

EDUCATION OF SPECIAL POPULATIONS OF GIFTED STUDENTS

Component #: 2-106-003
In-Field For: All

Points:60

PLANNING

General Objective: The participant will demonstrate knowledge of the characteristics, inherent problems, curriculum concerns and counseling needs that impact the education of special populations of gifted students.

Specific Objectives:

Topic 1: Identification of Special Populations

1. Demonstrate knowledge of Plan B (Florida Statutes and State Board of Education Rules, 6A.-6.03109 Special Instructional Programs for Students Who are Gifted) and 6A.- 6.03313 (Procedural Safeguards for Exceptional Students Who are Gifted).
2. Demonstrate knowledge of alternative assessments and non-traditional screening, and evaluation appropriate for use with students from special populations.
3. Match appropriate screening and identification procedures with the needs of special populations.

Topic 2: Diverse Types of Gifted Students

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

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.
10. Acquire knowledge of diversity focus of national standards in gifted education
11. Justify the need to modify and differentiate the curriculum in terms of the needs of these special populations.
12. Examine personal cultural competencies.

Topic 4: Ethnicity

13. Understand the impact of global diversity issues in education of gifted students from diverse ethnic perspectives
14. Examine the rights and perspectives of diverse ethnic religions of gifted students and first amendment issues.
15. Identify the characteristics of specific ethnic groups of gifted students.
16. Develop an awareness of and demonstrate teaching strategies for addressing the needs of specific ethnic groups.

Topic 5: Linguistic Diversity

17. Understand the characteristics and needs of linguistic minority gifted students.
18. Appreciate and incorporate the cultural and linguistic perspectives of gifted students who are bilingual or multilingual into the curriculum.
19. Examine policies and procedures for working with gifted LEP (Limited English Proficient) or EL (English Learners) students.
20. Examine ways to identify high potential linguistic minority students.
21. Identify strategies to effectively work with linguistic minority students.
22. Identify strategies to effectively work with linguistically diverse gifted students and those who are classified as LEP or EL students.

Topic 6: Underachievement

23. Examine the impact of cultural, ethical, and educational norms and expectations on underachievement in gifted students.
24. Understand the individual characteristics, attitudes, and circumstances that can affect the achievement of a gifted student from diverse populations.
25. Explore ways to identify gifted students from special populations who are unsuccessful in school.
26. Examine the characteristics and needs of these students.
27. Identify strategies to assist these students.

Topic 7: Socio-Economic & Educational Disadvantage

28. Identify and describe low socio-economic status populations that are underserved.
29. Examine the nature of giftedness as masked by socio-economic and educational disadvantages.
30. Identify inhibiting socio-economic factors that have prevented services for low-income gifted children.
31. Identify key research on identification of disadvantaged gifted students from underserved populations.
32. Examine alternative, contextual or process-oriented forms of assessment as promising ways to identify low-income gifted students.
33. Examine methods and strategies that challenge the unique needs of disadvantaged gifted children.
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.

Topic 8: Twice-Exceptional

35. Clarify and define diverse types of gifted twice-exceptional students.
36. Demonstrate knowledge, characteristics, and needs of students who are both gifted and have a disability, including physical impairments, sensory impairments, emotional and behavioral disabilities, and learning disabilities.
37. Identify the reasons that gifted students with disabilities are underrepresented in gifted programs.
38. Discuss strategies and programming needs for gifted students who are twice exceptional.

Topic 9: Diverse Family Structures & Pressures

39. Identify and describe the impact of non-traditional experiences, values, and cultural expectations on the development and educational experiences of gifted students.
40. Identify the unique characteristics and needs of gifted students from diverse family structures.
41. Identify strategies for stimulating personal growth of gifted students from diverse families.
42. Identify community support systems for diverse families of gifted students.

Topic 10: Gender & LGTQ+

43. Examine stereotyping and prejudice that impacts girls, boys, and those who identify as LGTQ+.
44. Examine the impact of culture and ethnicity on gender expectations for gifted students from minority groups.
45. Demonstrate knowledge of how gender can affect achievement and aspirations of gifted students.
46. Explore the contribution of mentorships in their education.

Topic 11: Young & Highly Gifted

47. Examine concepts of age-appropriate development in relation to concepts of giftedness.
48. Understand the needs and characteristics of very young gifted students.
49. Examine ways to identify very young gifted students in early childhood education and support their educational and personal needs.
50. Understand the needs and characteristics of highly gifted students.
51. Identify problems, challenges and present options for developing skills in highly gifted students.
52. Examine exemplary practices and programs for meeting the needs of the highly gifted student.

Topic 12: Evaluation of Effective Programs for Special Populations

53. Identify and describe criteria of effective programs.
54. Examine theories of giftedness in the socio-cultural perspective in relation to goals for gifted programs.
55. Identify instructional methods that accommodate the needs of special populations

56. Identify key research on programs for special populations.
57. Communicate and consult with school personnel to evaluate the effectiveness of programs in local schools/districts.

LEARNING

Participants will

1. Attend and participate in all individual and group activities.
2. Read and evaluate research-based literature on theorists' analysis of creativity.
3. Engage in activities that foster creative thinking.
4. Assess and evaluate which brain hemisphere dominates their personality.
5. Identify famous individuals who are deemed to be gifted.
6. Review and critical analyses of creativity assessment resources and results, through observation, case studies, or simulation.
7. Planning, development, and conferences with instructional staff concerning classroom application of course content.
8. Personal reflection and applications of creativity techniques and resources.
9. Debate how technology can be used to foster creativity.
10. Prepare and present a Creativity Lesson on a topic chosen by the class member that will be taught to a class of gifted students.

IMPLEMENTING

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.

EVALUATING

Participants will

1. Successfully complete all individual and group activities at a level of quality established by the instructor.
2. Submit in writing and present a lesson plan designed to foster the development of the elements of creativity.
3. Complete a self-assessment that analyzes a teacher's progress in realizing the necessary skills of classroom management for teachers of the gifted.
4. Design and submit a satisfactory individual project applying course content to his/her own professional context.

The evaluation of the participant's accomplishment of each of the component's specific objectives shall be accomplished by utilizing pre- and post-testing or other validated measures to determine that the participant has successfully demonstrated increased competency on at least 80% of the specific objectives.

Participants and consultants will assess the degree to which specific objectives have been addressed by the component activities using the Florida Council of Independent Exit Evaluation.