          Topic 5 – Linguistic Diversity          Topic 6 – Underachievement          Topic 7 – Socio-economic and Educational Disadvantage          Topic 8 – Twice-Exceptional Students          Topic 9 – Diverse Family Structures and Pressures          Topic 10 – Young Gifted and Highly Gifted          Topic 11 – Evaluation of Effective Programs for Special Populations</p>
<p><b>Gifted: Curriculum and Instructional Strategies</b></p> <p>Topic 1 – Key Terms and Concepts          Topic 2 – Program and State Standards          Topic 3 – Principles of Differentiation Instruction (DI) and Universal Design for Learning (UDL)          Topic 4 – Curriculum Models          Topic 5 – Curriculum and Instructional Strategies          Topic 6 – Selecting Resources, Materials, and Technology          Topic 7 – Instructional Needs and Strategies          Topic 8 – Designing Units of Instruction          Topic 9 – Providing a Continuum of Services          Topic 10 – Student Outcomes and the Educational Plan          Topic 11 – Communicating and Advocating Effectively          Topic 12 – Program Evaluation</p>
<p><b>Gifted: Theory and Development of Creativity</b></p> <p>Topic 1 - Valuing Creativity          Topic 2 - Defining Creativity          Topic 3 – Developing and Nurturing Creativity          Topic 4 – Measuring Creativity and Assessing Creative Outcomes          Topic 5 – Personalization and Commitment to Creativity</p>
<p><b>Gifted: Guidance and Counseling</b></p> <p>Topic 1 - Understanding the Gifted          Topic 2 - Developmental Characteristics          Topic 3 - Phenomenological Experience          Topic 4 - Strengths and Vulnerabilities          Topic 5 - Personality Variance          Topic 6 - Special Populations          Topic 7 - Risk Factors and Resiliency          Topic 8 - Opportunities in Educational Placement          Topic 9 - Counseling, Guidance, and Career Placement          Topic 10 - Supporting Social Skills and Leadership Development          Topic 11 - Advocates for the Gifted          Topic 12 - Parenting and Family Dynamics</p>

## **B. Training Components**

Below are the syllabi for the five (5) Beacon Educator courses in the Gifted Endorsement Program.

**TITLE: Gifted: Nature and Needs**

**COMPONENT NUMBER: 1106004**

**GENERAL OBJECTIVE(S):**

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.

The **GT** codes in parenthesis reference the NAGC-CEC Teacher Preparation Standards in Gifted and Talented Education (12/2013).

**SPECIFIC OBJECTIVES:**

On completion of this course, participants will be able to:

**Topic 1: Defining Giftedness and Exploring Foundations**

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

**Topic 2: Understanding Giftedness**

5. Identify cognitive and affective characteristics of learners who are gifted, including those from diverse backgrounds. (GT1.1, GT1.2)
6. Identify the needs and challenges associated with common gifted characteristics. (GT1.1, GT1.2, GT4.4)
7. Compare and contrast the cognitive, social, emotional, experimental, and economic factors in supporting or inhibiting the development of giftedness. (GT2.1, GT2.4)
8. 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**

9. Identify issues related to the identification of students who may be gifted. (GT1.1, GT1.2)
10. Examine district screening practices and identification procedures. (GT4.1-GT4.4)
11. 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**

- 12. Examine how gifted services differ from general education services with regard to curriculum, instruction, grouping, and learning environment. (GT3.1-GT3.4)
- 13. Analyze the relationship among gifted programming, differentiation, and identification criteria. (GT3.3, GT5.1)
- 14. Prioritize the educational needs of individual students who are gifted based on cognitive and affective characteristics and present levels of educational performance. (GT5.1-GT5.5)
- 15. 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. (GT3.1-GT3.4)
- 16. Describe the characteristics and competencies of effective teachers of students who are gifted. (GT5.1-GT5.5)

**Topic 5: Managing Gifted Programs**

- 17. 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)
- 18. Identify and interpret implications of current research that impacts gifted education. (GT6.1-GT6.3)
- 19. 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)
- 20. Examine the importance and role of the parent, teacher, and student in advocating for the gifted. (GT6.4, GT6.5)

**ACTIVITIES:**

Participants read content, visit recommended websites, access any multimedia, and complete interactive activities embedded in the course. Participants check their understanding with formative assessments embedded in the course.

**ASSESSMENT/EVALUATION:**

In order to complete the course, participants must submit weekly Summatives. These exercises must meet established criteria for approval. For this course, they include completing ten course logs that contain:

- **Nine Reflection/Dialogue Exercises** - Participants reflect on course content and personal learning experiences.
- **One Multiple-Choice Quiz** - Participants demonstrate knowledge of key philosophies, theories, and research related to gifted education.

**EVIDENCE:**

The following guidelines are used when evaluating the course exercises.

- Use professional judgment to determine whether the evidence is 80% acceptable, based on stated criteria.
- For exercises that do not meet 100% of the criteria, approval is set at 80% with corrective feedback being given.
- For exercises lacking 80% of the criteria, corrective feedback and additional guidance is given until at least 80% of the criteria are met.

Level	Evidence	Action
3	Meets all criteria	Approve – positive feedback given
2	Meets 80% of criteria	Approve - corrective feedback given

1	Less than 80% of criteria	Revision required - corrective feedback and additional guidance given
0	No text in submission	Response required - technical guidance given

**INSERVICE POINTS:**

A participant earns 60 increase points upon successful completion of this course.

**TITLE: Gifted: Educating Special Populations**

**COMPONENT NUMBER: 1106002**

**GENERAL OBJECTIVE(S):**

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

The **GT** codes in parenthesis reference the NAGC-CEC Teacher Preparation Standards in Gifted and Talented Education (12/2013).

**SPECIFIC OBJECTIVES:**

On completion of this course, participants will be able to:

**Topic 1: Identification of Special Populations**

1. 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)
2. Demonstrate knowledge of alternative assessments and non-traditional screening and evaluation appropriate for use with students from special populations. (GT4.3)
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**

4. Within the broad spectrum of giftedness in the general population, identify subgroups and underserved populations. (GT4.1, GT4.3)
5. Understand the learning needs and challenges of diverse types of gifted students. (GT2.1, GT3.1, GT3.2, GT3.4)
6. 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)
7. Examine challenges of finding gifted students from underserved populations. (GT4.1, GT4.3)
8. 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**

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

12. Examine personal cultural competencies. (GT1.2)

#### **Topic 4: Ethnicity**

13. Understand the impact of global diversity issues in education of gifted students from diverse ethnic perspectives. (GT1.1, GT1.2, GT4.1)
14. Examine the rights and perspectives of diverse ethnic religions of gifted students and first amendment issues. (GT2.1, GT3.4)
15. Identify the characteristics of specific ethnic groups of gifted students. (GT1.1, GT1.2, GT5.1)
16. 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**

17. Understand the characteristics and needs of linguistic minority gifted students. (GT1.1, GT1.2)
18. Appreciate and incorporate the cultural and linguistic perspectives of gifted students who are bilingual or multilingual into curriculum. (GT3.1-GT3.4)
19. Examine policies and procedures for working with gifted LEP (Limited English Proficient) or EL (English Learners) students. (GT6.1, GT6.2, GT7.3)
20. Examine ways to identify high potential linguistic minority students. (GT1.1, GT1.2, GT4.1)
21. Identify strategies to effectively work with linguistic minority students. (GT2.3)
22. 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**

23. Examine the impact of cultural, ethical, and educational norms and expectations on underachievement in gifted students. (GT1.1, GT1.2)
24. 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)
25. Explore ways to identify gifted students from special populations who are unsuccessful in school. (GT4.1)
26. Examine the characteristics and needs of these students. (GT1.1, GT1.2)
27. Identify strategies to assist these students. (GT2.3, GT2.4, GT5.1-GT5.5)

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

28. Identify and describe low socioeconomic status populations that are underserved. (GT1.1, GT1.2)
29. Examine the nature of giftedness as masked by socioeconomic and educational disadvantages. (GT1.1, GT1.2)
30. Identify inhibiting socioeconomic factors that have prevented services for low-income gifted children. (GT1.1, GT1.2, GT2.1, GT2.2, GT2.4)
31. Identify key research on identification of disadvantaged gifted students from underserved populations. (GT1.1, GT1.2, GT6.1-GT6.5)
32. Examine alternative, contextual, or process-oriented forms of assessment as promising ways to identify low-income gifted students. (GT4.1-GT4.4)
33. Examine methods and strategies that challenge the unique needs of disadvantaged gifted children. (GT5.1-GT5.5)
34. 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**

35. Clarify and define diverse types of gifted twice-exceptional students. (GT1.1, GT1.2)
36. 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)
37. Identify the reasons that gifted students with disabilities are underrepresented in gifted programs. (GT1.1, GT4.1)
38. 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**

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

### **Topic 10: Young Gifted and Highly Gifted**

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

### **Topic 11: Evaluation of Effective Programs for Special Populations**

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

#### **ACTIVITIES:**

Participants read content, visit recommended websites, access any multimedia, and complete interactive activities embedded in the course. Participants check their understanding with formative assessments embedded in the course.

#### **ASSESSMENT/EVALUATION:**

In order to complete the course, participants must submit weekly Summatives. These exercises must meet established criteria for approval. For this course, they include completing ten course logs that contain:

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

- **One Multiple-Choice Quiz** - Participants demonstrate knowledge of key philosophies, theories, and research related to gifted education.

**EVIDENCE:**

The following guidelines are used when evaluating the course exercises.

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3	Meets all criteria	Approve – positive feedback given
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1	Less than 80% of criteria	Revision required - corrective feedback and additional guidance given
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**INSERVICE POINTS:**

A participant earns 60 increase points upon successful completion of this course.

**TITLE: Gifted: Curriculum and Instructional Strategies**

**COMPONENT NUMBER: 1106001**

**GENERAL OBJECTIVE(S):**

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.

The **GT** codes in parenthesis reference the NAGC-CEC Teacher Preparation Standards in Gifted and Talented Education (12/2013).

**SPECIFIC OBJECTIVES:**

On completion of this course, participants will be able to:

**Topic 1: Key Terms and Concepts**

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

**Topic 2: Program and State Standards**

3. 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)**

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

**Topic 4: Curriculum Models**

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

**Topic 5: Curriculum and Instructional Strategies**

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

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

10. 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**

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

**Topic 8: Designing Units of Instruction**

13. 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**

14. 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**

15. 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)
16. 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**

17. 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**

18. 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)
19. 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)
20. Identify areas in which to assess gifted programs based on the unique needs of students who are gifted. (GT4.1, GT4.3, GT4.4)
21. Identify effects of culture and environment as well as family and key stakeholders in gifted programming. (GT1.1, GT1.2, GT2.1, GT6.3)

**ACTIVITIES:**

Participants read content, visit recommended websites, access any multimedia, and complete interactive activities embedded in the course. Participants check their understanding with formative assessments embedded in the course.

**ASSESSMENT/EVALUATION:**

In order to complete the course, participants must submit weekly Course Logs. These exercises must meet established criteria for approval. For this course, they include completing ten course logs that contain:

- Nine Reflection/Dialogue Exercises - Participants reflect on course content and personal learning experiences.
- One Multiple Choice Quiz - Participants demonstrate knowledge organizational and managerial structures and practices that facilitate and/or inhibit the development and expression of creativity.

**EVIDENCE:**

The following guidelines are used to evaluate the course log exercises by a facilitator.

- Use the stated criteria and sample responses to determine whether the evidence is acceptable.
- For exercises that do not meet 100% of the criteria, approval is set at 80% with corrective feedback being given.
- For exercises lacking 80% of the criteria, corrective feedback and additional guidance is given until at least 80% of the criteria are met.

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**INSERVICE POINTS:**

A participant earns 60 increase points upon successful completion of this course.

**TITLE: Gifted: Theory and Development of Creativity**

**COMPONENT NUMBER: 1106005**

**GENERAL OBJECTIVE(S):**

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

The **GT** codes in parenthesis reference the NAGC-CEC Teacher Preparation Standards in Gifted and Talented Education (12/2013).

**SPECIFIC OBJECTIVES:**

On completion of this course, participants will be able to:

**Topic 1: Valuing Creativity**

1. 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)
2. Demonstrate an understanding of how creative thinking can be used to address problems in society. (GT5.4)
3. 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**

4. 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)
5. Review research in the field of creativity and apply it to a classroom setting. (GT1.2, GT5.1)
6. Demonstrate an understanding of the elements of creative thinking (e.g. fluency, flexibility, originality, and elaboration). (GT1.2, GT5.1)
7. 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**

8. 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)
9. Recognize ways to establish a classroom environment that fosters the development and expression of creativity. (GT2.1-GT2.4)
10. Plan appropriate teaching strategies and groupings that support the development and expression of creative abilities. (GT5.1, GT5.5)
11. 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)
12. 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**

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

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

17. Explore and analyze the ethical issues surrounding creativity. (GT6.1)
18. Design and implement a personal plan for establishing a classroom environment to nurture and develop creativity. (GT2.1, GT2.2)

19. Evaluate personal and student creativity development and monitor success in applying creativity strategies to real problems and challenges. (GT4.4, GT4.5)

**ACTIVITIES:**

Participants read content, visit recommended websites, access any multimedia, and complete interactive activities embedded in the course. Participants check their understanding with formative assessments embedded in the course.

**ASSESSMENT/EVALUATION:**

In order to complete the course, participants must submit weekly Course Logs. These exercises must meet established criteria for approval. For this course, they include completing ten course logs that contain:

- Nine Reflection/Dialogue Exercises - Participants reflect on course content and personal learning experiences.
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**EVIDENCE:**

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**INSERVICE POINTS:**

A participant earns 60 increase points upon successful completion of this course.

**TITLE: Gifted: Guidance and Counseling**

**COMPONENT NUMBER: 1106003**

**GENERAL OBJECTIVE(S):**

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. (60 hours)

The **GT** codes in parenthesis reference the NAGC-CEC Teacher Preparation Standards in Gifted and Talented Education (12/2013).

**SPECIFIC OBJECTIVES:**

On completion of this course, participants will be able to:

**Topic 1: Understanding the Gifted**

1. 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)
2. Discuss the many ways these attitudes affect the everyday lives of gifted children and impact educational services available to them. (GT6.1-GT6.5)
3. 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**

4. 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)
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**

6. Understand the inner experience of gifted children. (GT1.2)
7. 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)
8. Become cognizant of personality variables that affect the social and emotional well-being of gifted children. (GT1.2, GT6.1, GT6.2)
9. Understand the distinguishing characteristics of emotional and spiritual giftedness. (GT2.1, GT2.2, GT2.4)

**Topic 4: Strengths and Vulnerabilities**

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

**Topic 5: Personality Variance**

13. Realize that some researchers further categorize gifted people by IQ scores, into highly and profoundly gifted categories. (GT1.2, GT6.1, GT6.2)

14. 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)
15. Recognize that a person with an IQ two or more standard deviations above the norm is different. (GT1.2, GT3.2-GT3.4)
16. 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**

17. 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)
18. Realize the need for additional or different assessment tools to identify special population students. (GT4.1-GT4.3)
19. Learn how to recognize, understand, and support gifted children with multiple differences. (GT4.1-GT4.3)

### **Topic 7: Risk Factors and Resiliency**

20. Identify risk factors and resiliency as related to gifted students. (GT1.2, GT2.1, GT2.2)
21. Enumerate what you can do as a teacher to help students at risk. (GT2.1-GT2.4)
22. 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**

23. 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)
24. 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)
25. 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)
26. Recognize home schooling as a positive option for some gifted students and families. (GT5.2)
27. 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**

28. Understand the need for supportive services for gifted individuals due to the complexity and sensitivity of their nature. (GT3.1-GT3.3)
29. 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)
30. Realize counseling provides empathy and partnership in times of need. (GT6.1, GT6.2)
31. 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)
32. 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**

33. Learn how to help students develop social skills and inspire leadership. (GT4.5, GT5.4, GT5.5)
34. Support gifted children's experience of global interconnectedness and personal responsibility to take action. (GT5.4, GT5.5)
35. Realize that a primary need in life is to belong. (GT2.1)



36. Help gifted children to appreciate that their profound sensitivity and empathy can be channeled to help humankind. (GT5.4, GT5.5)
37. Recognize that perceptivity, empathy, ethics, values, integrity, and leadership are related. (GT2.2, GT5.4, GT5.5)

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

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

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

42. Understand that gifted children naturally have unique needs that parents are challenged to address daily. (GT1.1, GT1.2)
43. 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)
44. 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)
45. 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)

#### **ACTIVITIES:**

Participants read content, visit recommended websites, access any multimedia, and complete interactive activities embedded in the course. Participants check their understanding with formative assessments embedded in the course.

#### **ASSESSMENT/EVALUATION:**

In order to complete the course, participants must submit weekly Summatives. These exercises must meet established criteria for approval. For this course, they include completing ten course logs that contain:

- **Nine Reflection/Dialogue Exercises** - Participants reflect on course content and personal learning experiences.
- **One Multiple-Choice Quiz** - Participants demonstrate knowledge of key philosophies, theories, and research related to gifted education.

**EVIDENCE:**

The following guidelines are used when evaluating the course exercises.

- Use professional judgment to determine whether the evidence is 80% acceptable, based on stated criteria.
- For exercises that do not meet 100% of the criteria, approval is set at 80% with corrective feedback being given.
- For exercises lacking 80% of the criteria, corrective feedback and additional guidance is given until at least 80% of the criteria are met.

<b>Level</b>	<b>Evidence</b>	<b>Action</b>
3	Meets all criteria	Approve – positive feedback given
2	Meets 80% of criteria	Approve - corrective feedback given
1	Less than 80% of criteria	Revision required - corrective feedback and additional guidance given
0	No text in submission	Response required - technical guidance given

**INSERVICE POINTS:**

A participant earns 60 increase points upon successful completion of this course.

## B. Competency Demonstration Matrix

Component Title/Component Number	Specific Objective Number	Method of Competency Demonstrated
<b>Nature and Needs/1106004</b> Topic 1 – Defining Giftedness/Exploring Foundations Topic 2 – Understanding Giftedness Topic 3 – Identifying the Gifted Topic 4 – Educating the Gifted Topic 5 – Managing Gifted Programs	1-4 5-8 9-11 12-16 17-20	Successful completion of the following. 1) Application exercises that include a dialogue between facilitator and the educator participant 2) Self-reflection 3) Case studies analysis 4) Application of gifted characteristics 5) Answer short response questions 6) Classroom scenario analysis 7) Multiple choice assessment 8) Application of differentiated instruction 9) Alignment of gifted program models and needs of learner 10) Personal evaluation of current research in gifted education
<b>Educating Special Populations/1106002</b> Topic 1 – Identification of Special Populations Topic 2 – Diverse Types of Gifted Students Topic 3 – Multicultural Gifted Education: Incidence of Special Populations of Gifted Topic 4 – Ethnicity Topic 5 – Linguistic Diversity Topic 6 – Underachievement Topic 7 – Socio-economic and Educational Disadvantage Topic 8 – Diverse Family Structures and Pressures Topic 9 – Twice-Exceptional: Learning Disabilities Topic 10 – Young Gifted and Highly Gifted Topic 11 – Evaluation of Effective Programs for Special Populations of Gifted Students	1-3 4-8 9-12 13-16 17-22 23-27 28-34 35-38 39-41 42-47 48-52	Successful completion of the following. 1) Application exercises that include a dialogue between the facilitator and the educator participant 2) Analysis of past and present researchers in the field of gifted 3) Answer short response questions 4) Self-reflection 5) Application of diverse gifted student populations 6) Classroom scenario analysis 7) Identifying strategies for gifted students with disabilities 8) Multiple choice assessment 9) Application of screenings and assessments
<b>Curriculum and Instructional Strategies</b> Topic 1 – Key Terms and Concepts Topic 2 – Program and State Standards Topic 3 – Principles of Differentiation Instruction (DI) and Universal Design for Learning Topic 4 – Curriculum Models Topic 5 – Curriculum and Instructional Strategies Topic 6 – Selecting Resources, Materials and Technology Topic 7 – Instructional Needs and Strategies Topic 8 – Designing Units of Instruction Topic 9 – Providing a Continuum of Services	1-2 3 4 5 6-9 10 11-12 13 14	Successful completion of the following. 1) Application exercises that include a dialogue between facilitator and the educator participant 2) Lesson plan analysis 3) Case studies analysis 4) Identify terms related to gifted curriculum and instructional strategies

Topic 10 – Student Outcomes and Educational Plan Topic 11 – Communicating and Advocating Effectively Topic 12 – Program Evaluation	15-16 17 18-21	5) Multiple choice assessment 6) Match instructional strategies to needs of learner 7) Identify and justify choices in curriculum and instruction from classroom scenarios
<b>Theory and Development of Creativity</b> Topic 1 - Valuing Creativity Topic 2 - Defining Creativity Topic 3 – Developing and Nurturing Creativity Topic 4 – Measuring Creativity and Assessing Creative Outcomes Topic 5 – Personalization and Commitment of Creativity	1-3 4-7 8-13 13-16 17-19	Successful completion of the following. 1) Application exercises that include a dialogue between facilitator and the educator participant 2) Application of creativity 3) Case studies analysis 4) Classroom scenario analysis 5) Application of creative thinking 6) Justification of elements of creative thinking 7) Multiple choice assessment
<b>Guidance and Counseling/1106003</b> Topic 1 - Understanding the Gifted Topic 2 - Developmental Characteristics Topic 3 - Phenomenological Experience Topic 4 - Strengths and Vulnerabilities Topic 5 - Personality Variance Topic 6 - Special Populations Topic 7 - Risk Factors and Resiliency Topic 8 - Opportunities in Educational Placement Topic 9 - Counseling, Guidance, and Career Placement Topic 10 - Supporting Social Skills and Leadership Development Topic 11 - Advocates for the Gifted Topic 12 - Parenting and Family Dynamics	1-3 4-5 6-9 10-12 13-16 17-19 20-22 23-27 28-32 33-37 38-41 42-45	Successful completion of the following. 1) Application exercises that include a dialogue between facilitator and the educator participant 2) Answer short response questions 3) Classroom scenarios analysis 4) Case studies analysis 5) Comparing and contrasting characteristics with needs 6) Reflection 7) Placement recommendations based on learner scenario 8) Personal evaluation of sources and resources 9) Multiple choice assessment

### C. Instructors

Instructors will have a working knowledge of gifted education and the appropriate services, curriculum, and delivery models for gifted students commensurate with the current research and accepted practices. The Beacon Course Administrator will monitor instructors to ensure they provide quality feedback and adherence to criteria based on the course objectives. Instructors used in the training of certified educators in the Gifted Endorsement Program must meet the following criteria.

1. Bachelor’s degree or higher.
2. Hold the Gifted Add-on Endorsement on current teaching certificate.
3. Three (3) years of successful experiences in teaching gifted education (preferred).
4. Knowledge of Florida Department of Education requirements regarding Gifted education.

5. Knowledge of the Florida Department of Education requirements for Gifted Add-on Endorsement program.
6. Completed Beacon Educator’s facilitator course, The Path to Successful Online Facilitation.

**V. Completion Requirements**

**A. Program Completion**

To be eligible for the district’s Add-On Gifted Endorsement, candidates must successfully complete all five (5) of the 60-hour training courses (300 in-service points). Individuals must demonstrate mastery of all program competencies outlines in each of the five (5) components.

1. Gifted: Nature and Needs
2. Gifted: Education Special Populations
3. Gifted: Curriculum and Instructional Strategies
4. Gifted: Theory and Development of Creativity
5. Gifted: Guidance and Counseling

As a participant successfully completes a course, the participant receives a Beacon Educator course completion certificate and district in-service credit. Successful completion of the 300 hours/in-service points shall constitute completion of the program. The participant’s in-service transcript documents the successful completion of the five (5) required courses for the Florida Educator’s Certificate Gifted Add-on Endorsement.

**B. Competency Demonstration**

Participants complete all the course logs and other assessments electronically. The facilitator reviews the course logs and provides individualized feedback to each participant. Each participant’s quizzes and work are documented and archived. The facilitator’s feedback and other correspondence between the participant and the instructor are also archived.

Gifted course facilitators use the following guidelines to evaluate course log exercises.

- The facilitator uses the stated criteria and sample responses to determine whether the evidence provided by the participant is acceptable.
- For exercises that have met 80% or more of the criteria, the facilitator approves the course log and provides the participant with corrective feedback.
- For exercises lacking 80% of the criteria, the facilitator provides corrective feedback and additional guidance until at least 80% of the criteria is met by the participant.

Level	Evidence	Action
3	Meets all criteria	Approve

2	Meets 80% of criteria	Approve - corrective feedback given
1	Less than 80% of criteria	Revision required - corrective feedback and additional guidance given
0	No text in submission	Response required - technical guidance given