

**DEMERITTE SCHOOL OF PROFESSIONAL**  
**LEARNING**  
**Gifted Endorsement Progression Plan**

Adopted 1/2019

I. TITLE.

This program is entitled the Demeritte School of Professional Learning Gifted Endorsement Professional Development Plan.

II. RATIONALE/PURPOSE

Potential teachers of the gifted throughout the State of Florida should have access to affordable, rigorous, current, and state-mandated professional development instruction which, when applied to a Florida district's eligible and current "add-on endorsement plan," can assist corresponding districts in providing highly qualified teachers to teach students who are gifted.

Specialization requirements for the Florida Gifted endorsement, as specified in Florida State Board of Education Rule 6A-4.01791, are:

- I. A bachelor's or higher degree with certification in an academic class coverage, and
- II. Fifteen (15) semester hours in gifted education to include three (3) semester hours in each area specified below:
  - a. Nature and needs of gifted students to include student characteristics; cognitive, social, and emotional needs; and history and current research;
  - b. Curriculum and instructional strategies for teaching gifted students to include modification of curriculum content, instructional process, student products, and learning environment;
  - c. Guidance and counseling of gifted students to include motivation, self-image, interpersonal skills, and career options for gifted students;
  - d. Educating special populations of gifted students such as minorities, underachievers, handicapped, economically disadvantaged, and highly gifted to include student characteristics and programmatic adaptations; and
  - e. Theory and development of creativity to include elements of creativity such as fluency, flexibility, originality, and elaboration.

III. This rule shall take effect July 1, 1992.

Specific Authority 1001.02, 1012.55, 1012.56 FS. Law Implemented 1001.02, 1012.54, 1012.55, 1012.56 FS. History—New 7-1-92.

### III. PROGRAM OBJECTIVE

The primary objective of this program is to make available to practicing educators those courses which will provide for them the skills and competencies to teach gifted education. This program will meet the Gifted Endorsement requirements for State Board Rule 6A-4.01791 through in-service training, when points are awarded by corresponding districts. Demeritte School of Professional Learning does NOT award inservice points. Inservice points are only offered through school districts who have an active gifted add-on endorsement plan. The specific competencies to be gained by the teachers are identified in the in-service components within this adopted plan.

### IV. ADMISSION REQUIREMENTS

Certified teachers who plan to add the endorsement to their current certificate. In recognition of the fact that teachers may desire to take courses from multiple providers while working to earn the Florida Gifted Endorsement, credit for completed coursework will be accepted by Demeritte School and the participant's professional development director under the following conditions:

1. Demeritte School participants obtain approval to register for the course, PRIOR to enrolling (as necessary), from the District Program Consultant and/or the participant's district professional development director
2. Gifted professional development courses are taught by an instructor who is a Florida certificated teacher, has a K-12 gifted endorsement and a master's degree in a field related to education or a subject area taught in Florida K-12 schools.
3. Demeritte School provides authentic transcript of completed coursework with authorized signature affixed
4. Demeritte School can provide a course description and completion requirements, upon request.

### V. PROGRAM REQUIREMENTS

Individuals endeavoring to add the Florida Gifted Endorsement to the Florida Educator's Certificate must earn a total of 300 hours (equivalent to 15 credit hours of college credit) by successfully completing the prescribed set of in-service components included in this program. Those hours, when accompanied by an authentic authorized signed transcript are then turned in to a corresponding district's professional development and/or certification department. The district is responsible to award inservice points toward gifted endorsement, per their current and active gifted add-on endorsement program.

Candidates for the Florida Gifted Endorsement must earn the 300 total hours by completing a specified number of hours in each area as follows:

1. 60 hours – Curriculum Development for the Gifted

2. 60 hours – Theory and Development of Creativity
3. 60 hours – Education of Special Populations of Gifted Students
4. 60 hours - Guidance and Counseling for the Gifted Student
5. 60 hours – Nature and Needs of Gifted Students

These hours will then be accepted through a District's Master In-service Plan.

## VI. COURSE AND PROGRAM COMPLETION PROCEDURE

As each course is completed, participants will receive an authentic authorized signed transcript of completion. If the entire program is completed within Demeritte School, then an additional completion certificate will be awarded stating the program was completed. However, according to state and district policies, teachers may be able to take courses at the college/university level, within their districts or via other professional development programs which, in combination, may result in an awarding of gifted endorsement through their district's inservice program system.

## VII. PROGRAM EVALUATION

To the satisfaction of the instructor, each participant will:

1. Complete assigned activities
2. Demonstrate increased competency on at least 80% of the objectives as determined by a pre- and post-assessment or by other valid means of measurement, in compliance with Florida Statutes and Rules

## COURSE COMPONENTS FOR THE FLORIDA GIFTED ENDORSEMENT

### **Component Title: Curriculum Development for the Gifted**

Number of Hours: 60

Description of Activity: This component is designed for educators holding valid teaching certificates to develop and demonstrate the ability to plan and implement curriculum appropriate for gifted students. Training under this component may be delivered by the distance learning process through instructional media and electronic/web-based interfaces, face to face sessions, and/or phone conference.

### General Objectives

This module infuses the NAGC-CEC Teacher Preparation Standards in Gifted Education (2007) in its objectives, as presented by the National Association of Gifted and Talented Children and the Council for Exceptional Children. 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

1. Identify characteristics of students identified as gifted with a focus on the implications for learning and curricular issues.
2. Justify the need to differentiate or adapt instruction to respond to the needs of the student who

is gifted.

3. Demonstrate understanding of terminology used in the development of curriculum for students who are gifted, including such terms as acceleration, enrichment, and differentiation.
4. Demonstrate knowledge of the role of current state/national standards of the general education curriculum and the implications for the education of students who are gifted.
5. Demonstrate knowledge of the Florida's Frameworks for K-12 Gifted Learners and the ability to use them to guide planning instruction and assessment.
6. Demonstrate knowledge of the national teacher preparation standards in gifted education.
7. Demonstrate knowledge of the principles of differentiation for students who are gifted.
8. Appreciate the role of assessment as an instructional strategy.
9. Demonstrate the ability to evaluate models for teaching gifted curriculum.
10. Develop an understanding of the issues of equity and excellence as they related to students who are gifted.
11. Demonstrate knowledge of research-based, effective instructional strategies and the role of the teacher in implementing these strategies.
12. Demonstrate the ability to identify and select challenging, multicultural gifted curriculum and appropriate instructional strategies.
13. Identify the impact of Response to Intervention (RtI) as it pertains to students who are gifted.
14. Demonstrate awareness and knowledge of appropriate resources and materials for developing curriculum and facilitating learning for students who are gifted.
15. Develop a basis for the evaluation of technical, physical, and human resources to facilitate student achievement.
16. Demonstrate the ability to match instructional strategies and materials to individual needs of students.
17. Demonstrate the ability to develop a unit of instruction aligning curricular components—including objectives, introduction, teaching strategies, learning activities, products, resources, and assessments—to meet the cognitive and affective needs of students who are gifted.
18. Demonstrate knowledge of a continuum of services to support the needs and interests of students who are gifted.
19. Demonstrate the ability to identify student outcomes, evaluate student progress, and develop an appropriate Educational Plan (EP).
20. Demonstrate the ability to effectively communicate and work in partnerships with students, families, and school personnel in the interest of students who are gifted.
21. Demonstrate understanding of terminology related to differentiated assessment strategies.
22. Identify various types of assessment strategies used before, during and after instruction that provide evidence of student growth and understanding.
23. Justify the need to differentiate assessment in order to respond to the needs of the student who is gifted.
24. Use alternative assessments and technologies to evaluate student learning.
25. Establish criteria to evaluate the effectiveness of the gifted programs at local, district, and state levels based on research-based, valid approaches.
26. Identify area in which to assess gifted programs based on the parameters defining gifted services as set by state and national standards, laws, rules, and policies.
27. Identify areas in which to assess gifted programs based on the unique needs of students who are gifted.
28. Identify effects of culture and environment as well as family and key stakeholders in gifted

programming.

### Evaluation

To the satisfaction of the facilitator, each individual will:

1. Complete assigned activities.
2. Demonstrate increased competency on at least 80% of the objectives as determined by a pre- and post- assessment or by other valid means of measurement, in compliance with Section 231.608(1), Florida Statutes and Rule 6A-5.07(5), FAC

In addition, each individual will complete an evaluation of the effectiveness of both component and consultant.

### **Component Title: Theory and Development of Creativity for the Gifted**

Number of Hours: 60

Description of Activity: This component is designed for educators holding valid teaching certificates to develop and demonstrate knowledge of attitudes and strategies that develop the creative process in gifted students. Training under this component may be delivered by the distance learning process through instructional media, electronic/web-based interface, face to face sessions, and/or telephone conference.

#### General Objectives

The course will provide an overview of the theory, research, practical strategies and resources on creativity, with an emphasis on classroom applications in the gifted classroom.

#### Specific Objectives

1. Identify the role that creativity plays in personal development.
2. Describe the impact of creativity on personal growth and self-actualization.
3. Identify the elements of creativity.
4. State several definitions of creativity and compare and contrast these definitions.
5. Identify contemporary and historical examples of people who have demonstrated creativity in various domains and cultural settings.
6. Identify myths and misunderstandings associated with creativity.
7. State several definitions of creativity and compare and contrast these definitions.
8. Identify specific personal, socio-cultural and educational experiences and opportunities that facilitate/inhibit the development of creativity.
9. Examine and analyze the dynamics of individual creativity and collaborative creativity.
10. Demonstrate an understanding of the elements of creative thinking (e.g., fluency, flexibility, originality, and elaboration).
11. Identify critical points in the development of creativity from early childhood through adulthood.
12. Identify controversies concerning the nature of creativity to understand why a universally accepted definition of creativity has not been attained.
13. Identify cognitive and personal characteristics associated with creativity across cultures and throughout time.
14. Recognize how culture, economics, environment, and time impact the expression of creativity.
15. Understand the role of assessment in determining creativity and the use of tests and inventories.
16. Describe, compare, and evaluate different instruments for measuring creativity.
17. Identify ways to establish a classroom environment that fosters the development and

expressions of creativity.

18. Consider role of emotion, physical aspects, exploration/discovery, experimentation, unpredictability, and ambiguity in creativity.

19. Analyze the creative learning environment from 3 perspectives: personal, sociocultural, educational.

20. Describe the importance, implications, and benefits of creative thinking for students in today's schools and society.

21. Examine organizational and managerial structures and practices that facilitate/inhibit the development and expression of creativity.

22. Discuss the nature of innovation and the process of change relative to creative outcomes.

23. Identify examples of how creative thinking can be used to address problems in society.

24. Identify tools for generating ideas and focusing thought with overview of relevant programs.

25. Identify programs or curricula that can serve as initiatives for fostering creativity (Odyssey of the Mind, Future Problem Solving, Invent America, Artifacts Box, mentoring, SCAMPER).

26. Demonstrate an understanding of the process of invention and identify the steps of moving from an idea through the patent process.

27. Discuss the value of creativity in an era of educational accountability.

28. Examine the role of self-assessment, including portfolio development, in the evaluation of creative processes and products.

29. Describe characteristics and appropriate criteria used to assess creative outcomes and products.

30. Develop plans to integrate creativity within and across the content areas focusing on process and product.

31. Design and implement a personal plan for establishing a classroom environment to nurture and develop creativity.

32. Create pathways/opportunities for developing individual student creativity (mentorship, community resources, contests, clubs, special lessons/classes, dual enrollment, distance learning).

### Evaluation

To the satisfaction of the consultant, each individual will:

1. Complete assigned activities.

2. Demonstrate increased competency on at least 80% of the objectives as determined by a pre- and post-assessment or by other valid means of measurement, in compliance with

Section 231.608(1), Florida Statutes and Rule 6A-5.075(5), FAC

In addition, each individual will complete an evaluation of the effectiveness of both component and consultant.

### **Component Title: Education of Special Population of Gifted Students**

Number of Hours: 60

Description of Activity: This component is designed for educators holding valid teaching certificates to develop and demonstrate knowledge of the evolution of gifted education and the nature and needs of gifted students who are from special populations. Training under this component may be delivered by the distance learning process through instructional media and electronic/web interfaces, face to face sessions, and/or telephone conferences.

### General Objectives

The Education of Special Populations of Gifted Students module provides an overview of the

challenges and issues that face diverse populations of gifted students as they struggle to gain acceptance, recognition, and access to appropriate gifted education to meet their individual needs.

### Specific Objectives

1. List and describe the categories of gifted identified by the USDOE.
2. List and describe the different special populations of gifted.
3. Compare and contrast the characteristics of the general gifted populations with those of special populations.
4. Understand how the historical perspectives of Giftedness interfere with the identification of Special Populations of Gifted.
5. Examine the demographics of Gifted Students in Florida.
6. Discuss the NAGC-CEC Teacher Preparation Standards and their purpose.
7. Assess personally held cultural competencies and biases.
8. Understand the development, norms, standardization, and scoring of traditional IQ and achievement testing.
9. Recognize the reasons for underrepresentation of special populations in traditional IQ and achievement testing.
10. Identify promising practices for the identification of special populations of gifted.
11. Demonstrate knowledge of Plan B State Board of Education Rules 6A-6.03019.
12. Match appropriate screening and identification procedures to the needs of special populations.
13. Identify the characteristics of specific culturally and linguistically diverse groups of gifted students.
14. Based on the characteristics and needs, describe the challenges associated with identification of culturally and linguistically diverse gifted students.
15. Compare and contrast the characteristics and needs of the different economic groups of gifted students.
16. Describe the challenges associated with identification of economically disadvantaged gifted students.
17. Explore promising practices in the identification, teaching strategies, and programming for culturally, linguistically, and economically different gifted students.
18. Identify the characteristics and special needs of gifted students with physical, sensory, emotional/behavioral, and learning disabilities.
19. Based on the characteristics and needs, describe the challenges associated with identification of gifted students with physical, sensory, emotional/behavioral, and learning disabilities.
20. Explore promising practices in the identification, teaching strategies, and programming for dually diagnosed gifted students.
21. Explore the gender differences and issues associated with gifted males and females.
22. Develop strategies to ensure that the needs of both genders are provided equitable educational opportunities.
23. Compare and contrast the differences between gifted and highly gifted students.
24. Develop strategies to ensure that the unique social, emotional, and academic needs of the highly gifted are addressed.
25. Explore the reasons for underachievement in gifted students.
26. Develop strategies that address the needs of the underachieving gifted student.
27. List and describe the characteristics of young gifted students.

28. Discuss the importance of early identification of the young gifted student.
29. Describe appropriate interventions for young gifted students.
30. Understand the difference between the deficit and growth paradigm models.
31. Understand the need for student-centered educational practices that meet the individual needs of all gifted students.
32. Recognize the need for collaboration with general education, special education, and gifted education in order to meet the needs of all gifted learners.
33. Identify and describe the essential elements of effective programs.
34. Develop instructional methods to ensure that the needs of all gifted students (including the special populations of gifted) are met.
35. Investigate key research on the elements of effective programming.
36. Design a plan for evaluating the gifted program.

#### Evaluation

To the satisfaction of the consultant, each individual will:

1. Complete assigned activities.
2. Demonstrate increased competency on at least 80% of the objectives as determined by a pre- and post-assessment or by other valid means of measurement, in compliance with Section 231.608(1), Florida Statutes and Rule 6A-5.075(5), FAC. In addition, each individual will complete an evaluation of the effectiveness of both component and consultant.

#### **Component Title: Nature and Needs of Gifted Students**

Number of Hours: 60

Description of Activity: This component is designed for educators holding valid teaching certificates to develop and demonstrate knowledge of cognitive, social, and emotional characteristics common to individuals who are gifted along with strategies that can be used to meet the academic needs of different categories of students who are gifted. Training under this component may be delivered by the distance learning process through instructional media, electronic/web interfaces, face to face sessions, and/or telephone conference.

#### General Objectives

The Nature and Needs of the Gifted Students module provides an overview of gifted education on the national, state, and local level. 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.

#### Specific Objectives

1. Identify and describe cognitive and affective behaviors, which lead to referrals to screening and testing for giftedness.
2. Identify the role that creative thinking/process/products play in the identification of giftedness.
3. Identify characteristics of giftedness and discuss the needs and problems associated with these characteristics.
4. Demonstrate understanding of the difference between potential vs. performance as it relates to giftedness.
5. Understand the relationship between high academic achievement and giftedness.
6. Compare and contrast the theories of intelligence that pertain to gifted education.
7. Develop an awareness of existence of special populations.
8. Identify the incidence of identified gifted students at the local, state, and national levels.

Discuss how the prevalence of gifted students varies based on various definitions of giftedness in terms of culture, socio-economic level, location, and other factors.

9. Identify emerging national and state trends in the identification of students who may be gifted.

10. Demonstrate understanding of major historical and contemporary trends that influence gifted education.

11. Demonstrate knowledge of the changing nature of state and national definitions of gifted.

12. Develop an awareness of existence of special populations.

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13. Describe how gifted education is organized at the state and local levels.

14. Describe traditional/alternative assessment instruments/techniques used to screen and identify students who are gifted. Discuss the advantages and disadvantages of these instruments/techniques.

15. Define the criteria for gifted eligibility and placement.

16. Identify the laws that directly impact gifted students and programs in Florida, including the relationship between ESE and gifted programs.

17. Understand the relationship between gifted programming and identification criteria.

18. Identify and interpret current research findings and recommendations that impact gifted education, e.g. NAGC Program Standards.

19. Explain the referral and identification process in your district. Consider the roles of students, parents, and school personnel.

20. Describe different types of service delivery models for gifted programs.

21. Discuss the relationship of the level of need to placement in a continuum of services.

22. Describe how gifted services differ from general education services with regard to curriculum, instruction, assessment, conceptual orientation, grouping and environment.

23. Discuss the advantages and disadvantages of labeling gifted students.

24. Recognize the implications of cultural and socioeconomic differences on programming.

25. Identify the social and emotional needs of gifted students and discuss their implications in determining services.

26. Demonstrate knowledge of normal and advanced (typical and atypical) child development.

27. Exhibit an understanding of the procedural safeguards for students who are gifted.

28. Understand the role of the parent, teacher and student in the advocacy process.

29. Recognize the need for and benefits of parent involvement in the delivery of gifted program services.

30. Understand the positive and negative perceptions of various stakeholders regarding gifted education and compare to the perspectives presented in the federal report, National Excellence: A Case for Developing America's Talent.

31. Describe the characteristics of an effective teacher of the gifted.

### Evaluation

To the satisfaction of the consultant, each individual will:

1. Complete assigned activities.

2. Demonstrate increased competency on at least 80% of the objectives as determined by a pre- and post-assessment or by other valid means of measurement, in compliance with Section 231.608(1), Florida Statutes and Rule 6A-5.075(5), FAC. In addition, each individual will complete an evaluation of the effectiveness of both component and consultant.

### **Component Title: Guidance and Counseling for the Gifted Student**

**Number of Hours: 60**

Description of Activity: This component is designed for educators holding valid teaching certificates to develop and demonstrate knowledge of the social and emotional development of gifted students. Training under this component may be delivered by the distance learning process through instructional media, electronic/web interfaces, face to face sessions, and/or telephone conferences.

#### General Objectives

The Guidance and Counseling for the Gifted module provides an overview of the theory, research, practical strategies, and resources on guidance and counseling, with an emphasis on classroom application in the gifted classroom.

#### Specific Objectives

1. Identify common attitudes, biases, and pre-conceived expectations held about gifted children by teachers, parents, age-related peers, and throughout American society.
2. Identify multiple ways attitudes and myths affect the everyday lives of gifted children, and impact educational services available to them.
3. Identify at least 5 current definitions of giftedness. Note the impact each definition has in school, home, and society at large.
4. Attain a developmental understanding of gifted individuals across the life span from infancy to adulthood incorporating a holistic perspective.
5. Describe how the interaction between the environment and innate capabilities affects productivity throughout life.
6. Understand the inner experience of children who are gifted.
7. Become familiar with Dabrowski's Theory of Positive Disintegrations and the importance of Developmental Potential and Overexcitabilities.
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 originates from within the self.
10. Understand vulnerabilities that are due to another's reaction to giftedness.
11. Understand vulnerabilities that are due to a specific circumstance.
12. Realize that, by definition, a person who has an IQ four or more standard deviations above the norm will have greater difficulty finding peers and will be misunderstood by others.
13. Recognize that a person with an IQ four or more standard deviations above the norm is as holistically different from the norm as a person with an IQ four more standard deviations below the norm is holistically different from the norm.
14. Understand that any grouping of traits for profoundly gifted individuals is merely for convenience of presentation.
15. Describe the different social and emotional needs of gifted students from special population. Include gender, ethnicity and culture, socio-economic status, twice exceptional and under-achieving students.
16. Realize the need for additional or different assessment tools to identify special population students.
17. Learn how to recognize, understand, and support gifted children with multiple differences.
18. Identify risk factors and resiliency as related to students who are gifted.
19. Enumerate what you can do as a teacher to help students at risk.
20. List symptoms in children and adults of addiction and physical or sexual abuse.
21. Read Templeton National Report on Acceleration: A nation deceived: How schools hold

back America's brightest students.

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

#### Evaluation

To the satisfaction of the consultant, each individual will:

1. Complete assigned activities.
2. Demonstrate increased competency on at least 80% of the objectives as determined by a pre and post-assessment or by other valid means of measurement, in compliance with Section 231.608(1), Florida Statutes and Rule 6A-5.075(5), FAC In addition, each individual will complete an evaluation of the effectiveness of both component and consultant.