



Tom Grady, *Chair*  
Ben Gibson, *Vice Chair*  
*Members*  
Monesia Brown  
Esther Byrd  
Grazie Pozo Christie  
Ryan Petty  
Joe York

May 23, 2022

Ms. Susan Leon-Leigh  
Director, Professional Development Standards & Support  
Broward County School District  
600 South East 3<sup>rd</sup> Avenue  
Fort Lauderdale, Florida 33301

Dear Ms. Leon-Leigh:

The request submitted by the School District of Broward County for the continued approval of the district's teacher education add-on program for the Gifted Endorsement has been fully approved. The request for continued approval of the program incorporates the gifted standards that were approved by the National Association for Gifted Children (NAGC).

Your Gifted Endorsement program is approved through June 30, 2027. Continued state approval is contingent upon meeting the following requirements that assure competence in teaching the subject matter at the grade level for which the teacher is being prepared:

1. A letter from the district superintendent or his/her designee requesting continued approval of the add-on program.
2. A summative five-year review from the results of the program evaluations as specified in the approved program, including the number of program completers.
3. An electronic copy of the add-on program as it will continue to be delivered, including any modification to the program.

You are to be commended for your conscientious efforts to keep your program current for the teachers in your district. If we may assist you at any time or provide additional support, please let us know.

Sincerely,

Abbey L. Stewart  
Chief, Bureau of Educator Recruitment, Development & Retention

**GIFTED ADD-ON ENDORSEMENT**

**FIVE-YEAR REVIEW**

**Level:** K-12

**Contact Person:** Zuzel Rodriguez, Curriculum Supervisor for Gifted and Talented,  
Innovative Learning Department

<b>Number of Participants that have completed each component yearly since 2017-2018 school year</b>					
	17-18	18-19	19-20	20-21	21-22
Curriculum Development/Gifted	137	241	259	242	132
Education/Special Populations	195	269	244	277	117
Guidance/Counseling for the Gifted	175	242	255	266	120
Nat/Needs/Stud Who Are Gifted	214	226	265	266	131
Theory/Development/Creativity	170	231	226	236	125
<b>Number of persons completing the teacher certification program yearly during the past 5 years (2017-2022)</b>	209	182	156	255	209
<b>Changes to the program</b>	<p>-All courses that will be used were currently updated through the Florida Diagnostic and Learning Resources (FDLRS) and the Florida Department of Education, Division of Public Schools, Bureau of Curriculum and Instruction. They are designed to assist school districts and state agencies that support education programs in the provision of curriculum development and instructional strategies for students who are gifted.</p> <p>-The rigor and attention to higher order thinking skills addressed in gifted education were a natural fit with the new Florida B.E.S.T. Standards. These standards have replaced the Florida State Standards referenced in the course.</p> <p>-All courses are available online through a learning management system</p>				
<b>Data that demonstrates the need for the program and projection of need for the next five years</b>	<p>Gifted is still considered a critical shortage area. Currently Broward County has over 1700 Gifted Endorsed Teachers and over 400 teachers who are on an approved Out-Of-Field Waiver for Gifted. Through the endorsement courses, Broward County is expanding the pool of qualified and fully endorsed personnel for the gifted programs. The courses provide educators with the knowledge, skill and competencies necessary to effectively implement the Florida B.E.S.T. Standards by developing the ability to use appropriate techniques and strategies which</p>				

	<p>provide and enhance critical, creative and evaluative thinking of students.</p> <p>Broward needs approximately 2,000 gifted endorsed teachers to adequately service our gifted students in all of our schools in the manner prescribed in our Gifted Procedural Guide. Additionally, every year there are teachers who leave the system through transfers, layoffs, retirements, etc., whose positions need to be filled.</p>
--	--

## Gifted Add-on Endorsement

### Participant Completion Results, June 2017-December 2021

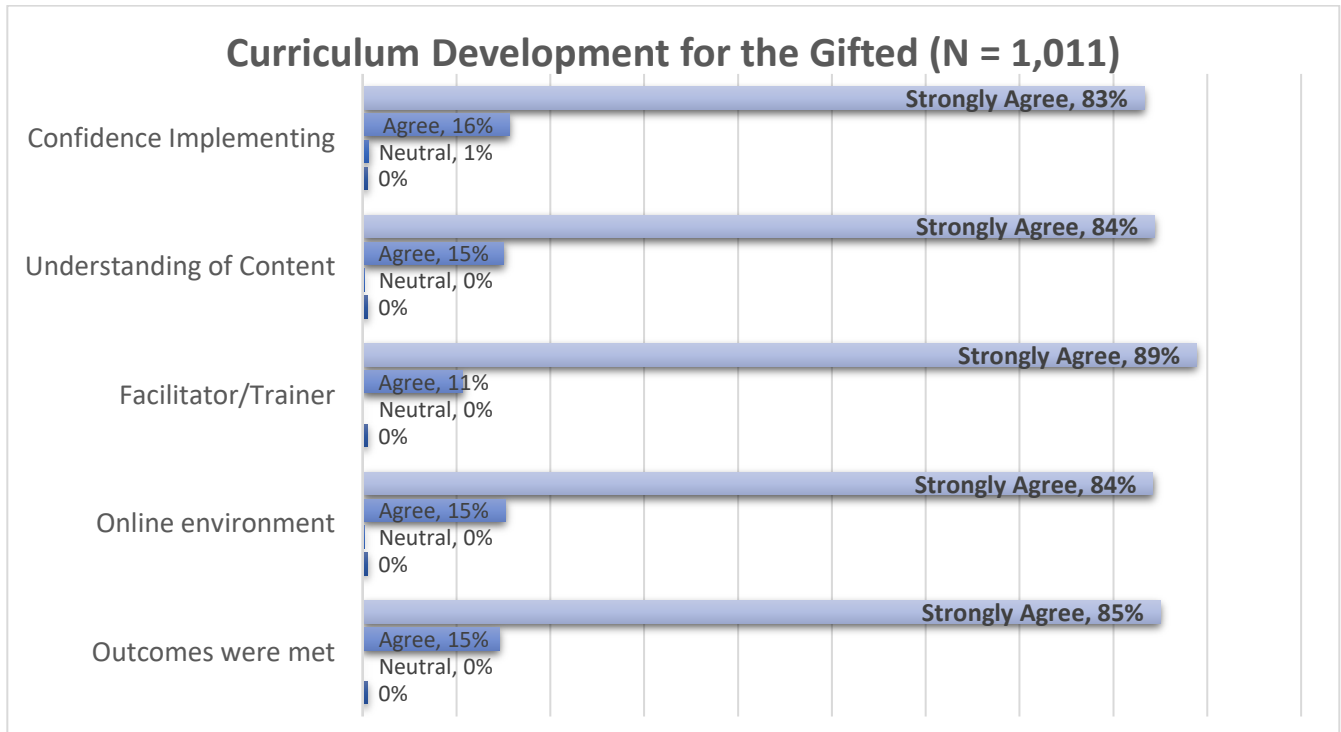
#### Gifted Add-on Endorsement: Participant Completion Report

	Count of Sections	Number Enrolled	Number Completed	Number Denied: Incomplete Coursework	Number Denied: No Show	Average of Completion Rate
<b>SY 17-18</b>	<b>33</b>	<b>1080</b>	<b>891</b>	<b>106</b>	<b>87</b>	<b>82.5%</b>
Curriculum Development/Gifted	6	189	137	28	24	72.5%
Education/Special Populations	7	244	195	34	17	79.9%
Guidance/Counseling for the Gifted	7	206	175	17	14	85.0%
Nat/Needs/Stud Who Are Gifted	7	244	214	16	16	87.7%
Theory/Development/Creativity	6	197	170	11	16	86.3%
<b>SY 18-19</b>	<b>41</b>	<b>1400</b>	<b>1209</b>	<b>135</b>	<b>56</b>	<b>86.4%</b>
Curriculum Development/Gifted	9	318	241	56	21	75.8%
Education/Special Populations	9	307	269	26	12	87.6%
Guidance/Counseling for the Gifted	7	262	242	12	8	92.4%
Nat/Needs/Stud Who Are Gifted	8	257	226	23	8	87.9%
Theory/Development/Creativity	8	256	231	18	7	90.2%
<b>SY 19-20</b>	<b>43</b>	<b>1461</b>	<b>1249</b>	<b>138</b>	<b>74</b>	<b>85.5%</b>
Curriculum Development/Gifted	10	354	259	65	30	73.2%
Education/Special Populations	9	291	244	32	15	83.8%
Guidance/Counseling for the Gifted	9	281	255	14	12	90.7%
Nat/Needs/Stud Who Are Gifted	8	290	265	17	8	91.4%
Theory/Development/Creativity	7	245	226	10	9	92.2%
<b>SY 20-21</b>	<b>40</b>	<b>1471</b>	<b>1287</b>	<b>129</b>	<b>55</b>	<b>87.5%</b>
Curriculum Development/Gifted	9	324	242	58	24	74.7%
Education/Special Populations	8	305	277	20	8	90.8%
Guidance/Counseling for the Gifted	8	291	266	19	6	91.4%
Nat/Needs/Stud Who Are Gifted	8	292	266	16	10	91.1%
Theory/Development/Creativity	7	259	236	16	7	91.1%
<b>SY 21-22 (June - December)</b>	<b>22</b>	<b>763</b>	<b>625</b>	<b>88</b>	<b>50</b>	<b>81.9%</b>
Curriculum Development/Gifted	5	171	132	27	12	77.2%
Education/Special Populations	4	137	117	13	7	85.4%
Guidance/Counseling for the Gifted	4	144	120	15	9	83.3%
Nat/Needs/Stud Who Are Gifted	4	153	131	12	10	85.6%
Theory/Development/Creativity	5	158	125	21	12	79.1%
	<b>179</b>	<b>6175</b>	<b>5261</b>	<b>596</b>	<b>322</b>	<b>85.2%</b>

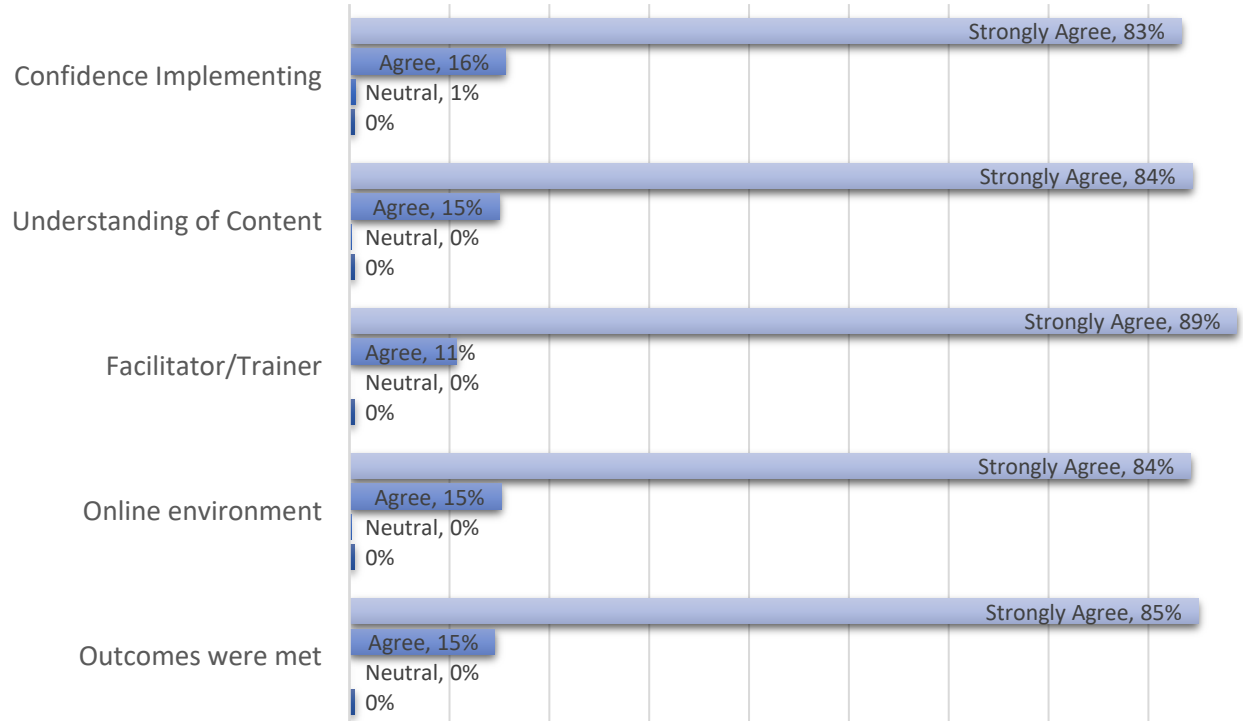
## Gifted Add-on Endorsement

### Professional Learning Feedback Results, June 2017-December 2021

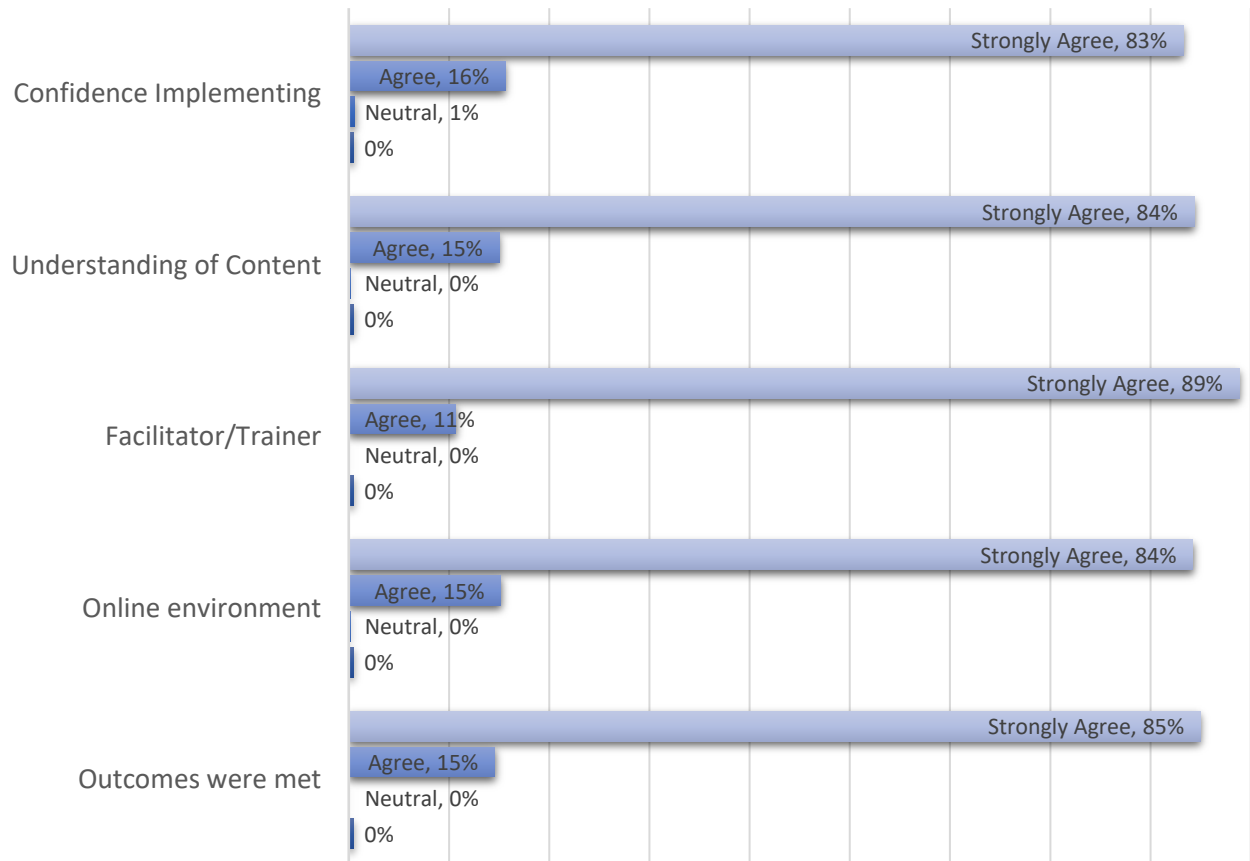
In order to maintain quality of the Gifted Endorsement courses, participants are asked to provide feedback regarding the content, delivery, and facilitation of each course to revise and continue to improve the product to best impact student achievement. Below are samples of the summative evaluation feedback gathered through the course appraisals for each of the five courses.



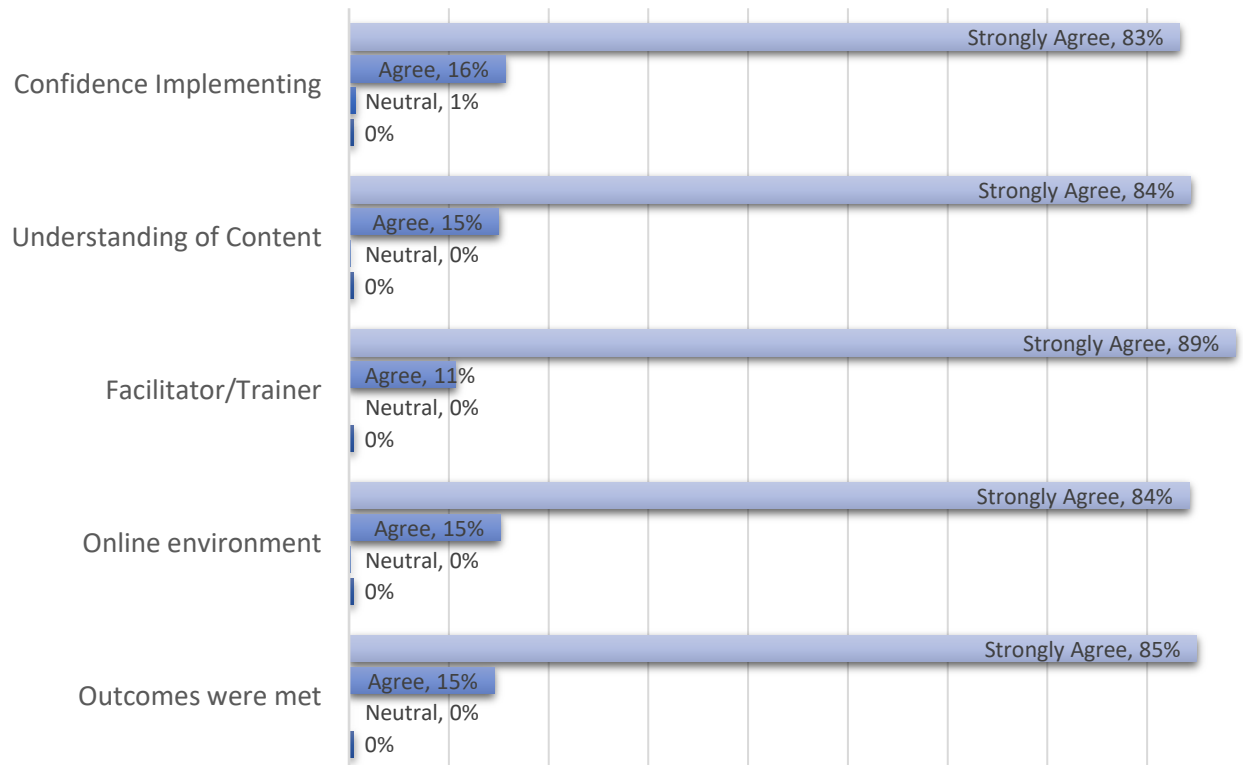
## Education of Special Populations (N = 1,102)



## Guidance and Counseling for the Gifted (N = 1,058)

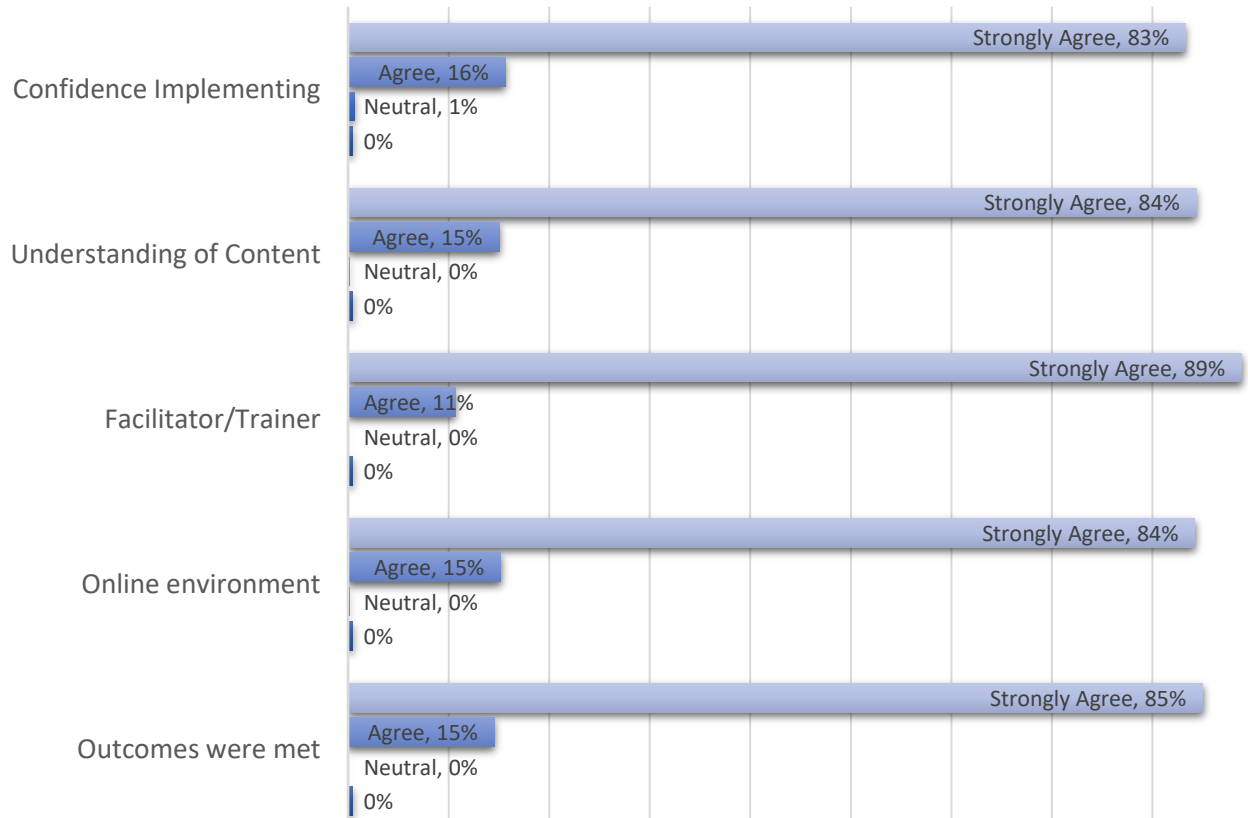


## Nature and Needs of Students Who Are Gifted (N = 1,102)





## Theory and Development of Creativity (N = 988)



The School Board of Broward  
County Add-on Certification  
Program  
Gifted Endorsement

**I. PROGRAM TITLE**

Add-on Certification  
Program Gifted  
Endorsement

**II. PROGRAM RATIONALE AND PURPOSE**

Gifted is still considered a critical shortage area. Through the endorsement courses Broward County is expanding the pool of qualified and fully endorsed personnel for the gifted programs. The courses provide educators with the knowledge, skills and competencies necessary to effectively implement the Florida B.E.S.T. State Standards by developing the ability to use appropriate techniques and strategies which provide and enhance critical, creative and evaluative thinking of students. The courses provide teachers with the tools to provide enrichment and differentiation based on individual student needs.

In order to service our ever-increasing population of gifted students, and to replace teachers who leave, transfer or retire from the system, two hundred additional endorsements are needed per year, 1000 over the 5-year period.

**III. PROGRAM CONTENT/CURRICULUM**

This inservice program must focus on the five gifted components, or courses as per State Board Rule 6A-5.071. The five components, or courses required to add the gifted endorsement to an existing Florida Teachers Certificate are:

- Nature and Needs of Gifted Students
- Guidance and Counseling of the Gifted
- Curriculum Development for the Gifted
- Theory and Development of Creativity for the Gifted
- Education of Special Populations of the Gifted

**A. COMPETENCIES**

These courses were updated through Florida Diagnostic and Learning Resources (FDLRS) and the Florida Department of Education.

Competencies for the **Nature and Needs of Gifted Students Module:**

The topics developed in *Nature and Needs of Gifted Students* address various objectives. It is anticipated that, upon successful completion of this module, the participant will be able to:

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

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

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

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

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

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

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

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

- 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.

- Identify and interpret implications of current research that impacts gifted education.
- 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.
- Examine the importance and role of the parent, teacher, and student in advocating for the gifted.

#### Competencies for the **Guidance and Counseling for the Gifted Module:**

The topics developed in *Guidance and Counseling for the Gifted* address various objectives. It is anticipated that, upon successful completion of this module, the participant will be able to:

#### **Topic 1: Understanding the Gifted**

- Identify common attitudes, biases, and preconceived expectations held about gifted children by teachers, parents, age-related peers, and throughout American society.
- Discuss the many ways these attitudes affect the everyday lives of gifted children and impact educational services available to them.
- Identify several current definitions of giftedness. Note the impact each definition has in a school situation, at home and in society at large.

#### **Topic 2: Developmental Characteristics**

- Attain a developmental understanding of gifted individuals across the life span from infancy to adulthood incorporating a holistic perspective (namely: intellectual, physical, social, and spiritual/moral).
- Describe how the interaction between the environment and innate capabilities affects productivity throughout life.

#### **Topic 3: Phenomenological Experience**

- Understand the inner experience of gifted children.
- Become familiar with Dabrowski's Theory of Positive Disintegration and the importance of Developmental Potential and Overexcitabilities in understanding the gifted.
- Become cognizant of personality variables that affect the social and emotional well-being of gifted children.

#### **Topic 4: Strengths and Vulnerabilities**

- Understand strengths and vulnerabilities of a gifted individual that originate from within the self.
- Understand vulnerabilities that are due to another's reaction to giftedness.
- Understand the vulnerabilities that are due to a specific circumstance.

### **Topic 5: Personality Variance**

- Realize that some researchers further categorize gifted people by IQ scores, into highly and profoundly gifted categories.
- Understand that a person who has an I.Q. that is two or more standard deviations above the norm will have greater difficulty finding peers and will be misunderstood by others.
- Recognize that a person with an I.Q. two or more standard deviations above the norm is different.
- Understand that any grouping of traits for profoundly gifted individuals is merely for convenience of presentation.

### **Topic 6: Special Populations**

- Describe the different social and emotional needs of gifted students from special populations, including gender, ethnicity and culture, socioeconomic status, twice exceptional, and underachieving students.
- Realize the need for additional or different assessment tools to identify special population students.
- Learn how to recognize, understand, and support gifted children with multiple differences.

### **Topic 7: From Risk to Resiliency**

- Identify risk factors and resiliency as related to gifted students.
- Enumerate what you can do as a teacher to help students at risk.
- List symptoms in children and adults of addiction and physical or sexual abuse.

### **Topic 8: Opportunities in Educational Placement**

- Read Templeton National Report on Acceleration- A nation deceived: How schools hold back America's brightest students. Vol. 1 and 2. (2004) and A Nation Empowered. Vol. 1 and 2 (2015) Colangelo, N., Assouline, S., & Gross, M.
- Understand two categories of acceleration - grade based and subject based - and list 18 acceleration options that respond to gifted students' academic needs and support their social and emotional well-being.
- Compare and contrast Florida's Acceleration Statute 1002.3105 f. s. with your district's schools' policies and activities for acceleration.
- Recognize home-schooling as a positive option for some gifted students and families.
- Be aware of myths, fears and expectations of teachers and administrators that hold back students and the research that responds to these concerns.

### **Topic 9: Counseling, Guidance and Career Placement**

- Understand the need for supportive services for gifted individuals due to the complexity and sensitivity of their nature.

- Recognize that a counselor, therapist, or psychologist must be educated in the gifted field so not to misdiagnose common characteristics of gifted individuals as pathology.
- Realize counseling provides empathy and partnership in times of need.
- Identify activities and resources to assist K-12 students who are gifted in planning for further education, career, or life choices.
- Recognize that guidance and career counseling support gifted individuals in decision-making for positive life choices.

### **Topic 10: Supporting Social Skills and Leadership Development**

- Learn how to help students develop social skills and inspire leadership.
- Support gifted children's experience of global interconnectedness and personal responsibility to take action.
- Realize that a primary need in life is to belong.
- Help gifted children to appreciate that their profound sensitivity and empathy can be channeled to help humankind.
- Recognize that perceptivity, empathy, ethics, values, integrity, and leadership are related.

### **Topic 11: Advocates for the Gifted**

- Acquire and refine the knowledge and skills needed to advocate for gifted learners.
- Identify how parent, teacher, and educational advocates can positively affect gifted services and programming.
- Identify advocacy issues, needs, resources, educational laws, skills, and strategies.
- Support the necessity of self-advocacy by gifted students.

### **Topic 12: Parenting and Family Dynamics**

- Understand that gifted children naturally have unique needs that parents are challenged to address daily.
- Recognize that parents of gifted children need guidance and support to respond suitably to additional needs and demands of their children.
- Realize that parents of gifted children may experience isolation from other parents due to other's lack of understanding; societal expectations and myths; jealousy; competition; and lack of acceptance that gifted children have special needs.
- Understand the significance of the quote from Mr. Rogers: "The best parents can do for children is to listen to them."

### **Competencies for the Curriculum Development for the Gifted Module:**

The topics developed in *Curriculum Development for the Gifted* address various objectives. It is anticipated that, upon successful completion of this module, the participant will be able to:

### **Topic 1: Key Terms & Concepts**

- Justify the need to differentiate or adapt instruction to respond to the needs of the gifted learner.
- Demonstrate understanding of the terminology used in the development of curriculum for the gifted.

### **Topic 2: Program & State Standards**

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

### **Topic 3: Principles of DI & UDL**

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

### **Topic 4: Curriculum Models**

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

### **Topic 5: Curriculum & Instructional Strategies**

- Develop an understanding of the issues of equity and excellence as they relate to gifted.
- Demonstrate knowledge of effective instructional strategies and the role of the teacher in implementing these strategies.
- Demonstrate the ability to select gifted curriculum and appropriate instructional strategies.
- Appreciate the role of assessment as an instructional strategy.

### **Topic 6: Selecting Resources, Materials & Technology**

- 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**

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

### **Topic 8: Designing Units of Instruction**

- 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**

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

### **Topic 10: Student Outcomes & the Educational Plan**

- 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.
- Demonstrate the ability to identify student outcomes, evaluate student progress, and develop an appropriate Educational Plan (EP).

### **Topic 11: Communicating & Advocating Effectively**

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

### **Topic 12: Program Evaluation**

- Establish criteria to evaluate the effectiveness of the gifted programs at local, district, and state levels based on research-based, valid approaches.
- 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.
- Identify areas in which to assess gifted programs based on the unique needs of students who are gifted.
- Identify effects of culture and environment as well as family and key stakeholders in gifted programming.

### **Competencies for the Theory and Development of Creativity for the Gifted Module:**

The topics developed in *Theory and Development of Creativity for the Gifted* address various objectives. It is anticipated that, upon successful completion of this module, the participant will be able to:

#### **Topic 1: Valuing Creativity**

- Describe the importance, implications, and benefits of creative thinking for students in today's schools and for society.
- Demonstrate an understanding of how creative thinking can be used to address problems in society.
- Describe the impact of creativity on personal growth and self-actualization

#### **Topic 2: Defining Creativity**

- Compare and contrast several definitions of creativity, including a personal definition, and explain why a single definition has not been universally accepted.



- Review research in the field of creativity and apply it to a classroom setting.
- Demonstrate an understanding of the elements of creative thinking, e.g. fluency, flexibility, originality and elaboration.
- Identify cognitive and personal characteristics associated with creativity across cultures and throughout time using contemporary and historical examples

### **Topic 3: Developing and Nurturing Creativity**

- Identify specific personal, developmental, socio-cultural, and educational experiences that facilitate and those that inhibit the development of creativity and its expression.
- Recognize ways to establish a classroom environment that fosters the development and expression of creativity.
- Plan appropriate teaching strategies and groupings that support the development and expression of creative abilities.
- Investigate tools and programs (e.g. Odyssey of the Mind, Future Problem Solving, Invent America) for generating ideas, focusing thought, and fostering creativity.
- Develop instructional plans to integrate creativity within and across the content areas on process and product.

### **Topic 4: Measuring Creativity and Assessing Creative Outcomes**

- Understand the role of assessment of creativity and the use of tests and inventories.
- Describe, compare, and evaluate different instruments for measuring creativity.
- Examine the role of assessment, including portfolio development, in the evaluation of creative processes and products.
- Describe traits and appropriate criteria used to assess creative outcomes and products.

### **Topic 5: Personalization and Commitment to Creativity**

- Explore and analyze the ethical issues surrounding creativity.
- Design and implement a personal plan for establishing a classroom environment to nurture and develop creativity.
- Evaluate personal and student creativity development and monitor success in applying creativity strategies to real problems and challenges.

## **Competencies for the Education of Special Populations of Gifted Students**

### **Module:**

The topics developed in *Education of Special Populations of Gifted Students* address various objectives. It is anticipated that, upon successful completion of this module, the participant will be able to:

### **Topic 1: Identification of Special Populations**

- Demonstrate knowledge of Plan B (Florida Statutes and State Board of Education Rules, 6A. - 6.03019 Special Instructional Programs for Students Who are Gifted) and 6A. -6. 03313 (Procedural Safeguards for Exceptional Students Who are Gifted).
- Demonstrate Knowledge of alternative assessments and non-traditional screening, and evaluation appropriate for use with students from special populations.
- Match appropriate screening and identification procedures with the needs of special populations.

## **Topic 2: Diverse Types of Gifted Students**

- Within the broad spectrum of giftedness in the general population, identify subgroups and underserved populations.
- Understand the learning needs and challenges of diverse types of gifted students.
- Identify the unique needs of gifted girls, culturally diverse, rural, those with disabilities, underachieving, highly gifted, young gifted students, and disadvantaged gifted students.
- Examine the challenges of finding gifted students from underserved populations.
- 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**

- Examine the nature of giftedness in relation to multicultural principles and underserved populations.
- Acquire knowledge of diversity focus of national standards in gifted education.
- Justify the need to modify and differentiate the curriculum in terms of the needs of these special populations.
- Examine personal cultural competencies.

## **Topic 4: Ethnicity**

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

## **Topic 5: Linguistic Diversity**

- Understand the characteristics and needs of linguistic minority gifted students.
- Appreciate and incorporate the cultural and linguistic perspectives of gifted students who are bilingual or multilingual into curriculum.

- Examine policies and procedures for working with gifted LEP (Limited English Proficient) or EL (English Learners) students.
- Examine ways to identify high potential linguistic minority students.
- Identify strategies to effectively work with linguistic minority students.
- Identify strategies to effectively work with linguistically diverse gifted students and those who are classified as LEP or EL students.

### **Topic 6: Underachievement**

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

### **Topic 7: Socio-Economic & Educational Disadvantage**

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

- Clarify and define diverse types of gifted twice-exceptional students.
- 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.
- Identify the reasons that gifted students with disabilities are underrepresented in gifted programs.
- Discuss strategies and programming needs for gifted students who are twice exceptional.

### **Topic 9: Diverse Family Structures & Pressures**

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

### **Topic 10: Gender & LGBTQ+**

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

### **Topic 11: Young & Highly Gifted**

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

### **Topic 12: Evaluation of Effective Programs for Special Populations**

- Identify and describe criteria of effective programs.
- Examine theories of giftedness in the socio-cultural perspective in relation to goals for gifted programs.
- Identify instructional methods that accommodate the needs of special populations.
- Identify key research on programs for special populations.
- Communicate and consult with school personnel to evaluate the effectiveness of programs in local schools/districts.

## **B. SPECIALIZATION/PROFESSIONAL STUDIES**

## Specialization

*N/A*

### Professional Education Studies

1. Micro-teaching, self-created units of studies to other professionals.
2. Teaching gifted students using activities designed for the gifted.
3. Observations of Educational Plan meetings.
4. Observations of gifted parent group meetings (Gifted Advisory Council).
5. Research various experts in the field of gifted studies.
6. Embedding Marzano strategies into lesson-creation and delivery.
7. Attendance at the annual South Florida Gifted and Talented Symposium
8. Weekly webinars on TEAMS on gifted topics.

### **C. NATIONALLY RECOGNIZED GUIDELINES**

All modules have infused the NAGC-CEC Teacher Preparation Standards in Gifted Education in its objectives, as presented by the National Association for Gifted and Talented Children and Council for Exceptional Children.

## **IV. INSTRUCTIONAL DESIGN AND DELIVERY**

### **A. INSTRUCTIONAL COMPONENTS**

The competencies listed in Section III are organized by the different course which focus on specific strands.

### **B. TRAINING COMPONENTS**

#### **MASTER INSERVICE PLAN COMPONENT**

Component Title: Guidance and Counseling for the Gifted Students

Identifier Number: 8106001 Online

Maximum Points: 60

#### **General Objectives:**

The purpose of this component is to provide and demonstrate knowledge of assessment instruments and techniques appropriate in effectively identifying and meeting the guidance and counseling needs of the gifted.

#### **Specific Objectives:**

Participants will:

1. Identify common attitudes, biases, and preconceived expectations held about gifted children by teachers, parents, age-related peers, and throughout American society.
2. Discuss the many ways these attitudes affect the everyday lives of gifted

- children and impact educational services available to them.
3. Identify several current definitions of giftedness. Note the impact each definition has in a school situation, at home and in society at large.
  4. Attain a developmental understanding of gifted individuals across the life span from infancy to adulthood incorporating a holistic perspective (namely: intellectual, physical, social, and spiritual/moral).
  5. Describe how the interaction between the environment and innate capabilities affects productivity throughout life.
  6. Understand the inner experience of gifted children.
  7. Become familiar with Dabrowski's Theory of Positive Disintegration and the importance of Developmental Potential and Overexcitabilities in understanding the gifted.
  8. Become cognizant of personality variables that affect the social and emotional well-being of gifted children.
  9. Understand strengths and vulnerabilities of a gifted individual that originate from within the self.
  10. Understand vulnerabilities that are due to another's reaction to giftedness.
  11. Understand the vulnerabilities that are due to a specific circumstance.
  12. Realize that some researchers further categorize gifted people by IQ scores, into highly and profoundly gifted categories.
  13. Understand that a person who has an I.Q. that is two or more standard deviations above the norm will have greater difficulty finding peers and will be misunderstood by others.
  14. Recognize that a person with an I.Q. two or more standard deviations above the norm is different.
  15. Understand that any grouping of traits for profoundly gifted individuals is merely for convenience of presentation.
  16. Describe the different social and emotional needs of gifted students from special populations, including gender, ethnicity and culture, socioeconomic status, twice exceptional, and underachieving students.
  17. Realize the need for additional or different assessment tools to identify special population students.
  18. Learn how to recognize, understand, and support gifted children with multiple differences.
  19. Identify risk factors and resiliency as related to gifted students.
  20. Enumerate what you can do as a teacher to help students at risk.
  21. List symptoms in children and adults of addiction and physical or sexual abuse.
  22. Read Templeton National Report on Acceleration- A nation deceived: How schools hold back America's brightest students. Vol. 1 and 2. (2004) and A Nation Empowered. Vol. 1 and 2 (2015) Colangelo, N., Assouline, S., & Gross, M.
  23. Understand two categories of acceleration - grade based and subject based - and list 18 acceleration options that respond to gifted students' academic needs and support their social and emotional well-being.
  24. Compare and contrast Florida's Acceleration Statute 1002.3105 f. s. with your district's schools' policies and activities for acceleration.
  25. Recognize home-schooling as a positive option for some gifted students and

- families.
26. Be aware of myths, fears and expectations of teachers and administrators that hold back students and the research that responds to these concerns.
  27. Understand the need for supportive services for gifted individuals due to the complexity and sensitivity of their nature.
  28. Recognize that a counselor, therapist, or psychologist must be educated in the gifted field so not to misdiagnose common characteristics of gifted individuals as pathology.
  29. Realize counseling provides empathy and partnership in times of need.
  30. Identify activities and resources to assist K-12 students who are gifted in planning for further education, career, or life choices.
  31. Recognize that guidance and career counseling support gifted individuals in decision-making for positive life choices.
  32. Learn how to help students develop social skills and inspire leadership.
  33. Support gifted children's experience of global interconnectedness and personal responsibility to take action.
  34. Realize that a primary need in life is to belong.
  35. Help gifted children to appreciate that their profound sensitivity and empathy can be channeled to help humankind.
  36. Recognize that perceptivity, empathy, ethics, values, integrity, and leadership are related.
  37. Acquire and refine the knowledge and skills needed to advocate for gifted learners.
  38. Identify how parent, teacher, and educational advocates can positively affect gifted services and programming.
  39. Identify advocacy issues, needs, resources, educational laws, skills, and strategies.
  40. Support the necessity of self-advocacy by gifted students.  
Understand that gifted children naturally have unique needs that parents are challenged to address daily.
  41. Recognize that parents of gifted children need guidance and support to respond suitably to additional needs and demands of their children.
  42. Realize that parents of gifted children may experience isolation from other parents due to other's lack of understanding; societal expectations and myths; jealousy; competition; and lack of acceptance that gifted children have special needs.
  43. Understand the significance of the quote from Mr. Rogers: "The best parents can do for children is to listen to them."

**Activities:**

Participants will:

1. Actively participate in all group discussions.
2. Complete the teacher inventory.
3. Read all articles and links.
4. Surf prominent websites on giftedness.
5. Create a master list of characteristics during specific developmental stage

- assigned.
6. Complete the "Eight Great Gripes of Gifted Students" activity with a group of gifted students.
  7. Research current (less than five years) journal articles and present the material to the class.
  8. Create a list of vulnerabilities of the gifted.
  9. Direct a guidance activity with class that addresses such issues as bullying, team building, social appropriateness, etc.
  10. View, "Little Man Tate" and discuss the strengths and vulnerabilities of Fred Tate.
  11. Complete graphic organizers on special populations.

**Evaluation:**

Participants will be evaluated using the following assessment procedures:

1. Complete pretest and posttest on the objectives as stated. A minimum score of 80% must be attained on the posttest.
2. Successful completion of all required assignments as determined by the instructor.
3. Will demonstrate the acquisition of all required competencies of each approved program component of the add-on program.

**MASTER INSERVICE PLAN COMPONENT**

Component Title: Curriculum Development for the Gifted Students  
Identifier Number: 2106002 Online  
Maximum Points: 60

**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. Ultimately, course participants will design units of instruction that are powerful, aligned, engaging, authentic, and challenging.

**Specific Objectives:**

Participants will:

1. Justify the need to differentiate of 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.
3. Demonstrate knowledge of the role of the current state and national standards of the general education curriculum and implications for the education of gifted students.
4. Demonstrate knowledge of the principles of differentiation and Universal Design for Learning (UDL).
5. Demonstrate the ability to evaluate models for teaching gifted curriculum.



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 implementing these strategies.
8. Demonstrate the ability to select gifted curriculum and appropriate instructional strategies.
9. Appreciate the role of assessment as an instructional strategy.
10. Demonstrate awareness and knowledge of appropriate resources and materials for developing curriculum and facilitating learning for students who are gifted.
11. Demonstrate the ability to match instructional strategies to individual needs of learners.
12. Identify the impact of Response to Intervention (RtI) as it pertains to students who are gifted.
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.
14. Demonstrate knowledge of a continuum of services to support the needs and interests of gifted students.
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).
17. Demonstrate the ability to effectively communicate and work in partnerships with students, families, and school personnel in the interest of students who are gifted.
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.

**Activities:**

Participants will:

1. Active participation in all group discussions and tasks.
2. Discuss both sides of the arguments *for* and *against* limiting gifted to just academics.
3. With the characteristics of gifted in mind, review the state of Florida rules related to providing service for a gifted learner and the rule for developing an Educational Plan (EP) for the gifted. Develop a justification statement for providing a specially designed instruction for this population.
4. Identify which standards support a curriculum focus for educating students who are gifted. Discuss the importance of each one in small groups and then as a class.
5. Define the five areas of differentiation and how they apply to gifted education.
6. Infuse *Florida's Frameworks for Gifted Education* goals into a unit of study.
7. Create an educational plan based on a student's profile.
8. Create an evaluation tool for selecting appropriate print-based instructional materials. Consider materials for each level from "novice" to "expert" in the

Frameworks.

9. Analyze how a curricular unit for students who are gifted is alike and different from a unit intended for students in a general education classroom.
10. Create a Venn diagram showing the results.
11. Read all assigned handouts articles and links.
12. Create a unit of study that adheres to NAGC's rubric and incorporates the Florida State Standards.

**Evaluation:**

Participants will be evaluated using the following assessment procedures:

1. Complete pretest and posttest on the objectives as stated. A minimum score of 80% must be attained on the posttest.
2. Successful completion of all required assignments as determined by the instructor.
3. Will demonstrate the acquisition of all required competencies of each approved program component of the add-on program.

**MASTER INSERVICE PLAN COMPONENT**

Component Title: Theory and Development of Creativity for the Gifted

Identifier Number: 2106009 Online

Maximum Points: 60

**General Objective:**

The purpose of this component is to provide teachers with the definition and nature of creativity, ideas and strategies for teaching others (students) to develop and use their creativity, and to have them reflect on and learn ways to enhance personal creativity.

**Specific Objectives:**

Participants will:

1. Describe the importance, implications, and benefits of creative thinking for students in today's schools and for society.
2. Demonstrate an understanding of how creative thinking can be used to address problems in society.
3. Describe the impact of creativity on personal growth and self-actualization
4. Compare and contrast several definitions of creativity, including a personal definition, and explain why a single definition has not been universally accepted.
5. Review research in the field of creativity and apply it to a classroom setting.
6. Demonstrate an understanding of the elements of creative thinking, e.g. fluency, flexibility, originality and elaboration.
7. Identify cognitive and personal characteristics associated with creativity across cultures and throughout time using contemporary and historical examples
8. Identify specific personal, developmental, socio-cultural, and educational experiences

- that facilitate and those that inhibit the development of creativity and its expression.
9. Recognize ways to establish a classroom environment that fosters the development and expression of creativity.
  10. Plan appropriate teaching strategies and groupings that support the development and expression of creative abilities.
  11. Investigate tools and programs (e.g. Odyssey of the Mind, Future Problem Solving, Invent America) for generating ideas, focusing thought, and fostering creativity.
  12. Develop instructional plans to integrate creativity within and across the content areas on process and product.
  13. Understand the role of assessment of creativity and the use of tests and inventories.
  14. Describe, compare, and evaluate different instruments for measuring creativity.
  15. Examine the role of assessment, including portfolio development, in the evaluation of creative processes and products.
  16. Describe traits and appropriate criteria used to assess creative outcomes and products.
  17. Explore and analyze the ethical issues surrounding creativity.
  18. Design and implement a personal plan for establishing a classroom environment to nurture and develop creativity.
  19. Evaluate personal and student creativity development and monitor success in applying creativity strategies to real problems and challenges.

**Activities:**

Participants will:

1. Active participation in all group discussions.
2. Read the assigned articles and links.
3. Active participation in all group activities.
4. Create examples of tasks for students in various content areas using stem statements and verbs on -Creative Thinking Behaviors.
5. Complete -Locating Blocks and Barriers personal survey. Use the -Understanding Blocks and Barriers to Creativity page to identify and discuss personal creative blocks and barriers.
6. Redesign a lesson to incorporate one or more of the climatic characteristics described in -Climate for Creativity.
7. Present program overviews with thumbnail lessons from multiple programs to capture the essence of each and how creativity is found in each.
8. Use information from the recommended readings to plan for a lesson in a content area taught.
9. Formulate guidelines for the creation and maintenance of portfolios for products formed from creative processes.
10. Add a creative component to a pre-existing student assignment and design a rubric for assessing the outcome.
11. Assess a creative product.
12. Creative Unit: Select one area (language arts, science, etc.) and develop a unit of multiple lessons that integrate creativity

**Evaluation:**

1. Participants will be evaluated using the following assessment procedures:
2. Complete pretest and posttest on the objectives as stated. A minimum score of 80% must be attained on the posttest.
3. Successful completion of all required assignments as determined by the instructor.
4. Will demonstrate the acquisition of all required competencies of each approved program component of the add-on program.

### **MASTER INSERVICE PLAN COMPONENT**

Component Title: Education of Special Populations of Gifted Students

Identifier Number: 2106001 Online

Maximum Points: 60

#### **General Objective:**

The purpose of this component is to provide teachers with the 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. Demonstrate knowledge of Plan B (Florida Statutes and State Board of Education Rules, 6A. - 6.03019 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.
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.
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.
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.
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 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.
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.
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.
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.
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.
43. Examine stereotyping and prejudice that impacts girls, boys, and those who identify as LGBTQ+.
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.
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.
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.

**Activities:**

Participants will:

1. Active participation in discussion and group activities.
2. Complete template and interview on a special population of gifted students.
3. Complete a grid identifying the diversity characteristics that need to be addressed in each classroom.
4. Complete portfolio of student samples for Plan B.
5. Complete matrix of assessment devices for identification of special population groups with the best use for each.
6. Complete flow chart on screening and identification procedure.
7. Complete identification action plan for a school.
8. Complete graphic organizers comparing ethnic group perspectives.
9. List ethnic minority role models.
10. Review and evaluate a unit of study for gifted students infusing diverse ethnic perspectives
11. Create lists of the challenges of identifying gifted ELL students and the obstacles they face.
12. Infuse ESOL strategies into an existing unit
13. Create a checklist to identify underachieving gifted students from diverse populations.

14. Make a list of classroom activities that stem from the interest inventory.
15. Complete a graphic organizer containing the types of physical disabilities, citing the needs of each, and their accommodations in the classroom.
16. Create a list of activities that would be appropriate for gifted learning disabled students.
17. Report on a real hero who has overcome adversity.
18. Generate list of identifying resources that can assist families with problems or crises.
19. Complete a list of characteristics and barriers to the identification of young gifted children and the highly gifted.
20. Create a set of guidelines and/or brochure for teachers appropriate for meeting the unique needs of LGBT gifted students.
21. Create checklist for evaluation of program.

#### **Evaluation:**

1. Participants will be evaluated using the following assessment procedures:
2. Complete pretest and posttest on the objectives as stated. A minimum score of 80% must be attained on the posttest.
3. Successful completion of all required assignments as determined by the instructor.
4. Will demonstrate the acquisition of all required competencies of each approved program component of the add-on program.

### **MASTER INSERVICE PLAN COMPONENT**

Component Title: Nature and Needs of Gifted Students

Identifier Number: 2106020 Online

Maximum Points: 60

#### **General Objective:**

The *Nature and Needs of Gifted Students* module provides an overview of the evolution of gifted education on the national, state, and local level. Major events affecting gifted education are described as well as major policies and procedures governing the delivery of gifted education. Cognitive, social, and emotional characteristics common to individuals who are gifted are identified along with strategies that can be used to meet the academic needs of different categories of students who are gifted.

Upon completion of this course, the participant will develop an awareness of:

- the teacher's role in the identification process;
- the process and content of individual psychological testing in the identification of the gifted;
- the roles and functions of various systems which support teachers working to meet the needs of children who are gifted;
- the cognitive and affective characteristics of children who are gifted;
- the basic issues involved with the planning, developing, and implementing of programs for children who are gifted.

**Specific Objectives:**

Participants will:

1. Describe the importance, implications, and benefits of gifted education for students and society through the 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.
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.
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.
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.
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.

**Activities:**

Participants will:

1. List characteristics/behaviors associated with giftedness,



2. Participants will select from their classes one student to be the subject of a possible referral for participation in the gifted program.
3. Facilitate a panel discussion discussing the role that creative thinking/process/products play in the identification of giftedness.
4. Interview a family with a child that has been identified as gifted. Ask questions about family dynamics, cultures, curriculum, education, and early childhood development.
5. Develop a format for the interview process for class use. Read and discuss articles and websites related to historical events affecting gifted education,
6. Compare/contrast the characteristics of gifted children with those of average ability.
7. Prepare a chart of different types of achievement, problems, and possible solutions or suggestions.
8. Conduct a panel discussion focusing on potential vs. performance as it relates to giftedness.
9. Choose one of the theorists of intelligence, read about the person and his/her theory, and create a PowerPoint presentation for the group.
10. Use DOE/LEA web sites to identify incidence of gifted at the district level for home district and several neighboring districts as well as at the state level. Chart findings.
11. Read various articles pertaining to the history of gifted education in the U.S.
12. Discuss the appropriateness and effectiveness of using the Renzulli checklist and the Gifted Indicators Checklist to identify gifted individuals.
13. Create a PowerPoint presentation composed of the salient points of the referral and identification process that could be used during a parent night at school.
14. Group discussion of advantages and disadvantages of labeling gifted students. T- chart the findings.
15. Update an existing unit or lesson incorporating elements of differentiation.
16. Develop a program to present to other adults that helps increase awareness of the unique needs of gifted students and their need for appropriate programming. Include a program outline, time frame, related handouts/overheads, description of activities, and a resource list.
17. Create a chart displaying the continuum of services appropriate for gifted students, and defend the placements.
18. Role play/debate why gifted students need different programs and curricular options as various stakeholders; parents of gifted and non-gifted, classroom teacher, teacher of gifted and non-gifted students, administrator, support staff, custodian, etc.
19. Brainstorm and list characteristics of an effective teacher of the gifted.
20. List the major events affecting the development of gifted education in the U.S. and Florida. Use that list to prepare a timeline of major events affecting the development of gifted education.
21. Role-play an eligibility staffing where parent requests explanation of Florida procedural safeguards.
22. Participate in a panel discussion addressing the roles of the parent, teacher, and/or student in the advocacy process.

**Evaluation:**

1. Participants will be evaluated using the following assessment procedures:
2. Complete pretest and posttest on the objectives as stated. A minimum score of 80%

- must be attained on the posttest.
3. Successful completion of all required assignments as determined by the instructor.
  4. Will demonstrate the acquisition of all required competencies of each approved program component of the add-on program.

### C. MATRIX

Competency Number	Component Number	Specific Objectives	Method of Competency Demonstrations
1	2106020	1, 2, 3, 4	Successful completion of projects or products, online discussions, classroom demonstration, portfolio, tests and/or case study.
2	2106020	5, 6, 7, 8	Successful completion of projects or products, online discussions, classroom demonstration, portfolio, tests and/or case study.
3	2106020	9, 10, 11	Successful completion of projects or products, online discussions, classroom demonstration, portfolio, tests and/or case study.
4	2106020	12, 13, 14, 15, 16	Successful completion of projects or products, online discussions, classroom demonstration, portfolio, tests and/or case study.
5	2106020	17, 18, 19, 20	Successful completion of projects or products, online discussions, classroom demonstration, portfolio, tests and/or case study.
1	8106001	1, 2, 3	Successful completion of projects or products, online discussions, classroom demonstration, portfolio, tests and/or case study.
2	8106001	4, 5	Successful completion of projects or products, online discussions, classroom demonstration, portfolio, tests and/or case study.
3	8106001	6, 7, 8	Successful completion of projects or products, online discussions, classroom demonstration, portfolio, tests and/or case study.
4	8106001	9, 10, 11	Successful completion of projects or products, online discussions, classroom demonstration, portfolio, tests and/or case study.
5	8106001	12, 13, 14, 15	Successful completion of projects or products, online discussions, classroom demonstration, portfolio, tests and/or case study.
6	8106001	16, 17, 18	Successful completion of projects or products, online discussions, classroom demonstration, portfolio, tests and/or case study.
7	8106001	19, 20, 21	Successful completion of projects or products, online discussions, classroom demonstration, portfolio, tests and/or case study.

			demonstration, portfolio, tests and/or case study.
8	8106001	22, 23, 24, 25, 26	Successful completion of projects or products, online discussions, classroom demonstration, portfolio, tests and/or case study.
9	8106001	27, 28, 29, 30, 31	Successful completion of projects or products, online discussions, classroom demonstration, portfolio, tests and/or case study.
10	8106001	32, 33, 34, 35, 36	Successful completion of projects or products, online discussions, classroom demonstration, portfolio, tests and/or case study.
11	8106001	37, 38, 39, 40	Successful completion of projects or products, online discussions, classroom demonstration, portfolio, tests and/or case study.
12	8106001	41, 42, 43	Successful completion of projects or products, online discussions, classroom demonstration, portfolio, tests and/or case study.
1	2106002	1, 2	Successful completion of projects or products, online discussions, classroom demonstration, portfolio, tests and/or case study.
2	2106002	3	Successful completion of projects or products, online discussions, classroom demonstration, portfolio, tests and/or case study.
3	2106002	4	Successful completion of projects or products, online discussions, classroom demonstration, portfolio, tests and/or case study.
4	2106002	5	Successful completion of projects or products, online discussions, classroom demonstration, portfolio, tests and/or case study.
5	2106002	6, 7, 8, 9	Successful completion of projects or products, online discussions, classroom demonstration, portfolio, tests and/or case study.
6	2106002	10	Successful completion of projects or products, online discussions, classroom demonstration, portfolio, tests and/or case study.
7	2106002	11, 12	Successful completion of projects or products, online discussions, classroom demonstration, portfolio, tests and/or case study.
8	2106002	13	Successful completion of projects or products, online discussions, classroom demonstration, portfolio, tests and/or case study.
9	2106002	14	Successful completion of projects or products, online discussions, classroom demonstration, portfolio, tests and/or case study.

10	2106002	15, 16	Successful completion of projects or products, online discussions, classroom demonstration, portfolio, tests and/or case study.
11	2106002	17	Successful completion of projects or products, online discussions, classroom demonstration, portfolio, tests and/or case study.
12	2106002	18, 19, 20, 21	Successful completion of projects or products, online discussions, classroom demonstration, portfolio, tests and/or case study.
1	2106009	1, 2, 3	Successful completion of projects or products, online discussions, classroom demonstration, portfolio, tests and/or case study.
2	2106009	4, 5, 6, 7	Successful completion of projects or products, online discussions, classroom demonstration, portfolio, tests and/or case study.
3	2106009	8, 9, 10, 11, 12	Successful completion of projects or products, online discussions, classroom demonstration, portfolio, tests and/or case study.
4	2106009	13, 14, 15, 16	Successful completion of projects or products, online discussions, classroom demonstration, portfolio, tests and/or case study.
5	2106009	17, 18, 19	Successful completion of projects or products, online discussions, classroom demonstration, portfolio, tests and/or case study.
1	2106001	1, 2, 3	Successful completion of projects or products, online discussions, classroom demonstration, portfolio, tests and/or case study.
2	2106001	4, 5, 6, 7, 8	Successful completion of projects or products, online discussions, classroom demonstration, portfolio, tests and/or case study.
3	2106001	9, 10, 11, 12	Successful completion of projects or products, online discussions, classroom demonstration, portfolio, tests and/or case study.
4	2106001	13, 14, 15, 16	Successful completion of projects or products, online discussions, classroom demonstration, portfolio, tests and/or case study.
5	2106001	17, 18, 19, 20, 21, 22	Successful completion of projects or products, online discussions, classroom demonstration, portfolio, tests and/or case study.
6	2106001	23, 24, 25, 26, 27	Successful completion of projects or products, online discussions, classroom demonstration, portfolio, tests and/or case study.
7	2106001	28, 29, 30, 31, 32, 33, 34	Successful completion of projects or products, online discussions, classroom demonstration,

			portfolio, tests and/or case study.
8	2106001	35, 36, 37, 38	Successful completion of projects or products, online discussions, classroom demonstration, portfolio, tests and/or case study.
9	2106001	39, 40, 41, 42	Successful completion of projects or products, online discussions, classroom demonstration, portfolio, tests and/or case study.
10	2106001	43, 44, 45, 46	Successful completion of projects or products, online discussions, classroom demonstration, portfolio, tests and/or case study.
11	2106001	47, 48, 49, 50, 51, 52	Successful completion of projects or products, online discussions, classroom demonstration, portfolio, tests and/or case study.
12	2106001	53, 54, 55, 56, 57	Successful completion of projects or products, online discussions, classroom demonstration, portfolio, tests and/or case study.

## **D. INSTRUCTORS**

Recommended qualifications for instructors/facilitators of the add-on endorsement classes are:

- a current Florida teaching certificate (or the equivalent) with gifted endorsement;
- a Master's Degree or higher;
- a background of successful staff development and/or adult training expertise;
- a minimum three years successful teaching experience in gifted education.

## **V. COMPLETION REQUIREMENTS**

### **A. PROGRAM COMPLETION**

Candidates endeavoring to add the Gifted Endorsement to the Florida Educator's Certificate must earn a minimum of three-hundred (300) inservice points by successfully completing the prescribed set of course components included in this program or their equivalent and demonstrate the competencies required for the certification endorsement. The Certification Department will verify the participant's inservice record to add the Gifted Endorsement to his/her Florida Educator's Certificate.

### **B. COMPETENCY DEMONSTRATIONS**

Candidates must satisfy all of the add-on program requirements when they have demonstrated completion of each of the required course components.

Additionally, they must have demonstrated knowledge in each of the competencies that are required for the endorsement. Candidates must demonstrate knowledge in the competencies through assessments, which may include projects, products, classroom demonstrations and lessons, observations, and/or portfolios.

### **C. COMPETENCY VERIFICATION**

Broward County may choose to verify teacher competencies in lieu of taking some of the required training. The district office will verify that program requirements from other universities or professional development align with the Florida Department of Education and School District of Broward County add-on requirements. The district may evaluate the course by contacting the university and/or district, examining course syllabi, evaluating past work, such as a portfolio, case study, etc. and/or interviewing the course participant to demonstrate knowledge.

## **VI. PROGRAM EVALUATION**

Course participants will evaluate the effectiveness of the program. Upon course completion, participants will complete a survey that will be submitted to the Department of Innovative Learning. The results of the program evaluation will be used to determine program effectiveness as it relates to the needs of this add-on program. The evaluation will further be used to modify and adapt the program if deemed necessary.

## **VII. MANAGEMENT**

### **A. CANDIDATE APPLICATION AND ADMISSION**

To be eligible to participate in the Gifted Endorsement program, a candidate must:

- Hold a valid Florida Professional or Temporary Certificate based upon a bachelor's

degree or higher with certification in any Category I area as identified by FLDOE. Any out of district personnel are eligible to enroll in the program, on a space-available basis.

## **B. ADVISEMENT**

- The Enterprise Resource Planning Department (ERP) has the ability to identify, track and monitor training requirements of instructional staff that provide instruction or services to K-12 Gifted students. All principals, site administrators, and the Certification Department have access to this information. A programmatic run is done by ERP in advance of the FTE survey periods to identify personnel in need of Gifted training, at which time automated notification is sent to all affected personnel.
- Instructional staff who are interested in adding the Gifted Endorsement to their Florida Educator's Certificate will be directed to Gifted Coordinator for information regarding program procedures and requirements for the completion of the Add-On-Certification Program for the Gifted Endorsement.
- The Department of Innovative Learning, in conjunction with the Certification Offices within the district will work jointly to ensure that staff members are available to assist candidates with the initial program orientation, the development of a plan of study, providing course training information, and follow-up advisement for successful program completion.

## **C. TRANSFER AND UTILIZATION OF CREDIT**

- Inservice records are maintained in the Professional Development Management System. Verification for certification endorsement or for conversion from college credit will be issued by the district Certification Office.
- Inservice records from other school districts-may be accepted and applied to the Endorsement Program provided that the following procedures are followed:
  - The course credit was earned as a part of an approved Gifted Endorsement program.
  - Candidates must request that an official Inservice Transfer Record be forwarded from their previous employer to Broward County's Certification Department.
  - The Manager of the Certification Department will make a determination of the appropriateness of completed components and will transfer applicable credit.
  - Program placement and advisement will be provided to the applicant by the district Certification Office.
  - Records will be transferred from the Broward School District to other school districts upon request. Certification Department will be responsible for the processing of requests.

## **D. CERTIFICATION OF COMPLETION**

When candidates have successfully completed all course requirements and have demonstrated mastery of competencies and objectives, the applicant will submit an application and fee to the district Certification Office. The Certification Office will review the Inservice Training Record and verify completion of all requirements for the endorsement and then forward all documentation to the Florida Department of Education.

**VIII. SCHOOL BOARD APPROVAL**

In order for the add-on program to receive state approval, it must have a statement signed by the district superintendent and chair of the school board stating it has been approved locally for submission.

---

Dr. Vickie L. Cartwright  
Superintendent

---

Date

---

Laurie Rich Levinson  
Board Chair

---

Date