

## **Suggested Content/Course Titles for the Gifted Education Specialist**

We recommend that a course description for each class or workshop be included with the application for the added endorsement of Gifted Education Specialist. Some courses, although, bearing “descriptive” titles, do not necessarily incorporate the necessary and sufficient content. Similarly, some courses have titles that do not adequately represent content in the course.

We have listed a few potential course titles, but we would like to be certain that the content is included in the course regardless of its title.

### **1. Foundations of Education of the Gifted and Talented Students**

Content that must be included:

- ★ Theories of gifted education
- ★ Current public policy related to gifted students and education
- ★ History of giftedness
- ★ Research related to gifted education
- ★ Research used as a basis for decision making and practice
- ★ Factors important in defining gifted students
- ★ Using definition to guide gifted programming

#### Potential course titles

Nature and Needs

Foundations in Gifted Education

Issues in Gifted Education

Introduction to Gifted Education

### **2. Characteristics of the Gifted Learner**

Content that must be included:

- ★ Traits of gifted students
- ★ Needs of gifted students to plan for academic achievement and learning related affective development
- ★ Theories of intelligence applied to academic achievement and affective progress
- ★ Theories of and application for creativity
- ★ Human development theories applied to developmentally appropriate strategies for gifted learners
- ★ Brain research
- ★ Appropriate programming of special populations
- ★ Special populations: early childhood, twice exceptional, highly-gifted, underachieving, culturally and ethnically diverse, linguistically different, unique affective needs, low socio-economic students
- ★ Collaboration with support services in meeting the needs of gifted students
- ★ Creativity, asynchronous development, psychological issues, cognitive development, social and behavioral
- ★ Knowing when to include support services in programming for gifted students
- ★ Being able to recognize and support the social-emotional, psychological needs of gifted students in the classroom and school environment
- ★ Appropriately serving the social-emotional needs of gifted students

Potential course titles:

Psychological Aspects  
Social-Emotional Needs of the Gifted Learner  
Twice Exceptional  
Special Populations  
Nature and Needs  
Counseling the Gifted Student

### **3... Identification and Assessment**

Contents that must be included:

- ★ Guidelines and standards for identification
- ★ Assessment protocols
- ★ Use of appropriate tools
- ★ Collecting a body of evidence for identification
- ★ Use of appropriate and relevant data to make decisions about identification and services
- ★ Interpretation of data
- ★ Parental involvement
- ★ Decision making that matches student needs and interests to instruction and programming
- ★ Assessment of student achievement
- ★ Progress Monitoring to adjust a student's learning plan
- ★ Pre-assessment strategies
- ★ Ongoing assessment strategies for determining student learning
- ★ Evaluation of instructional strategies effect on student learning

Potential course titles

Test and Measurements  
Assessment of Gifted Students  
Nature and Needs  
Twice Exceptional

### **4. Programming and Instruction**

Content must include:

- ★ Various gifted program models
- ★ Continuum of delivery and services
- ★ Collaboration and sharing in the responsibility of delivery and services with parents, teachers, students and other relevant stakeholders
- ★ Program evaluation
- ★ Program impact on student achievement
- ★ Progress Monitoring to adjust a student's learning plan
- ★ Evaluation of student achievement
- ★ Programming guidelines and standards
- ★ Standards-based curriculum, instruction and assessment aligned with state and district standards
- ★ Can development and apply

- Acceleration strategies
  - extended enrichment
  - Flexible grouping
  - Differentiated instruction
  - Complexity of content
  - Affective and career development
  - Appropriate learning environments
- ★ Various resources and technology for instruction
  - ★ Can deliver professional development about gifted programs and instruction to increase knowledge and skills of general education teachers facilitating the learning of gifted students

Potential Course Titles:

Curriculum for Gifted Students  
 Programming for Gifted Students  
 Methods for Gifted Students

## 5. Application of Curriculum and Instructional Strategies

- ★ Instructional alignment
- ★ Various assessment strategies
- ★ Use of differentiated instruction
- ★ Application of curriculum and instruction with multi-cultural needs of students
- ★ Apply research based instructional strategies that address a variety of learning styles and cultures
- ★ Apply strategies for developing creativity
- ★ Apply higher order thinking skills
- ★ Can develop and use an integrated unit
- ★ Can modify lessons to increase complexity
- ★ Planning for appropriate challenge
- ★ Independent research and study
- ★ Providing curriculum and strategies to develop individual areas of strength
- ★ Knowing how to access resources when the g/t student's area of strength is not directly addressed in school
- ★ Effective teaching of gifted students
- ★ Delivery of instruction at appropriate instructional level
- ★ Pre-assessment strategies
- ★ Ongoing assessment strategies for determining student learning
- ★ Evaluation of instructional strategies effect on student learning
- ★ Use of instructional assessment to guide instruction
- ★ Data interpretation to determine progress and/or learning needs/deficits

Potential Course Titles

Instructional Strategies for Gifted Learners  
 Curriculum and Instruction for Gifted Learners  
 Differentiated Instruction  
 Practicum for Gifted Education  
 Teaching Gifted Students

## 6. Communication and Leadership

Content must include:

- ★ Presentation skills
- ★ Communication skills
- ★ Collaboration skills
- ★ Application of communication skills in working with stakeholders involved in gifted education
- ★ Can work with district, community and state level people to plan for and in providing quality gifted programs
- ★ Can work with state, district, family and community to gain support for gifted programming
- ★ Collaboration on the support of issues related to gifted education:
  - Cultural awareness of giftedness and needs of gifted students
  - Identification procedures
  - Academic screening procedures
  - College and career planning
- ★ Design of gifted programs
- ★ Implementing gifted programs into a school's/district's program design
- ★ Advocacy for gifted students and families
- ★ Demonstration of advocacy for gifted students
- ★ Effective demonstration of communication with policy makers and the public regarding gifted education topics and issues.
- ★ Knowledge of and participation in gifted education professional organizations and professional development activities

### Potential Course Titles

Leadership in Gifted Education

Communication and Leadership in Gifted Education

Consultation and Collaboration in Education

Communication Skills for Administrators

Administrative Skills for Educators

Note: The evaluation requirements will be revised in fall 2005 to align with NCLB and requirements for all content area endorsements.