

Idaho Gifted and Talented Endorsement

This document contains information about the Idaho Gifted and Talented Endorsement including:

- I. Overview
- II. How to Apply for a Gifted and Talented Endorsement
- III. Course Checklist for Idaho Gifted and Talented Endorsement
- IV. Idaho Gifted and Talented Endorsement Coursework

I. Overview

The Gifted and Talented Endorsement was implemented to increase the level of knowledge and expertise of all educators. It is intended to raise the awareness of gifted and talented students' characteristics, emotional and social needs, vast ability and potential ability arena, appropriate academic curriculum and differentiation strategies, and the need for educational intervention. The Endorsement is designed to insure that educators who work with this unique population, will do so with greater understanding, knowledge and expertise.

Educators who provide "direct services" to gifted and talented students in Idaho must have an *endorsement in gifted and talented education* by July 1, 2004. *Direct services* is defined as "teaching, facilitating, and/or consulting in a gifted and talented program." The endorsement will be issued by the Idaho State Department of Education Certification Department.

A *Gifted and Talented Endorsement* can be added to an Idaho Standard Elementary, Idaho Standard Secondary, or an Idaho Standard Exceptional Child certificate. Twenty semester credit hours of instruction in the area of gifted and talented education are required.

No time limit regulates the counting of credits toward the GT Endorsement. In other words, regardless of how far in the past you completed a course, it counts toward this GT Endorsement.

Undergraduate credits are applicable toward the G/T Endorsement.

II. How to Apply for an Idaho Gifted and Talented Endorsement

Step 1: Locate copies of your transcripts and/or other documents that officially verify higher education course credits.

Step 2: Review transcripts for upper division courses (graduate and/or undergraduate) with titles containing the words "gifted" and/or "talented" in them, or indicate other

credit coursework that was specifically geared toward information and education of the gifted and talented.

Step 3: For ease and organization, fill out a “course checklist” (following) worksheet to align course credits in categories. Three credits in each core area, and five elective credits are needed for a total of 20 credits.

- Foundations of Gifted and Talented Education
- Curriculum and Instruction for Gifted and Talented Students
- Social and Emotional Needs of Gifted and Talented Students
- Creativity and Critical Thinking Skills for G/T Students
- Practicum/Program Design for G/T Education
- Electives – associated with gifted and talented education

Step 4: If course title descriptions are: a) too vague to decipher exact course content, b) have “workshop” labels, or c) were taken some time ago, you should locate a course syllabus, catalogue brief, credit requirements, or other types of course description in order to document course content.

Step 5: You may wish to arrange a conference with a higher education institution advisor to discuss your endorsement credit status. The advisor can assist you in designing a plan to help you meet the requirements and help you review your transcript for certification submission.

Step 6: Transcript review through the State Department of Education – Certification Department

- A. Write a letter to SDE Certification Department – Attn: Keith Potter – requesting a transcript evaluation--- send a fee of \$25.

Include: Name
Address
Phone number
E-mail
Social Security number

(This information will also be used to update SDE records)

- B. Send only new transcripts (ones that have not already been filed with the SDE). They do not destroy transcripts, so the ones you have already filed should be there.
- C. SDE will send you a response telling you what you need to complete your GT Endorsement OR they will send you the Endorsement certificate, if you have completed all coursework.

III. Course Checklist for Idaho Gifted and Talented Endorsement

Applicant Name _____

Required Core Courses: 15 semester hours						
Required	Course title	#	Credit	Institution	Date	Comment
Foundations of G/T Ed.						
Social and Emotional Needs of G/T Students						
Creative/Critical Thinking Skills for G/T Students						
Curriculum/Instruction for G/T Education						
Practicum/Program Design for G/T Ed.						
			Total credits= (15 minimum)			
Electives: FIVE hours required						
Area	Course title	#	Credit	Institution	Date	Comment

Applicant: _____

Reviewer: _____

Institution: _____

Date: _____

IV. Idaho Gifted and Talented Endorsement Coursework

Foundations of Gifted and Talented Education – 3 credits

Creativity and Critical Thinking Skills – 3 credits

Social and Emotional Needs of Gifted and Talented Learners – 3 credits

Curriculum Adaptations for Gifted and Talented Students – 3 credits

Practicum in Gifted and Talented Education – 3 credits

Electives in Gifted Education – 5 credits

Total – 20 credits

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

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

Knowledge Base:

Rationale for Gifted Education

Historical perspective of Gifted Education

 Philosophy of Gifted Education

Characteristics and Needs of Gifted Students

 Beliefs, Myths, Stereotypes, and Controversial issues

Effective Characteristics of Teachers of the Gifted

 Attitudes and Beliefs

 Instructional Practices

Federal and State Parameters

 Idaho Code/Mandate

 Legal Issues

Identification and Assessment of the Gifted for Programming

Special Populations

 Definition and Examples

 Implications for Identification and Services

Program Management and Record Keeping

 Administrative Plan

Student and Program Advocacy

 parental school and Community Communication

Competencies/Demonstration

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

B. Course title: Creativity and Critical Thinking Skills

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

Knowledge Base

Overview/Orientation to Creativity and Critical Thinking

Cognitive Development and Gifted Children

Current Issue in Brain Research

Definition of Creativity

Theories of Creativity

Cognitive and Affective Characteristics and Identification of Creativity/Critical Thinking

Knowledge of Critical Thinking and Creativity Assessment Instruments

Creative People

Creative Processes

Types of Creativity

Creative Productivity

Conditions for Fostering

Definitions and Models of Critical Thinking – Hierarchy of Thinking Skills

Teaching Critical Thinking

Models of Problem Solving

 Different Models

 Content

 Process

Integration

 Creative Problem Solving

Competencies/Demonstration

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

C. Course title: Social and Emotional Needs of Gifted and Talented Learners

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

Knowledge Base:

Emotional Aspects of Giftedness

Social-Emotional Goals

Relationship of Affective-Intellectual

Special Concerns

Suicide

Perfectionism

Underachievement

Peer Relations

Gender issues

Risk Taking

Family Relations

Culturally Diverse

Twice Exceptional (LD/Gifted)

Self-esteem

Career Counseling

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

Appropriate counseling skills for teachers

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

Competencies/Demonstration

- Analyze and compare two counseling theories and discuss their implications for gifted students

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

D. Course title: Curriculum Adaptations for Gifted and Talented Students

Course description: Curriculum adaptations for gifted and talented learners including curriculum compacting, independent study, project-based learning, research-based learning, enrichment programs, mentoring programs, acceleration, dual enrollment, and more.

Knowledge Base

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

curriculum compacting

tiered assignment

flexible grouping

questioning strategies

interest/learning centers/groups

independent projects/study

contracts

Assessment (including authentic/alternative assessments)

for specialized needs/interests/learning preferences and styles

for curriculum placement

for assessing progress

to provide feedback to students

Curriculum Design to include integration of technology options

Content

Process

Products

Learning Environment

Theories and Models

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

Developing Curriculum for Five Talent Areas

visual and performing art

leadership

Connection with Administrative (Curriculum) Plan

Including evaluation programs

Competencies/Demonstration

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

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

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

Knowledge base:

Starting a G/T program

Writing an Administrative Plan

Policy

Program models

Training/in-service

Evaluation

Public Relations

Budget

Personnel

Role of director or coordinator

Consulting with classroom teachers and parents

Collegial and public relations

(Knowledge synthesized from the other required courses)

Competencies/Demonstration:

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

- Demonstrated competence in program evaluation for a GT program including: budget; program rationale, philosophy and goals; adherence to state & local policy; program effectiveness

F. Electives – 5 credits in gifted education