

## ***G/T Endorsement Coursework***

***NB: Course numbers are tentative.***

**Course title:** *Foundations of Gifted and Talented Education*

**Course number:** EDUC 493G

**Course description:** An overview of gifted/talented education. Topics include identification, assessments, talent areas, curriculum adaptations, social needs, critical and creative thinking, legal aspects, and resources.

### **Knowledge Base:**

Rationale for Gifted Education

Historical perspective of Gifted Education

Philosophy of Gifted Education

Characteristics and Needs of Gifted Students

Beliefs, Myths, Stereotypes, and Controversial issues

Effective Characteristics of Teachers of the Gifted

Attitudes and Beliefs

Instructional Practices

Federal and State Parameters

Idaho Code/Mandate

Legal Issues

Identification and Assessment of the Gifted for Programming

Special Populations

Definition and Examples

Implications for Identification and Services

Program Management and Record Keeping

Administrative Plan

Student and Program Advocacy

parental school and Community Communication

### **Competencies/Demonstration**

- Able to develop an identification system based on characteristics and needs of gifted students
- Evaluate the current national and state status of gifted and talented education in light of historical perspective
- Plan an exemplary program for a local district (school) based on the five talent areas
- Able to conduct a review of literature in a controversial gifted area
- Exhibits ability to communicate /advocate for gifted students and programs and students with teachers, parents, school and community.
- Write an example of a job description for a gifted and talented teacher.

**Course title:** *Creativity and Critical Thinking Skills*

**Course number:** EDUC 491G

**Course description:** This course is designed for teachers/parents of gifted/talented students and those who would like to increase their own creativity and critical thinking skills. Topics include overview, cognitive development, related brain research, assessment instruments, creative people, processes, and conditions for fostering creativity and models of critical thinking including creative problem solving. Demonstration of competency in identifying, fostering, assessing, demonstrating, and describing programs that foster creativity and critical thinking are required.

### **Knowledge Base**

Overview/Orientation to Creativity and Critical Thinking

Cognitive Development and Gifted Children

Current Issue in Brain Research

Definition of Creativity

Theories of Creativity

Cognitive and Affective Characteristics and Identification of Creativity/Critical Thinking

Knowledge of Critical Thinking and Creativity Assessment Instruments

Creative People

Creative Processes

Types of Creativity

Creative Productivity

Conditions for Fostering

Definitions and Models of Critical Thinking – Hierarchy of Thinking Skills

Teaching Critical Thinking

Models of Problem Solving

    Different Models

    Content

    Process

Integration

    Creative Problem Solving

### **Competencies/Demonstration**

- Describe the characteristics of a creative person (Case Study of a Creative Person)
- Demonstrate ability to foster creativity (restructure a lesson to facilitate creative responses in students)
- Administered interpret an assessment of creativity and/or critical thinking
- Develop higher level critical thinking questions / the creative problem process / critical thinking /creativity into a content area
- Knowledge of different programs which foster critical thinking/problem solving (i.e., Invention convention)
- Demonstrate personal creativity or critical thinking.

**Course title:** *Social and Emotional Needs of Gifted and Talented Learners*

**Course number:** EDUC 492G

**Course description:** This course will cover the special affective needs of gifted and talented learners. Topics covered will include: Emotional Aspects of Giftedness, Suicide, Perfectionism, Underachievement, Peer Relations, Gender issues, Risk Taking, Family Relations, Cultural factors, Twice Exceptional (LD/Gifted), Self-esteem, Career Counseling, asynchronous development, and appropriate counseling skills for teachers.

**Knowledge Base:**

Emotional Aspects of Giftedness

    Social-Emotional Goals

    Relationship of Affective-Intellectual

Special Concerns

    Suicide

    Perfectionism

    Underachievement

    Peer Relations

    Gender issues

    Risk Taking

    Family Relations

    Culturally Diverse

    Twice Exceptional (LD/Gifted)

    Self-esteem

Career Counseling

Lack of synchronicity in the rates of physical, emotional, and intellectual development of high ability students

Appropriate counseling skills for teachers

Models of Social-Emotional Well Being for Gifted and Talented (i.e., Dabrowski)

**Competencies/Demonstration**

- Analyze and compare two counseling theories and discuss their implications for gifted students
- Prepare a case study of or implement a mentorship/internship with a gifted and talented student including guidance/counseling plan
- Develop an inservice to inform parents and family members or teachers about the social-emotional needs and development of gifted kids.
- Develop a series of activities/strategies designed to meet the special concerns about gifted kids.
- Videotape or participate in a simulation/actual case where demonstrating active listening/counseling skills

**Course title:** Curriculum Adaptations for Gifted and Talented Students

**Course number:** EDUC 539 Teaching Gifted and Talented Students (As currently in catalogue)

**Course description:** Curriculum adaptations for gifted and talented learners including curriculum compacting,

independent study, project-based learning, research-based learning, enrichment programs, mentoring programs, acceleration, dual enrollment, and more.

(Current description: Teachers and others working with the instructional needs of gifted and talented students will develop skills in the techniques of meeting the educational goals of these exceptional individuals. Methods and materials for this approach will be evaluated as to application and assessment.)

## **Knowledge Base**

Instructional and Management Strategies for Differentiation of Instruction (to include technology options)

curriculum compacting

    tiered assignment

    flexible grouping

    questioning strategies

    interest/learning centers/groups

    independent projects/study

    contracts

Assessment (including authentic/alternative assessments)

    for specialized needs/interests/learning preferences and styles

    for curriculum placement

    for assessing progress

    to provide feedback to students

Curriculum Design to include integration of technology options

    Content

    Process

    Products

    Learning Environment

Theories and Models

    i.e., Renzulli, Kaplan, Tomlinson, etc.

Developing Curriculum for Five Talent Areas

    visual and performing art

    leadership

Connection with Administrative (Curriculum) Plan

    Including evaluation programs

## **Competencies/Demonstration**

- Assess and differentiate an assignment for the students in an entire class
- Analyze an instructional strategy/practice in light of an instructional theory/model
- Construct an individual education plan for a student in one of the five talent area using appropriate assessment and curriculum design instructional elements
- Describe how to evaluate the effectiveness of a gifted and talented program.

**Course title:** Practicum in Gifted and Talented Education

**Course number:** EDUC 493

**Course description:** A capstone course for the G/T endorsement that covers information concerning development and administration of GT programs, and includes a 150 hour practicum.

**Knowledge base:**

Starting a G/T program

Writing an Administrative Plan

Policy

Program models

Training/inservice

Evaluation

Public Relations

Budget

Personnel

Role of director or coordinator

Consulting with classroom teachers and parents

Collegial and public relations

(Knowledge synthesized from the other required courses)

**Competencies/Demonstration:**

- Demonstrate ability to consult by providing appropriate curriculum, modeling teaching strategies and/or sharing research with classroom teachers
- Administer and interpret an assessment of creativity and/or critical thinking
- Develop and implement higher level critical thinking questions/the creative problem process/critical thinking/creativity into a content area
- Demonstrate ability to analyze formal and informal assessment data and determine whether students qualify for gifted and talented services
- Videotape or participate in a case where demonstrating listening/counseling skills
- Assess, differentiate and teach lessons to students in an entire class
- Construct and implement an individual education plan for student/s in one of the five talent areas using appropriate assessment and curriculum design and instructional elements
- Develop a unit of study that includes critical/creative thinking skills, differentiation and assessment
- Demonstrated competence in program evaluation for a GT program including: budget; program rationale, philosophy and goals; adherence to state & local policy; program effectiveness