

Course Description**EGI4050 | Nature and Needs of Gifted Students | 3.00 credits**

This is one of five courses designed to provide students characteristics and educational needs of adverse gifted population; giftedness is examined historically, theoretically, and practically. Students will learn the changing views of intelligence and giftedness, understanding the diverse socio-cultural, linguistic, and economic backgrounds of the gifted, policy and practice, program models, and the process of giftedness identification. Must hold FLDOE Teaching Certificate.

Course Competencies

Competency 1: Compare and contrast the variations in characteristics and development among individuals with and without giftedness by:

1. Identifying cognitive and affective characteristics of individuals with gifts and talents, including those from diverse backgrounds, in intellectual, academic, creative, leadership, and artistic domains
2. Comparing and contrasting characteristics of individuals with gifts and talents, including those from diverse backgrounds, in intellectual, academic, creative, leadership, and artistic domains
3. Enumerating steps in the identification process including psychological testing
4. Recognizing the role of families and communities in supporting the development of individuals with gifts and talents
5. Identifying the advanced developmental milestones of individuals with gifts and talents from early childhood through adolescence
6. Comparing and contrasting similarities and differences within the group of individuals with gifts and talents as compared to the general population

Competency 2: Recognize how foundational influences affect professional practice and assessment of the gifted by:

1. Identifying the historical foundations of gifted and talented education including points of view and contributions of individuals from diverse backgrounds
2. Comparing and contrasting key philosophies, theories, models, and research supporting gifted and talented education
3. Recognizing local, state, and federal laws and policies related to gifted and talented education.
4. Researching issues in conceptions, definitions, and identification of gifts and talents, including individuals from diverse backgrounds
5. Demonstrating the impact of the dominant culture's role in shaping schools and the difference in values, languages, and customs between school and home
6. Discriminating between the societal, cultural, and economic factors, including anti-intellectualism and equity versus excellence, enhancing or inhibiting the development of gifts and talents
7. Researching and reporting on key issues and trends, including diversity and inclusion, connecting general, special, and gifted and talented education
8. Researching support systems for teachers of gifted

Competency 3: Shape, create, and foster classroom environments in which diversity is valued and independence, motivation, and self-advocacy of individuals with gifts and talents is encouraged by:

1. Identifying ways in which groups are stereotyped and experience historical and current discrimination and implications for gifted and talented education
2. Comparing and contrasting the influence of social and emotional development on interpersonal relationships and learning of individuals with gifts and talents
3. Designing learning opportunities for individuals with gifts and talents that promote self-awareness, positive peer relationships, intercultural experiences, and leadership
4. Planning and creating learning environments for individuals with gifts and talents that promote self-awareness, self-efficacy, leadership, and lifelong learning
5. Planning and creating safe learning environments for individuals with gifts and talents that encourage active participation in individual and group activities to enhance independence, interdependence, and positive peer relationships

6. Planning and creating learning environments and intercultural experiences that allow individuals with gifts and talents to appreciate their own and others' language and cultural heritage
7. Developing social interaction and coping skills in individuals with gifts and talents to address personal and social issues, including discrimination and stereotyping
8. Comparing and contrasting the implications of culture, behaviors, and language on the development of individuals with gifts and talents
9. Designing and writing differentiated learning plans for individuals with gifts and talents, including individuals from diverse backgrounds

Learning Outcomes

- Communicate effectively using listening, speaking, reading, and writing skills
- Solve problems using critical and creative thinking and scientific reasoning
- Formulate strategies to locate, evaluate, and apply information