Special Populations of Gifted Students

60 Inservice Points

General Objective
Participants will demonstrate knowledge of the characteristics, inherent problems, curriculum concerns, and counseling needs which impact the education of special populations of gifted students.

Specific Objectives
Participants will:
1. Identify some major issues, questions, and concerns related to special populations of gifted students.
2. Identify the problems in the identification of disadvantaged gifted students, the barriers to appropriate educational opportunities for disadvantaged students and promising practices for various groups of disadvantaged.
3. Identify ways that the characteristics of rural living, sparse population, poverty, non-urban experiences and traditional rural values relate to difficulties in identifying and in providing for the educational needs of rural gifted students.
4. Identify the challenges in identifying culturally diverse populations and the barriers to appropriate educational opportunities faced by this group.
5. Identify the need to design a program evaluation model for special populations of gifted students.
6. Match appropriate screening and identification procedures with the needs of the special population.
7. Identify the need to modify and differentiate the curriculum in terms of the needs of a special population.
8. Identify the impact of cultural/ethical norms and expectations to develop strategies that can be used to meet the academic needs of underachieving gifted students.
9. Identify the impact of global diversity issues in education of the gifted from diverse ethnic perspectives.
10. Identify and develop teaching strategies for addressing the needs of specific ethnic groups.
11. Identify the unique problems of the highly gifted and the barriers inherent in the system often halting access to an appropriate education.
12. Develop an understanding of the identification and program strategies for ESOL (English as a Second Language) students.
13. Identify guidelines that can be used with gifted learning disables students in regular classrooms and in special settings.
14. Develop awareness of the dual identification process used in identifying gifted physically handicapped students, including orthopedically disabled, hearing or visually impaired.
15. Develop awareness and examine the characteristics between behavioral and emotional disorders, including ADD/ADHD and Asperger's syndrome.
16. Identify and plan instructional strategies for teachers of gifted students with learning disabilities.
17. Identify major issue, questions and concerns related to the education of gifted females.
18. Identify best practices as to the unique concerns education gifted males.
19. Identify the problems in identifying culturally diverse populations and the barriers to appropriate educational opportunities faced by this group.
20. Identify the unique problems of the highly gifted and the barriers inherent in the system often halting access to an appropriate education.
21. Demonstrate a working knowledge of curriculum needs of all special populations of gifted students.
22. Identify outside community resources available to enhance the learning environment for special populations of gifted students (e.g. mentors, business partnerships, etc.).
23. Develop and understanding of the unique needs of creatively gifted students.
24. Demonstrate knowledge of teacher behaviors that facilitate learning for special populations of gifted students.
25. Identify strategies for stimulating personal growth of gifted students from diverse families, including support systems.

http://fcis.org
26. Demonstrate knowledge of current research done in the area of identifying and serving special population of gifted students.

27. Identify strategies to help parents and interested others to understand the causes of underachievement in gifted students.

**Activities/Procedures**

Participants will:

1. Attend and participate in all course meetings, including group discussions and both individual and group activities.
2. View videotapes depicting various special populations of gifted students.
3. Prepare a report relevant to a specific special population.
4. Develop case studies on special population gifted students including history, strategies used, strategies recommended and community resources that can be used to facilitate learning.

**Evaluation**

1. Participants will answer correctly 80% of the items on a written test measuring the specific objectives and demonstrate the competencies addressed. Demonstrating knowledge of:
   - Special populations of gifted and the specific needs of each
   - The role of the teacher in planning an appropriate education program for these students.
   - The use of non-traditional identification techniques
   - The use of community resources in helping special populations for gifted
   - The role of mentors in the educational program of gifted students
2. Participate in class activities

**Follow-up**

1. Implementation checklist of appropriate intervention
2. Structured coaching or mentoring
3. Action research related to the training
4. Collaborative planning related to the training
5. Sample lesson plans
6. Study group participation to discuss curriculum strategies that were successful.