

## NATURE AND NEEDS OF THE GIFTED

Component #: 2-106-001  
In-Field For: All

Points:60

### **PLANNING**

**General Objective:** The participants will demonstrate knowledge of the nature and needs of the gifted.

#### **Specific Objectives:**

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

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

##### **Topic 2: Understanding Giftedness**

5. Identify cognitive and affective characteristics of learners who are gifted, including those from diverse backgrounds.
6. Identify the needs and challenges associated with common gifted characteristics.
7. Compare and contrast the cognitive, social, emotional, experiential and economic factors in supporting or inhibiting the development of giftedness.
8. Understand the role of societal, cultural, emotional, experiential, and economic factors in supporting or inhibiting the development of giftedness.

##### **Topic 3: Identifying the Gifted**

9. Identify issues related to the identification of students who may be gifted.
10. Examine district screening practices and identification procedures.
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.

##### **Topic 4: Educating the Gifted**

12. Examine how gifted services differ from education services with regard to curriculum, instruction, grouping, and learning environment.
13. Analyze the relationship among gifted programming, differentiation, and identification criteria.
14. Prioritize the educational needs of individual students who are gifted based on cognitive and affective characteristics and present levels of educational performance.

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.
16. Describe the characteristics and competencies of effective teachers of students who are gifted.

### **Topic 5: Managing Gifted Services**

17. Identify laws, regulations and official documents that directly impact students who are gifted and services in Florida, including the relationship between exceptional student education and gifted programs.
18. Identify and interpret implications of current research that impacts gifted education.
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.
20. Examine the importance and role of the parent, teacher, and student in advocating for the gifted.

### **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.