

CURRICULUM AND INSTRUCTIONAL STRATEGIES FOR TEACHING

Component #: 2-106-004
In-Field For: All

Points:60

PLANNING

General Objective: Participants will be able to demonstrate modifications in the content, process, product, affect, and learning environment of classroom and curricula as they relate to gifted students and will design units of instruction that are powerful, aligned, engaging, authentic, and challenging.

Specific Objectives: The participant 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.
2. Demonstrate understanding of the terminology used in the development of curriculum for the gifted.

Topic 2: Program and State Standards

3. Demonstrate knowledge of the role of current state standards of the general education curriculum and the implications for the education of gifted students.

Topic 3: Principles of DI & UDL

4. Demonstrate knowledge of the principles of differentiation and Universal Design for Learning (UDL).

Topic 4: Curriculum Models

5. Demonstrate the ability to evaluate models for teaching gifted curriculum.

Topic 5: Curriculum and Instructional Strategies

6. Develop an understanding of the issues of equity and excellence as they relate to gifted.
7. Demonstrate knowledge of effective instructional strategies and the role of the teacher in implementation of the strategies.
8. Demonstrate the ability to select gifted curriculum and appropriate instructional strategies.
9. Appreciate the role of assessment as an instructional strategy.

Topic 6: Selecting Resources, Materials, & Technology

10. Demonstrate awareness and knowledge of appropriate resources and materials for developing curriculum and facilitating learning for students who are gifted.

Topic 7: Instructional Needs & Strategies

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

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.

Topic 9: Providing a Continuum of Services

14. Demonstrate knowledge of a continuum of services to support the needs and interests of gifted students.

Topic 10: Student Outcomes & 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.
16. Demonstrate the ability to identify student outcomes, evaluate student progress, and develop an appropriate Educational Plan (EP).

Topic 11: Communicating & Advocating Effectively

17. Demonstrate the ability to effectively communicate and work in partnerships with students, families, and school personnel in the interests of students who are gifted.

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.
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.
20. Identify areas in which to assess gifted programs based on the unique needs of students who are gifted.
21. Identify effects of culture and environment as well as family and key stakeholders in gifted programming.

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.