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May 25, 2017

Ms. Susan Leon-Leigh
Director, Professional Development Standards & Support
Broward County Public Schools
3531 Davie Road
Davie, Florida 33314

Dear Ms. Leon-Leigh:

The request submitted by Broward County Public Schools for the continued approval of the district's teacher education add-on programs for the ESOL and Gifted Endorsements has been approved as submitted until June 30, 2022. 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.
3. An electronic copy of the add-on program as it will continue to be delivered, including any modification to the program.

You and your staff are commended for developing and seeking state approval for teacher education programs that are responsive to the needs of your school district. If we may assist you at any time, please let us know.

Sincerely,

Eileen L. McDaniel

Eileen McDaniel
Bureau Chief, 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

Number of Participants that have completed each component yearly since 2012-2013 school year					
	12-13	13-14	14-15	15-16	16-17
Nature and Needs of the Gifted	194	261	285	205	197
Curriculum Development	197	266	232	360	249
Theory and Development of Creativity	173	293	274	358	240
Guidance and Counseling	184	297	318	237	242
Special Populations	173	282	318	237	242
Number of persons completing the teacher certification program yearly during the past 5 years (2012-2017)	119	189	192	249	193
Changes to the program	<p>-All courses currently used were initiated through the Working on Gifted Issues (WOGI) Challenge Grant Project with funding by 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 State Standards. These standards have replaced the Sunshine State Standards referenced in the course.</p>				

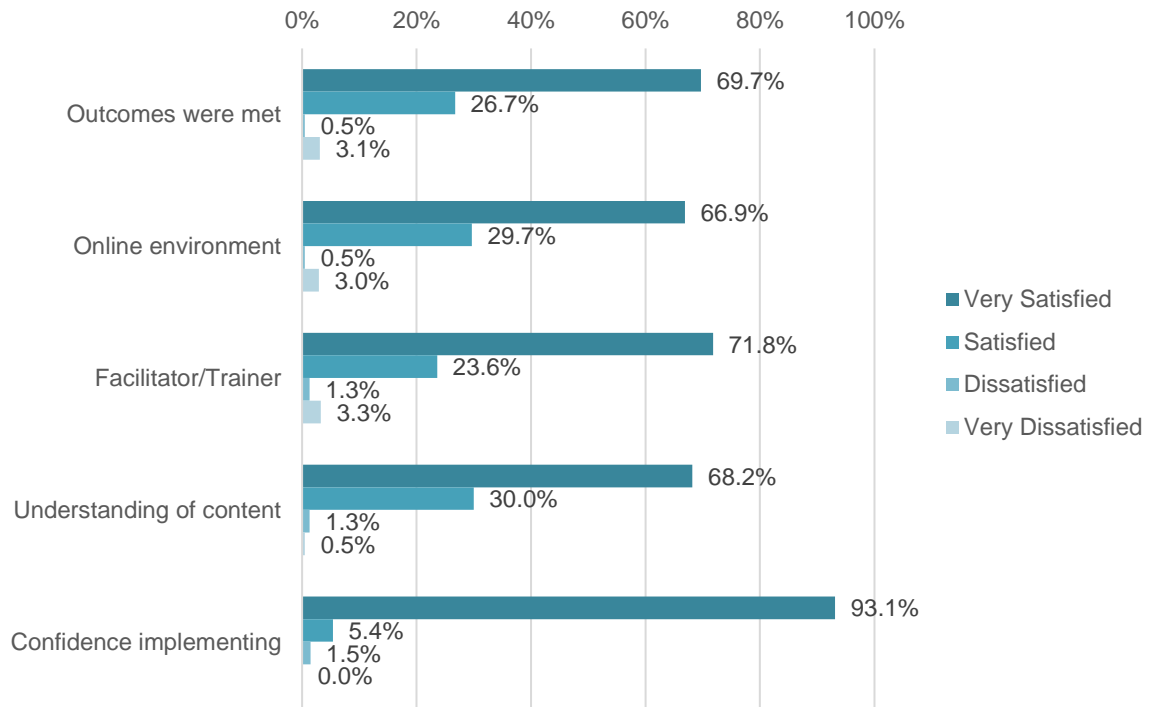
	<p>-The Marzano Causal Model has been infused into all courses.</p> <p>-All courses are available online through a learning management system</p>
<p>Data that demonstrates the need for the program and projection of need for the next five years</p>	<p>Gifted is still considered a critical shortage area. 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, skill and competencies necessary to effectively implement the Florida State Standards by developing the ability to use appropriate techniques and strategies which provide and enhance critical, creative and evaluative thinking of students.</p> <p>Broward needs 1,500 gifted endorsed teachers to adequately service our gifted students in all of our schools in the manner prescribed in our Gifted Procedural Guide. Currently, there are approximately 900 gifted endorsed teachers providing gifted services. 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
Professional Learning Feedback Results, October 2014-2017**

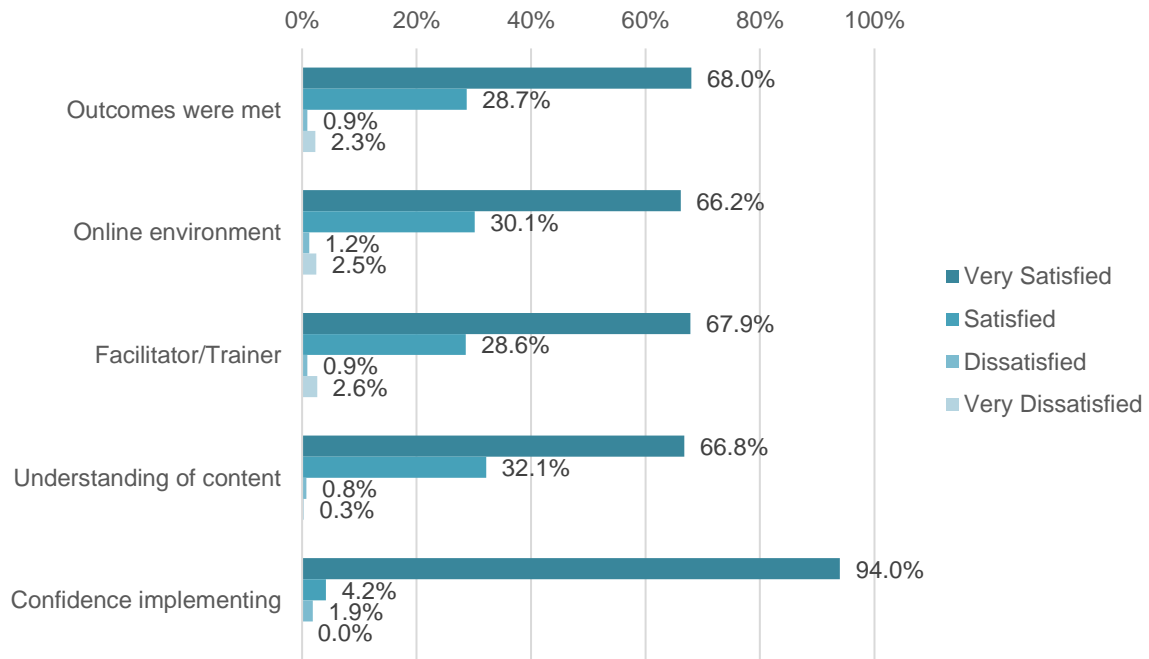
In order to maintain quality of the Gifted Endorsement courses, participants are asked to provide feedback regarding the content, delivery, and facilitation of each course to revise and continue to improve the product to best impact student achievement. Attached is an excel file with examples of the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

Curriculum Development for the Gifted (n = 610)	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied
Outcomes were met	3.1%	0.5%	26.7%	69.7%
Online environment	3.0%	0.5%	29.7%	66.9%
Facilitator/Trainer	3.3%	1.3%	23.6%	71.8%
Understanding of content	0.5%	1.3%	30.0%	68.2%
Confidence implementing	0.0%	1.5%	5.4%	93.1%
Education of Special Populations (n = 647)	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied
Outcomes were met	2.3%	0.9%	28.7%	68.0%
Online environment	2.5%	1.2%	30.1%	66.2%
Facilitator/Trainer	2.6%	0.9%	28.6%	67.9%
Understanding of content	0.3%	0.8%	32.1%	66.8%
Confidence implementing	0.0%	1.9%	4.2%	94.0%
Guidance & Counseling for the Gifted (n = 550)	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied
Outcomes were met	3.1%	0.4%	25.1%	71.5%
Online environment	3.3%	0.4%	25.6%	70.7%
Facilitator/Trainer	3.3%	0.2%	23.5%	73.1%
Understanding of content	0.4%	0.4%	27.8%	71.5%
Confidence implementing	0.0%	0.7%	3.6%	95.6%
Nature & Needs of Students Who Are Gifted (n = 522)	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied
Outcomes were met	3.4%	0.2%	24.8%	71.6%
Online environment	2.9%	1.3%	26.5%	69.3%
Facilitator/Trainer	2.9%	1.7%	24.2%	71.2%
Understanding of content	0.4%	1.3%	29.1%	69.1%
Confidence implementing	0.0%	1.5%	5.2%	93.3%
Theory & Development of Creativity (n = 633)	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied
Outcomes were met	3.1%	0.5%	26.7%	69.7%
Online environment	3.0%	0.5%	29.7%	66.9%
Facilitator/Trainer	3.3%	1.3%	23.6%	71.8%
Understanding of content	0.5%	1.3%	30.0%	68.2%
Confidence implementing	0.0%	1.5%	5.4%	93.1%

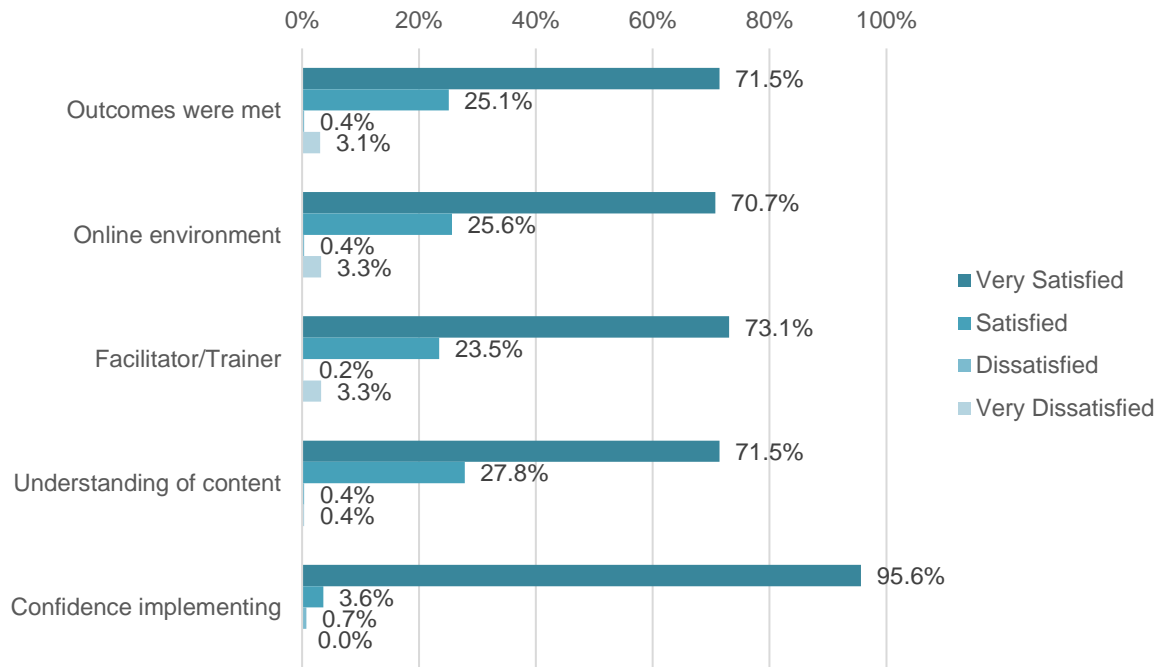
Feedback: Curriculum Development for the Gifted (N = 610)



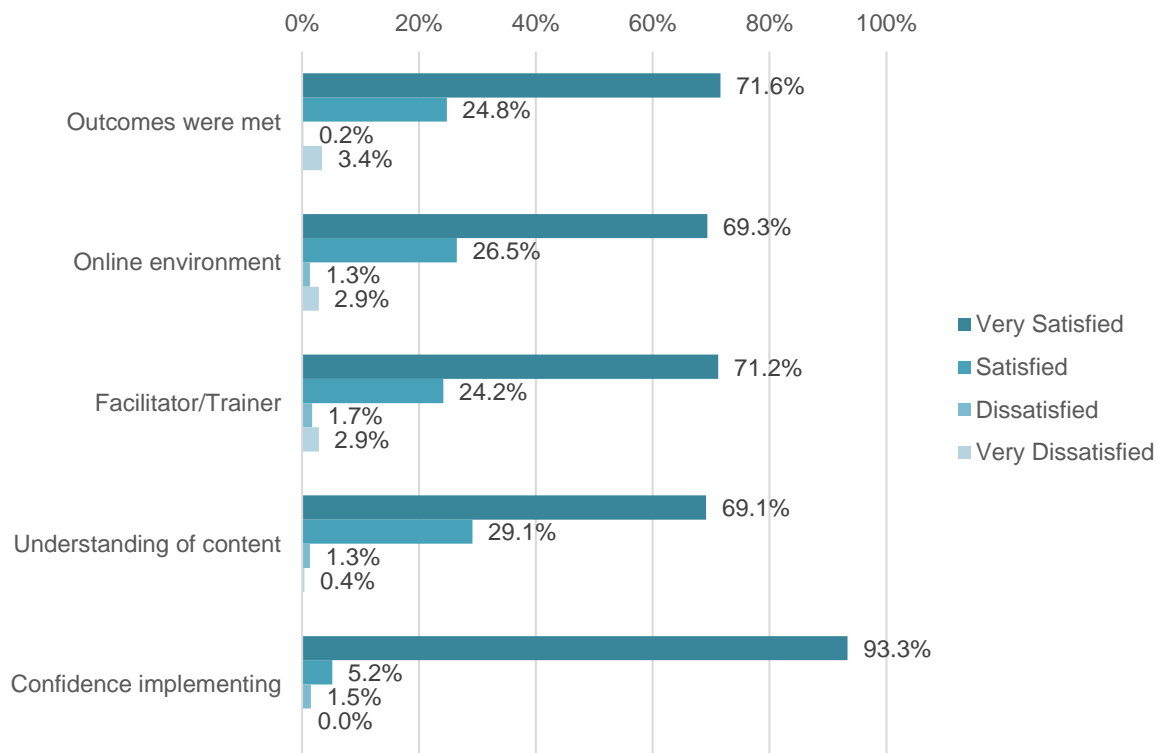
Feedback: Education of Special Populations (N = 647)



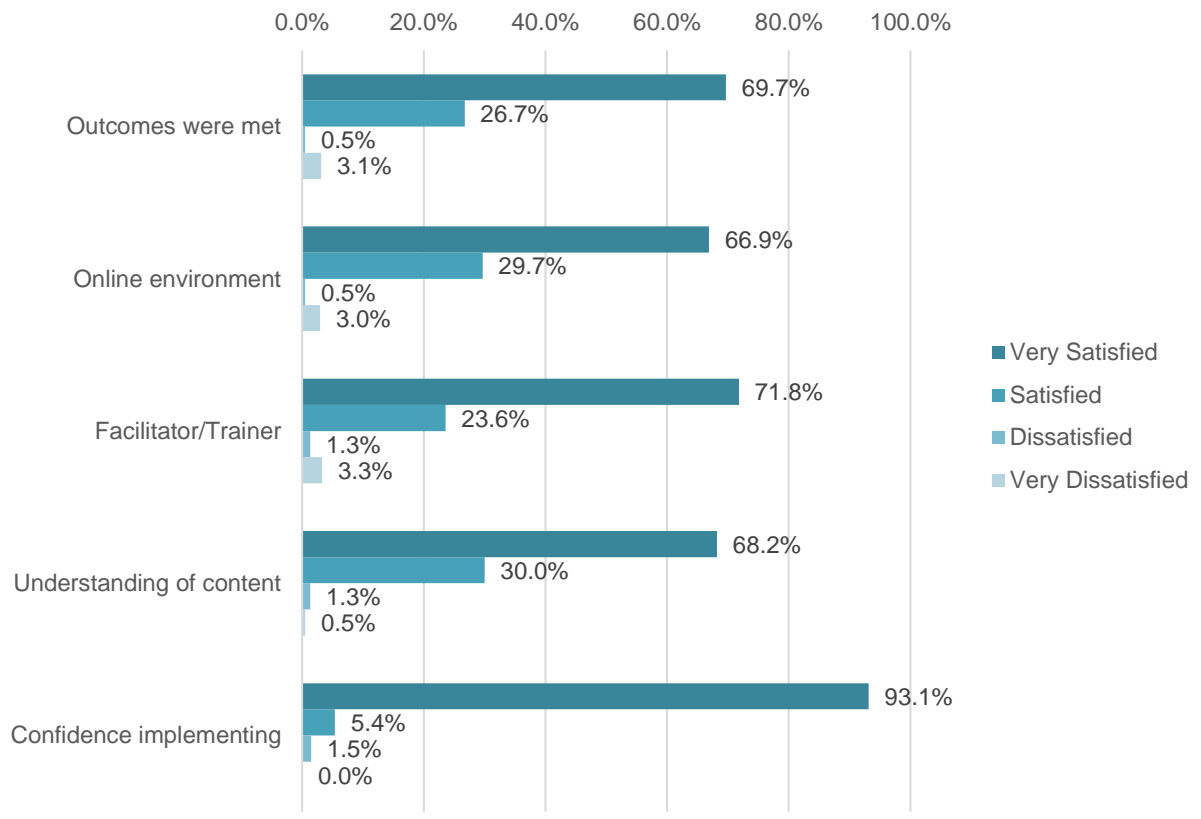
Feedback: Guidance & Counseling for the Gifted (N = 550)



Feedback: Nature, Needs of Gifted Students (N = 522)



Feedback: Theory & Development of Creativity (N = 633)



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 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 initiated through the Working on Gifted Issues (WOGI) Challenge Grant Project with funding by the Florida Department of Education, Division of Public Schools, Bureau of Curriculum and Instruction, with production assistance from the Bureau of Exceptional Education and Student Services (BEESS) Resource and Information Center.

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:

1. Identify characteristics of giftedness and discuss the needs and problems associated with these characteristics.
2. Demonstrate awareness of how factors such as family dynamics, culture

integration of self and education influence the development of giftedness.

3. Demonstrate knowledge of normal and advanced (typical and atypical) child development.
4. Illustrate the relationship between high academic achievement and giftedness.
5. Compare and contrast the theories of intelligence that pertain to gifted education.
6. Identify emerging national and state trends in the identification of students who may be gifted.
7. Describe traditional and alternative assessment instruments/techniques used to screen and identify students who are gifted.
8. Explain the referral and identification process in your district.
9. Define the criteria for gifted eligibility and placement.
10. Describe how gifted services differ from general education services with regard to curriculum, instruction, assessment, conceptual orientation, grouping, and environment.
11. Discuss the relationship of the level of need to placement in a continuum of services.
12. Identify the social and emotional needs of gifted students and discuss their implications in determining services.
13. Describe the characteristics of an effective teacher of gifted students.
14. Identify the laws that directly impact gifted students and programs in Florida, including the relationship between exceptional student education and gifted programs

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:

1. Describe holistic developmental characteristics of a gifted child and understand what it is like to be gifted from the child's point of view.
2. Analyze strengths and vulnerabilities that distinguish students who are gifted from their age-related peers.
3. Describe personality variances of individuals who are gifted and profoundly gifted.
4. Differentiate needs and concerns of students who are gifted in special populations, including differences due to gender, cultural and ethnic divergence, twice exceptionality, and low socio-economic status.
5. Describe thoroughly risk factors and resiliency related to students who are gifted.
6. Identify numerous educational opportunities available for students who are gifted, and discuss the strengths and limitations of each.
7. Identify counseling and guidance activities and resources to assist students who are gifted
 - K-12 and post-secondary- to plan for course work, college, career, and life choices.
8. Use knowledge of social skill straining to assist students who are gifted in

- developing healthy relationships and displaying leadership capability.
9. Acquire and refine the knowledge, skills, and resources needed to advocate as a teacher, parent, or supported or self-advocacy for gifted students.
 10. Understand special needs in parenting the gifted child and in family dynamics.
 11. Understand and support children who are emotionally gifted and spiritually gifted.
 12. Apply knowledge and skills necessary to assist students, their families, and educators in understanding the psychology of giftedness and in tapping community, state, and national resources for service support.
 13. Become competent in identifying and navigating Web sites that extensively address topics related to giftedness for personal and professional use.

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:

1. Demonstrate understanding of the terminology used in the development of curriculum for the gifted, including such terms as acceleration, enrichment, and differentiation.
2. Demonstrate knowledge of the role of current state standards of the general education curriculum and the implications for the education of gifted students.
3. Demonstrate knowledge of the principles of differentiation for gifted learners.
4. Demonstrate the ability to evaluate models for teaching gifted curriculum.
5. Demonstrate the ability to evaluate gifted curriculum and instructional strategies.
6. Demonstrate knowledge of appropriate resources, including technology, for teaching students who are gifted.
7. Demonstrate the ability to match instructional strategies and materials, such as curriculum compacting and grouping, to individual needs of learners.
8. Demonstrate the ability to develop units of instruction aligning curricular components, including objectives, introduction, teaching strategies, learning activities, products, resources, and assessments, to meet the cognitive and affective needs of the gifted.
9. Demonstrate the ability to communicate and work in partnerships with students, families, and school personnel.
10. Demonstrate the ability to identify student outcomes, evaluate student progress, and develop an appropriate educational plan.
11. Demonstrate knowledge of a continuum of services that supports the needs and interests of gifted students.

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:

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 the creative process, person and product.
4. Identify myths and misunderstandings associated with creativity.
5. Identify major components of creativity according to research.
6. Recognize how cultural values may impact the expression of creativity.
7. Identify examples of how creative thinking can be used to address problems in society.
8. Describe characteristics and appropriate criteria used to assess creative products.
9. Identify constructs that can be used as criteria for evaluating creative outcomes.
10. Demonstrate an understanding for the process of invention and identify the steps of moving from an idea through the patent process.

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:

1. Justify the need to modify and differentiate the curriculum in terms of the needs of these special populations.
2. Identify sub-groups and underserved populations within the broad spectrum of giftedness in the general population.
3. Understand the learning needs and challenges of diverse types of gifted students.
4. Demonstrate knowledge of alternative assessments and non-traditional screening and evaluation appropriate for use with students from special populations.
5. Develop an awareness of and demonstrate teaching strategies for addressing the needs of specific ethnic groups, to include those who are linguistically diverse.
6. Understand the individual characteristics, attitudes, and circumstances that can affect the achievement of a gifted student from diverse populations.
7. Identify the reasons that gifted students with disabilities are underrepresented in gifted programs.
8. Discuss strategies and programming needs for gifted students who are twice-exceptional.
9. Identify and describe the impact of non-traditional experience, values, and cultural expectations on the development and educational experiences of gifted students.
10. Understand the needs and characteristics of very young gifted students.
11. Understand the needs and characteristics of highly-gifted students.
12. Demonstrate knowledge of how gender issues can affect achievement and aspirations of gifted students.
13. Identify instructional methods that accommodate the needs of special populations.

This module infused the NAGC-CEC Teacher Preparation Standards in Gifted

Education (2007) in its objectives, as presented by the National Association for Gifted and Talented Children and Council for Exceptional Children.

B. SPECIALIZATION/PROFESSIONAL STUDIES

Specialization

NIA

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.
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

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 STRANDS

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

B. TRAINING COMPONENTS

MASTER INSERVICE PLAN COMPONENT

Component Title: Nature and Needs of Gifted Students

Identifier Number: 2106020 Online

Maximum Points: 60

General Objectives:

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. Identify and describe cognitive and affective behaviors, which lead to referrals to screening and testing for giftedness.
2. Identify characteristics of giftedness and discuss the needs and problems associated with these characteristics.
3. Identify the role that creative thinking/process/products play in the identification of giftedness.
4. Demonstrate awareness of how factors such as family dynamics, culture, integration of self and education influence the development of giftedness.
5. Develop an awareness of existence of special populations.
6. Demonstrate knowledge of normal and advanced (typical and atypical) child development.
7. Illustrate the relationship between high academic achievement and giftedness.
8. Demonstrate understanding of the difference between potential vs. performance as it relates to giftedness.
9. Compare and contrast the theories of intelligence that pertain to gifted education.
10. 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.
11. Identify emerging national and state trends in the identification of students who may be gifted.
12. Describe traditional/alternative assessment instruments/techniques used to screen and identify students who are gifted, Discuss the advantages and disadvantages of these instruments/techniques,
13. Explain the referral and identification process in your district. Consider the roles of students, parents, and school personnel.
14. Discuss the advantages and disadvantages of labeling gifted students,
15. Discuss the relationship between gifted programming and identification criteria.
16. Describe different types of service delivery models for gifted programs, and discuss the relationship of the level of need for placement in a continuum of services,
17. Describe how gifted education is organized at the state and local levels.
18. Identify the social and emotional needs of gifted students and discuss their implications in determining services,

19. Discuss 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"
20. Describe the characteristics of an effective teacher of gifted students.
21. Demonstrate knowledge of the changing nature of state and national definitions of gifted, and identify the laws that directly impact gifted students and programs in Florida including the relationship between ESE and gifted programs,
22. Demonstrate understanding of major historical and contemporary trends that influence gifted education.
23. Identify and interpret current research findings and recommendations that impact gifted education, e.g. NAGC Program Standards,
24. Exhibit an understanding of the procedural safeguards for the students who are gifted,
25. Discuss the role of the parent, teacher, and student in the advocacy process, and discuss the need for and benefits of parent involvement in the delivery of gifted program services.

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:

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: 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. Describe holistic developmental characteristics of a gifted child and understand what it is like to be gifted from a child's point of view.
2. Analyze strengths and vulnerabilities that distinguish students who are gifted from their age-related peers.
3. Describe personality variances of individuals who are gifted and profoundly gifted.
4. Differentiate needs and concerns of students who are gifted in special populations, including differences due to gender, cultural and ethnic divergence, twice exceptionality, and low socio-economic status,
5. Describe thoroughly risk factors and resiliency related to students who are gifted.
6. Identify numerous educational opportunities available for students who are gifted, and discuss the strengths and limitations of each.
7. Identify counseling and guidance activities and resources to assist students who are gifted-K-12 and post-secondary-to plan for course work, college, career, and life choices.
8. Use knowledge of social skills training to assist students who are gifted in developing healthy relationships and displaying leadership capability.
9. Acquire and refine the knowledge, skills, and resources needed to advocate as a teacher, parent, or supporter of self-advocacy for gifted students.
10. Understand special needs in parenting the gifted child and in family dynamics.
11. Understand and support children who are emotionally gifted and spiritually gifted.
12. Apply knowledge and skills necessary to assist students, their families, and educators in understanding the psychology of giftedness and in tapping community, state, and national resources for service support.
13. Become competent in identifying and navigating Web sites that extensively address topics related to giftedness for personal and professional use.

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. 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 the 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 relate 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 (Rtl) 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 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.
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.

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 Objectives:

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 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 the development of creativity and its expression.
9. Identify specific personal, developmental, socio-cultural, and educational experiences that *inhibit* the development of creativity and its expression.
10. Recognize ways to establish a classroom environment that fosters the development and expression of creativity.
11. Plan appropriate teaching strategies and groupings that support the development and expression of creative abilities.
12. Investigate tools and programs (e.g., Odyssey of the Mind, Future Problem Solving, Invent America) for generating ideas, focusing thought, and fostering creativity.
13. Develop instructional plans to integrate creativity within and across the content areas focusing on process and product.
14. Understand the role of assessment of creativity and the use of tests and inventories.
15. Describe, compare, and evaluate different instruments for measuring creativity.
16. Examine the role of assessment, including portfolio development, in the evaluation of creative processes and products.

17. Describe traits and appropriate criteria used to assess creative outcomes and products.
18. Explore and analyze the ethical issues surrounding creativity.
19. Design and implement a personal plan for establishing a classroom environment to nurture and develop creativity.
20. Evaluate personal and student creative 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.
10. Formulate guidelines for the creation and maintenance of portfolios for products formed from creative processes.
11. Add a creative component to a pre-existing student assignment and design a rubric for assessing the outcome.
12. Assess a creative product.
13. Creative Unit: Select one area (language arts, science, etc.) and develop a unit of multiple lessons that integrate creativity.

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: Education of Special Populations of Gifted Students

Identifier Number: 2106001 Online

Maximum Points: 60

General Objectives:

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:

- I. Examine the nature of giftedness in relation to multicultural principles and underserved populations.
2. Acquire knowledge of diversity focus of national standards in gifted education.
3. Justify the need to modify and differentiate the curriculum in terms of the needs of these special populations.
4. Examine personal cultural competencies.
5. Within the broad spectrum of giftedness in the general population, identify sub- groups and underserved populations.
6. Understand the learning needs and challenges of diverse types of gifted students.
7. Identify the unique needs of gifted girls, culturally diverse, rural, disabled, underachieving, highly gifted, young gifted students, and disadvantaged gifted.
8. Examine challenges of finding gifted students from underserved populations.
9. Demonstrate knowledge of Plan B State Board of Education Rules, 6A-6.03019, Special Instructional Programs for Students Who are Gifted.
10. Demonstrate knowledge of alternative assessments and non-traditional screening and evaluation appropriate for use with students from special populations.
11. Match appropriate screening and identification procedures with the needs of the special populations.
12. Understand the impact of global diversity issues in education of gifted students from diverse ethnic perspectives.
13. Examine the rights and perspectives of diverse ethnic religions of gifted students and first amendment issues.
14. Identify the characteristics of specific ethnic groups of gifted students.
15. Develop an awareness of and demonstrate teaching strategies for addressing the needs of specific ethnic groups.
16. Understand the characteristics and needs of linguistic minority gifted students.
17. Appreciate and incorporate the cultural and linguistic perspectives of gifted students who are bilingual or multilingual into curriculum.
18. Examine policies and procedures for working with gifted LEP or ELL students.
19. Examine ways to identify high potential linguistic minority students.
20. Identify strategies to effectively work with linguistically diverse gifted students and

those who are classified as LEP or as ELL students.

21. Examine the impact of cultural, ethical, and educational norms and expectations on underachievement in gifted students.
22. Understand the individual characteristics, attitudes, and circumstances that can affect the achievement of a gifted students from diverse populations.
23. Explore ways to identify gifted students from special populations who are successful in school.
24. Clarify and define diverse types of twice-exceptional gifted students.
25. Demonstrate knowledge, characteristics and needs of students who are both gifted and hearing impaired/blind, and orthopedically disabled.
26. Identify the reasons that gifted students with disabilities are underrepresented in gifted programs.
27. Discuss strategies and programming needs for gifted students who are twice- exceptional.
28. Identify and describe ADD and ADHD.
29. Identify the differences and similarities between ADD/ADHD and giftedness.
30. Identify Asperger's syndrome and its occurrence in gifted students.
31. Discuss classroom strategies for creating a classroom supportive of gifted students with behavioral/emotional disorders.
32. Define the types of gifted learning disabled students.
33. Describe the procedures for identifying a gifted learning disabled student.
34. Understand program designs for gifted students with learning disabilities.
35. Identify and plan instructional strategies for teachers of gifted learning disabled students.
36. Identify and describe low socio-economic status populations that are underserved.
37. Examine the nature of giftedness as masked by socio-economic and educational disadvantages.
38. Identify inhibiting socio-economic factors that have prevented service for low-income gifted children who have had inadequate learning opportunities.
39. Examine alternative, contextual or process-oriented forms of assessment as promising ways to identify low-income gifted students.
40. Examine methods and strategies that challenge the unique needs of disadvantaged gifted children.
41. Identify and describe the impact of non-traditional experiences, values, and cultural expectations on the development and educational experiences of gifted students.
42. Identify the unique characteristics and needs of gifted students from diverse family structures.
43. Identify strategies for stimulating personal growth of gifted students from diverse families.
44. Identify community support systems for diverse families of gifted students.
45. Examine concepts of age-appropriate development in relation to concepts of giftedness.
46. Understand the needs and characteristics of very young gifted students.
47. Understand the needs and characteristics of highly gifted students.
48. Identify problems and challenges and present options for developing skills in highly gifted students.

49. Examine gender stereotyping and prejudice that impacts gifted girls, boys, and lesbian, gay, bisexual, transgender students.
50. Examine the impact of culture and ethnicity on gender expectations for gifted students from minority groups.
51. Identify and describe criteria of effective programs.
52. Identify instructional methods that accommodate the needs of special populations.

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:

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.

C. MATRIX

Competency Number	Component Number	Specific Objective Number	Method of Competency Demonstration
I	2106020 Online	1,2,3	Successful completion of projects or products, classroom demonstration, portfolio, tests and/or case study.
2	2106020 Online	4,5	Successful completion of projects or products, classroom demonstration, portfolio, tests and/or case study.
3	2106020 Online	1,2,3,19	Successful completion of projects or products, classroom demonstration, portfolio, tests and/or case study.
4	2106020 Online	1.2.3	Successful completion of projects or products, classroom demonstration, portfolio, tests and/or case study.
5	2106020 Online	14,15,16,22	Successful completion of projects or products, classroom demonstration, portfolio, tests and/or case study.
6	2106020 Online	23,24	Successful completion of projects or products, classroom demonstration, portfolio, tests and/or case study.
7	2106020 Online	24,25	Successful completion of projects or products, classroom demonstration, portfolio, tests and/or case study.
8	2106020 Online	6,25	Successful completion of projects or products, classroom demonstration, portfolio, tests and/or case study.
9	2106020 Online	13,21	Successful completion of projects or products, classroom demonstration, portfolio, tests and/or case study.
10	2106020 Online	8,15,16,20	Successful completion of projects or products, classroom demonstration, portfolio tests and/or case study.
11	2106020 Online	16	Successful completion of projects or products, classroom demonstration, portfolio, tests and/or case study.
12	2106020 Online	18	Successful completion of projects or products, classroom demonstration, portfolio, tests and/or case study.
13	2106020 Online	20	Successful completion of projects or products, classroom demonstration, portfolio, tests and/or case study.
14	2106020 Online	21	Successful completion of projects or products, classroom demonstration, portfolio, tests and/or case study.
1	8106001 Online	I	Successful completion of projects or products, classroom demonstration, portfolio, tests and/or case study.
2	8106001 Online	2	Successful completion of projects or products, classroom demonstration, portfolio, tests and/or case study.
3		3	Successful completion of projects or

	8106001 Online		products, classroom demonstration, nortfolio. tests and/or case studv.
4	8106001 Online	4	Successful completion of projects or products, classroom demonstration, nortfolio, tests and/or case studv.
5	8106001 Online	5	Successful completion of projects or products, classroom demonstration, nortfolio, tests and/or case studv.
6	8106001 Online	6	Successful completion of projects or products, classroom demonstration, nortfolio, tests and/or case studv.
7	8106001 Online	7	Successful completion of projects or products, classroom demonstration, nortfolio, tests and/or case studv.
8	8106001 Online	8	Successful completion of projects or products, classroom demonstration, nortfolio, tests and/or case studv.
9	8106001 Online	9	Successful completion of projects or products, classroom demonstration, nortfolio, tests and/or case stud"V,
10	8106001 Online	10	Successful completion of projects or products, classroom demonstration, nortfolio, tests and/or case studv,
II	8106001 Online	II	Successful completion of projects or products, classroom demonstration, nortfolio tests and/or case studv.
12	8106001 Online	12	Successful completion of projects or products, classroom demonstration, nortfolio, tests and/or case studv.
13	8106001 Online	13	Successful completion of projects or products, classroom demonstration, nortfolio, tests and/or case studv.
1	2106002 Online	3	Successful completion of projects or products, classroom demonstration, oortfolio, tests and/or case studv.
2	2106002 Online	4	Successful completion of projects or products, classroom demonstration, nortfolio, tests and/or case studv.
3	2106002 Online	2,7	Successful completion of projects or products, classroom demonstration, nortfolio, tests and/or case studv.
4	2106002 Online	9	Successful completion of projects or products, classroom demonstration, nortfolio tests and/or case studv.
5	2106002 Online	II,14	Successful completion of projects or products, classroom demonstration, oortfolio, tests and/or case studv.
6	2106002 Online	14	Successful completion of projects or products, classroom demonstration, nortfolio, tests and/or case studv.
7	2106002 Online	16	Successful completion of projects or products, classroom demonstration, oortfolio, tests and/or case studv.
8	2106002 Online	17	Successful completion of projects or nroducts, classroom demonstration,

			portfolio, tests and/or case studv.
9	2106002 Online	20	Successful completion of projects or products, classroom demonstration, oortfolio, tests and/or case studv.
10	2106002 Online	22,23,24	Successful completion of projects or products, classroom demonstration, portfolio, tests and/or case study.
11	2106002 Online	18	Successful completion of projects or products, classroom demonstration, nortfolio. tests and/or case studv.
1	2106009 Online	3,20	Successful completion of projects or products, classroom demonstration, portfolio, tests and/or case study.
2	2106009 Online	3	Successful completion of projects or products, classroom demonstration, portfolio, tests and/or case studv.
3	2106009 Online	6,7	Successful completion of projects or products, classroom demonstration, nortfolio, tests and/or case studv.
4	2106009 Online	9,10,11	Successful completion of projects or products, classroom demonstration, portfolio, tests and/or case study.
5	2106009 Online	5,8,9	Successful completion of projects or products, classroom demonstration, nortfolio, tests and/or case studv.
6	2106009 Online	7	Successful completion of projects or products, classroom demonstration, portfolio, tests and/or case study.
7	21060091 Online	1,2	Successful completion of projects or products, classroom demonstration, oortfolio, tests and/or case studv.
8	2106009 Online	15	Successful completion of projects or products, classroom demonstration, portfolio, tests and/or case study.
9	2106009 Online	16,17	Successful completion of projects or products, classroom demonstration, oortfolio, tests and/or case studv.
10	2106009 Online	12	Successful completion of projects or products, classroom demonstration, portfolio, tests and/or case study.
1	2106001 Online	1,3	Successful completion of projects or products, classroom demonstration, oortfolio. tests and/or case studv.
2	2106001 Online	5	Successful completion of projects or products, classroom demonstration, portfolio, tests and/or case study.
3	2106001 Online	6	Successful completion of projects or products, classroom demonstration, oortfolio, tests and/or case studv.
4	2106001 Online	10	Successful completion of projects or products, classroom demonstration, nnrportfolio, tests and/or case study.
5	2106001 Online	15,16	Successful completion of projects or products, classroom demonstration, oortfolio, tests and/or case studv.

6	2106001 Online	12,22	Successful completion of projects or products, classroom demonstration, portfolio, tests and/or case study.
7	2106001 Online	8,12,26,38	Successful completion of projects or products, classroom demonstration, oortfolio, tests and/or case studv.
8	2106001 Online	25,27,35	Successful completion of projects or products, classroom demonstration, portfolio, tests and/or case study.
9	2106001 Online	39,40,41	Successful completion of projects or products, classroom demonstration, oortfolio. tests and/or case study.
10	2106001 Online	46	Successful completion of projects or products, classroom demonstration, nortfolio, tests and/or case studv.
11	2106001 Online	47	Successful completion of projects or products, classroom demonstration, portfolio, tests and/or case study,
12	2106001 Online	49,50	Successful completion of projects or products, classroom demonstration, oortfolio, tests and/or case study.
13	2106001 Online	52	Successful completion of projects or products, classroom demonstration, portfolio, tests and/or case studv.

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 DEMONSTRATION

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.