Nature and Needs of the Gifted

60 Inservice Points
Component No: 2 105 001

General Objective
Participants will demonstrate knowledge of the unique characteristics of gifted pupils and the ability to diagnose student abilities, interests, and learning styles.

Specific Objectives
Participants will:
1. Identify the characteristics of the giftedness including subpopulations of students.
2. Identify and describe cognitive and affective behaviors, which lead to screening and testing the gifted.
3. Identify the role that creative thinking/process/products play in identification of giftedness.
4. Demonstrate knowledge of student behaviors associated with each characteristic.
5. Demonstrate awareness of how factors such as family dynamics, culture influence the development of giftedness.
6. Differentiate actual characteristics of gifted from stereoscope-typical characteristics of giftedness.
7. Demonstrate knowledge of normal and advanced child development.
8. Identify characteristics of giftedness displayed in given situations.
9. Demonstrate understanding of the difference between potential vs. performances it relates to giftedness.
10. Illustrate the relationship between high academic achievement and giftedness.
11. Recognize that multiple characteristics can be identified for one student in a given situation.
12. Demonstrate the traditional/alternative assessment instruments/techniques used to screen and identify gifted students.
13. Recognize the referral process and discuss the roles of students, parents and school personnel.
14. Define the criteria for gifted eligibility and placement.
15. Recognize the social and emotional needs of gifted students.
16. Identify the advantages and disadvantages of labeling gifted students.
17. Utilize technology to keep abreast of latest developments in gifted needs.
18. Identify historical, national, and state trends that influence gifted education.
19. Demonstrate knowledge of the changing nature of state and national definitions of gifted.
20. Recognize the cognitive and affective needs of gifted students.
21. Identify key individuals, their research and contributions to the field of gifted education.
22. Compare and contrast theories of intelligence which apply to gifted education.
23. Identify the relationship between gifted programming and identification criteria.
24. Identify the incidence of identified gifted students at the local, state, and national levels.
25. Describe how gifted education is organized at the state and local levels.
26. Recognize the (legal) rights, safeguards and responsibilities of gifted students according to state law.
27. Identify the teacher’s responsibilities for record keeping and the need for compliance with state procedures.
28. Identify the characteristics of an effective teacher of gifted students.
29. Describe how gifted services differ from general education services with regard to curriculum, instruction, assessment, conceptual, orientation, grouping and environment.
30. Identify national and state trends in identifying giftedness.
31. Examine the instructional skills/delivery models and competencies for working with gifted students.
32. Discuss the relationship of the level of need to placement in a continuum of services.
33. Discuss the positive and negative perceptions of various stakeholders regarding gifted education and compare to the perspectives presented in federal reports.

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**Activities/Procedures**
Participants will:
1. Participate in group discussions.
2. Read and compile reports on the writing of professional educators.
3. Prepare report(s) relevant to observations or prepare a project involving students.
4. Review and evaluate materials designed for gifted students.
5. Develop and present a Biographical Sketch of a gifted individual who has achieved eminence. The sketch will include specific information as determined by the instructor.
6. Prepare and participate in a simulation regarding critical issues and best practices essential for an effective teacher of the gifted. Following the simulation with a written reflection.

**Evaluation**
Participants will:
1. Answer correctly 80% of the items on a written test measuring the specific objectives and demonstrate the competencies addressed in this component.
2. Show increased knowledge on at least 80% of the specific objectives.

**Follow-up**
1. Structured coaching or mentoring
2. Action research related to the training
3. Collaborative planning related to the training
4. Sample lesson plans
5. Study group participation to discuss curriculum strategies that were successful.

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