

## 2019 Gifted Endorsement Courses: Key Questions

### Nature and Needs Key Questions

Topic 1: What is giftedness?

Topic 2: Who are the gifted and what are their unique needs?

Topic 3: How are learners who are gifted identified?

Topic 4: In what ways should schools plan and program for the gifted?

Topic 5: What other factors must be considered in the education of the students who are gifted?

### Theory and Development of Creativity Key Questions

Topic 1: Why is creativity important?

Topic 2: What is creativity?

Topic 3: How can creativity be developed and nurtured?

Topic 4: How can creativity be measured and creative outcomes be measured?

Topic 5: How will you commit to nurturing creativity in your students and yourself?

### Education of Special Populations of Gifted Students Key Questions

Topic 1: How do we identify the special populations?

Topic 2: What are the categories and needs of these special populations of gifted students?

Topic 3: Who are the special populations of gifted students?

Topic 4: Why do special populations of gifted students need special considerations for programming and curricular options? How can programming for gifted students incorporate diverse ethnic perspectives?

Topic 5: Why do linguistic minority gifted students need special considerations for programming? What modifications to the curriculum should be made for linguistic minority gifted students?

Topic 6: Why do underachieving gifted students from diverse populations need special considerations for programming and curricular options?

Topic 7: How does poverty and lack of opportunity mask the recognition and development of giftedness in disadvantaged students?

Topic 8: Why are students with physical and sensory impairments underrepresented in gifted programs? How can we increase representation of students with emotional and behavioral disorders in the gifted program and meet their needs in the classroom? How can we improve participation of students with learning disabilities in the gifted program and meet their unique needs in the classroom?

Topic 9: How do the many different types of families and the challenges they face affect the development of the gifted student from special population groups?

Topic 10: Why do special populations of LGBTQ+ need unique considerations for programming and curricular options?

Topic 11: Why do special populations of very young gifted students, and the highly gifted, need special considerations for identification, programming, and curricular options?

Topic 12: How can we judge the effectiveness of programs for special populations of gifted students?

### Curriculum and Instructional Strategies for Teaching Gifted Students Key Questions

Topic 1: Why differentiate instruction? What key terms and concepts guide our understanding of curriculum for the gifted learner?

Topic 2: What are the gifted program and state standards? What was the rationale for establishing them? How do they impact gifted education? How do they relate to the national gifted standards?

Topic 3: What are the principles of a differentiated and universally designed curriculum?

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Topic 4: What are the strengths and weaknesses of various curriculum models for students who are gifted?

Topic 5: What strategies do exemplary teachers of the gifted use to facilitate growth and academic achievement in their students?

Topic 6: How do exemplary teachers of the gifted select and use appropriate materials, resources, and technology to facilitate academic growth and achievement for students?

Topic 7: How can teachers of the gifted assure that the classroom instruction best meets the needs of each learner?

Topic 8: What curricular components are essential in order to develop a unit of instruction that meets the cognitive and affective needs of gifted learners?

Topic 9: What continuum of services would be appropriate to meet the needs of students who are gifted?

Topic 10: How are outcomes for students who are gifted evaluated? How can a meaningful educational plan (EP) for a gifted student be developed?

Topic 11: How can educators of the gifted communicate and advocate effectively with the many constituencies they serve?

Topic 12: How are gifted programs evaluated? What criteria are used to evaluate gifted programs? How are evaluation results used?

## Guidance and Counseling for the Gifted Key Questions

Topic 1: What does it mean to be gifted?

Topic 2: What characteristics do gifted individuals display across their lives that differentiate them from same-age peers?

Topic 3: What is the phenomenological experience of a gifted individual?

Topic 4: How do the strengths and vulnerabilities of gifted individuals impact their lives?

Topic 5: How does the very nature of gifted individuals separate them from others?

Topic 6: How can we identify and support a gifted child who displays atypical characteristics due to life experiences?

Topic 7: How can we help foster resiliency in at-risk gifted students?

Topic 8: How can schools support our brightest students?

Topic 9: How can we help students learn what they want to do, not just what others think they should do?

Topic 10: How can we facilitate social skill and leadership development in students?

Topic 11: How can advocates positively affect others' understanding and acceptance of gifted children's needs?

Topic 12: What is different about parenting a gifted child?