

# Understanding and Using the

# *FLORIDA'S FRAMEWORKS FOR K – 12 GIFTED LEARNERS*

A Professional Development Module

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# Preface

This presentation is a tool for instruction for district coordinators and teachers working with gifted learners on how to implement the *Florida's Frameworks for K-12 Gifted Learners*.

Developing high interest, differentiated learning experiences along with assessment tools to measure outcomes that are aligned with the *Frameworks* is critical to the success of all gifted programs. To meet this challenge educators of gifted learners will benefit from professional development opportunities and instruments that will help guide them through the process.

This presentation was developed to outline and break down the complexity of the *Frameworks* into manageable chunks allowing time for discussion, questioning and clarification. It is anticipated that this will serve as a springboard for how best to implement the *Frameworks* and subsequently, that gifted learners will reap the benefits of rich learning experiences.

# Preface continued

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- The format of this resource is designed to be flexible in order to meet a wide variety of needs.
- The materials can be used together in a one-day workshop, over several days, in segments throughout the year, or as separate modules.
- Your travels through this presentation will provide you with an overview of the *Frameworks* as well as detailed aspects of implementation of the goals and objectives for curriculum development as well as student assessment.
- You will experience the *Frameworks* through multiple modalities and media formats using activities, videos and case studies.
- The *Frameworks* can be accessed at <http://etc.usf.edu/flstandards/sss/frameworks.pdf> or from [www.unfwogi.com](http://www.unfwogi.com)

*FLORIDA'S FRAMEWORKS  
FOR  
K – 12 GIFTED LEARNERS:*

**Introduction**



# Welcome!

- Your travels through this presentation will provide you with an overview of the *Frameworks* as well as more detailed aspects.
- You will experience the *Frameworks* through multiple modalities and media formats using activities, videos and case studies.

**Let's Get Started!**

# Objectives

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- Create an understanding of the potential of the *Frameworks*.
- Explore the tapestry of the *Frameworks* through the threads of **content, process, affect, and product**.
- Describe the hierarchy of assessment: **Know, Understand, Perform, Accomplish**.
- Experience the *Frameworks* by assessing units for Gifted Learners.

# Rationale for the *Frameworks*

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Gifted students need opportunities to:

- Pursue topics of study in greater depth.
- Tackle a wide range of authentic and complex academic tasks.
- Advance through activities at their own pace.
- Develop a sense of self and possibilities in the world.



# *Florida's Frameworks for K-12 Gifted Learners*

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The work is comprised of:

- Seven (7) Goals
- Twenty-two (22) objectives
- Sixty-six (66) traits in the form of rubrics

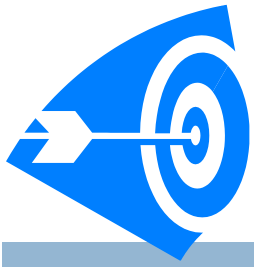
# Dual Uses of the *Frameworks*

- Provide a guide to teachers developing learning opportunities for students identified as gifted.
- Provide a tool to assess students' performance of highly rigorous, complex learning objectives.

# *FLORIDA'S FRAMEWORKS FOR K – 12 GIFTED LEARNERS:*

**Looking at the 7 Goals and their Objectives**





# Goal 1

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- By graduation, the student identified as gifted will be able to critically examine the complexity of knowledge: the location, definition, and organization of a variety of fields of knowledge.

# Why Examine Knowledge?

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- All fields of human understanding rest on enduring knowledge
- Knowledge is a system of understanding
- Gifted learners need to examine their own epistemology to self actualize
- Understanding the structure of knowledge (location, definition & organization of a field) gives meaning to complex phenomena

# Goal 1 Student Objectives:

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The gifted student will:

- Locate, define, and organize a field of study as it relates to the broad spectrum of knowledge.
- Identify and illustrate basic principles and the foundational concepts that are central to understanding the essence of a field of study.
- Identify and apply investigative methodologies that are followed in a selected field of knowledge.



## Goal 2

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- By graduation, the student identified as gifted will be able to create, adapt, and assess multifaceted questions in a variety of fields/disciplines.

# Why Focus on Questioning?

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- Developing skills to construct, refine, and evaluate questions is a major goal of education.
- Inquiry drives learning, frames curiosity, and connects topics.
- For gifted students, critical inquiry is a key to discovering deeper and clearer perspectives.

# Goal 2 Student Objectives:

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The gifted student will:

- Identify significant questions within and across disciplines.
- Generate significant questions within and across disciplines.
- Evaluate and refine significant questions within and across disciplines.



# Exploring more deeply

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STOP HERE



**Open the document titled “Goals One and Two Examples and Non-examples.”**

**Read the first pair of sample activities. Identify which is aligned to the Goal One objectives of the *Frameworks*. Highlight key words and phrases that indicate that alignment.**

**Do the same for Goal Two.**

# Some Key Words in Goal 1

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- Significant advances in the field
- Challenges
- Ethical issues
- Unanswered questions
- Connections to other fields
- Develop his or her own theories
- Elicit feedback from professionals
- Identify other related fields

# Some Key Phrases in Goal 2

19

- Connections not obviously connected
- Evokes deep consideration on a topic
- Question that reflects personal value or ethical principle
- Question believed to be unanswered



## Goal 3

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- By graduation, the student identified as gifted will be able to conduct thoughtful research/exploration in multiple fields.

# Why Research Skills?

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- Research skills include both research done for academic pursuits as well as that which is pursued for personal interest.
- Skills of analysis, of discerning the importance and nature of differing sources, and of the pursuit of further study are all significant parts of the activities that embody research.
- Gifted learners should be encouraged to investigate those areas and ideas they find fascinating. Important here is the idea that research should be conducted in multiple fields/disciplines.



# Goal 3 Student Objectives:

22

The gifted student will:

- Use a variety of research tools and methodologies.
- Use and manipulate information sources.
- Detect bias and reliability in the process of research.
- Apply ethical standards to research and analyses.



## Goal 4

23

- By graduation, the student identified as gifted will be able to think creatively and critically to identify and solve real-world problems.

# Why Creative and Critical Thinking?

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- Divergent views are the mainstay of teamwork and team-based learning, enhancing the process of problem finding.
- Multiple information sources can be included into action plans that use broad arching evidence and seek acceptance from multiple audiences, leading to consensus rather than compromise.
- Learning to synthesize multiple viewpoints is important in continuing cognitive growth as well as engendering a more positive acceptance of viewpoints that differ from one's own thinking.

# Goal 4 Student Objectives:

25

The gifted student will:

- Identify and investigate a problem and generate supportive arguments from multiple perspectives of a complex issue.
- Analyze the relevance, reliability, and usefulness of data to draw conclusions and forecast effective solutions.
- Use and evaluate various problem-solving methods to determine effectiveness in solving real-world problems.



# Exploring More Deeply

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**STOP HERE**



**Open the document titled “Goals Three and Four Examples and Non-examples”.**

**Read the first pair of sample activities. Identify which is aligned to the Goal Three objectives of the *Frameworks*. Highlight key words and phrases that indicate that alignment.**

**Do the same for Goal Four.**

# Key Words in Goal 3

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- Multiple sources
- Document both supporting and non-supporting evidence
- Evaluate own perceived biasness
- Personal ethics

# Key Words in Goal 4

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- Multiple perspectives
- Consider each proposed solution
- Outcomes resulting from the selection
- Advocate using data
- Address the predicted, unintended outcomes



## Goal 5

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- By graduation, the student identified as gifted will be able to assume leadership and participatory roles in both gifted and heterogeneous group learning situations.

# Why Leadership and Participation?

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- Speaks to the social nature of learning and its relationship to leadership.
- Intellectual power is not just found in isolated segments of cognitive thought, but is found in relationships with family, friends, mentors, and with everyone who shares social contact with the individual.
- Recognizing that some situations require an individual to 'step up' and assume a leadership role while other situations equally demand more of a following frame of mind is an essential skill in navigating social interactions.
- When gifted learners get together, it is important for them to understand that through the art of weaving relationships, we learn how to work with others towards common goals.



# Goal 5 Student Objectives:

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The gifted student will:

- Accept divergent views to positively affect change.
- Identify leadership traits and qualities as they appear in different individuals and situations.
- Manifest significant leadership skills and organize group(s) to achieve project goals.



## Goal 6

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- By graduation, the student identified as gifted will be able to set and achieve personal, academic and career goals.

# Why Personal and Academic Goals?

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- Self-reflective abilities engender stronger metacognitive skills and work to enhance traits of life long learning.
- Being able to understand and describe both strengths and weaknesses allows a learner to navigate the paths toward higher learning with better success.
- Gifted learners must continue to develop even after formal, institutional learning has ended.

# Goal 6 Student Objectives:

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The gifted student will:

- Identify personal strengths and weaknesses and accept challenges in both areas to maximize learning.
- Assume primary responsibility for learning, including identifying needs and setting reasonable goals.
- Design plans of action to address benefits and obstacles in achieving goals of personal interest.



# Exploring More Deeply

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**STOP HERE**



**Open the document titled “Goals Five and Six Examples and Non-examples”.**

**Read the first pair of sample activities. Identify which is aligned to the Goal Five objectives of the *Frameworks*. Highlight key words and phrases that indicate that alignment.**

**Do the same for Goal Six.**

# Key Words in Goal 5

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- Analyze and identify steps
- Develop strategies to gain support
- Implement
- Assign roles based on strength and motivation
- Creative problem solving
- Resolution techniques

# Key Words in Goal 6

37

- Personal strengths and preferences
- Establish criteria
- Use data to track progress
- Evaluate performance based on the established criteria



## Goal 7

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- By graduation the student identified as gifted will be able to develop and deliver a variety of authentic products/performances that demonstrate understanding in multiple fields/disciplines.

# Why Authentic Performances?

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- Learning is too often driven by one-dimensional assignments that require minimal modes of cognition and expression.
- Students should be encouraged to explore creative expression through a variety of cognitive avenues.
- Presentations of cognitive and affective growth should unite problem solving systems within the various areas of human expression and thought.



# Goal 7 Student Objectives:

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The gifted student will:

- Develop products that communicate expertise in multiple fields and disciplines to a variety of authentic audiences
- Create products that synthesize information from multiple sources illustrating solutions to real-life problems

# Goal 7 is designed :

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- To be used in conjunction with Goals One through Six and integrates the other goals.
- To establish highest quality design for student products.



# Exploring More Deeply

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STOP HERE



**Open the document titled “Goal Seven Example and Non-example.”**

**Read the pair of sample activities. Identify which is aligned to the Goal Seven objectives of the *Frameworks*. Highlight key words and phrases that indicate that alignment.**

# Key Words in Goal 7

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- Through the perspective in multiple fields
- Reacts to particular interest-based audiences
- Audience feedback
- Elicits questions and feedback
- Responds to feedback
- Tailor the presentation to the audience

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K – 12 GIFTED LEARNERS:*

**Weaving the goals for unit  
development**

# Weaving the Goals Together

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- Program Goals One and Two are driven by **content** thinking
- Program Goals Three and Four are driven by **process** thinking
- Program Goals Five and Six are driven by **affect** thinking
- Program Goal Seven is driven by **product** thinking

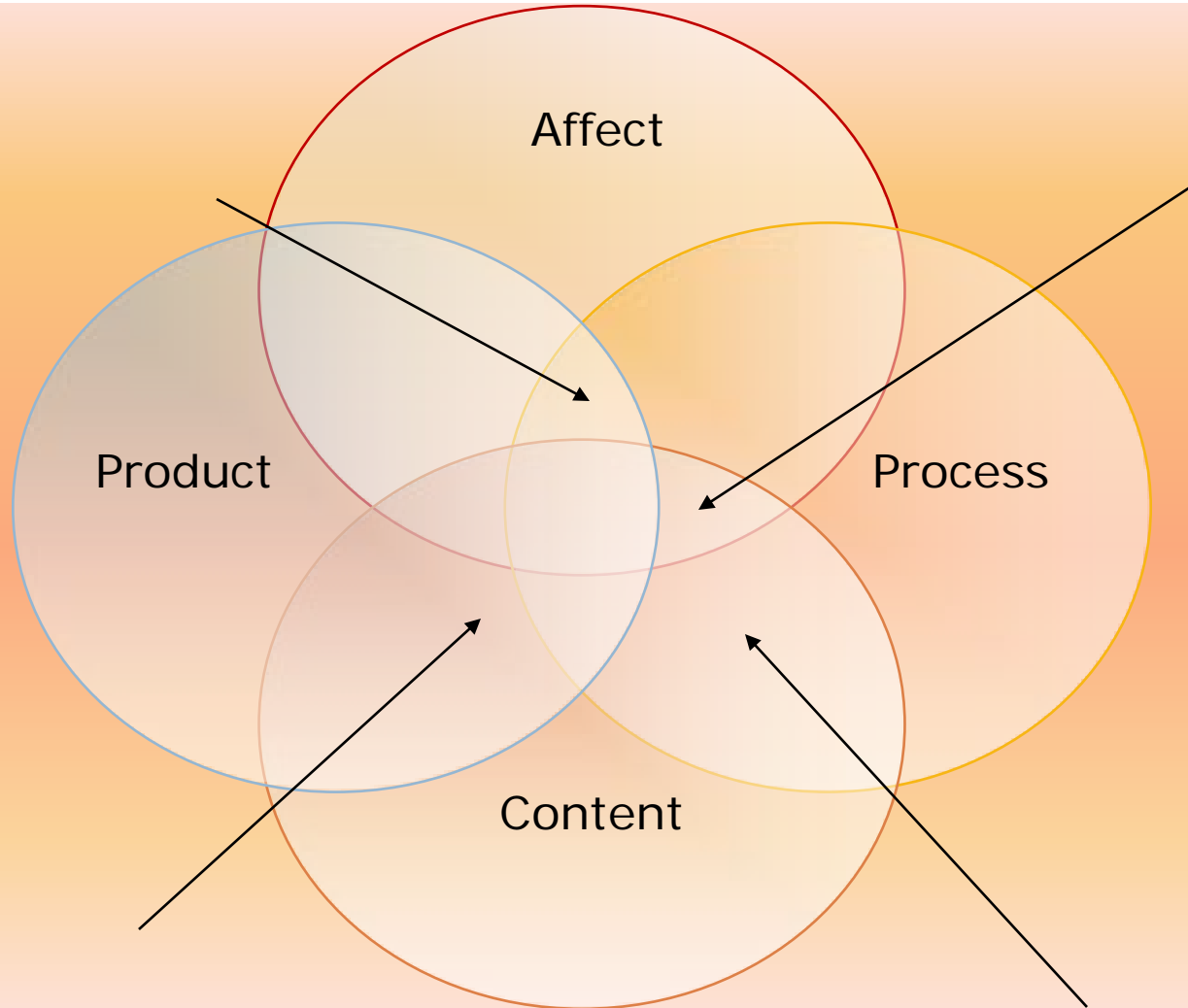
# Weaving the Goals Together

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- The goals are a web, not a ladder with a linear order
- Always work with at least two simultaneously
- Four or more goals at one time may be too many for a lesson but not a unit
- A unit may have all seven goals addressed

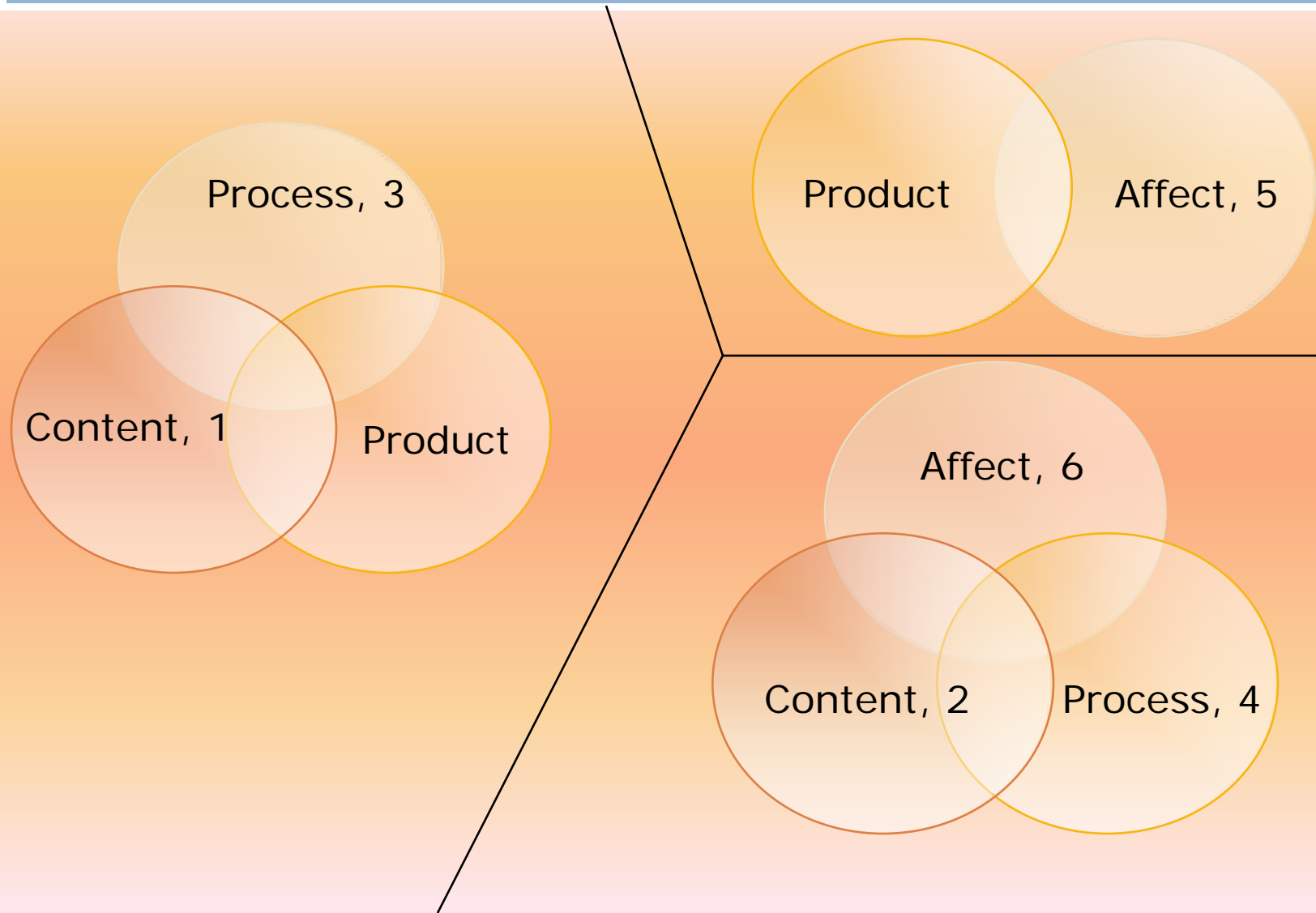
# Weaving the Goals Together

47



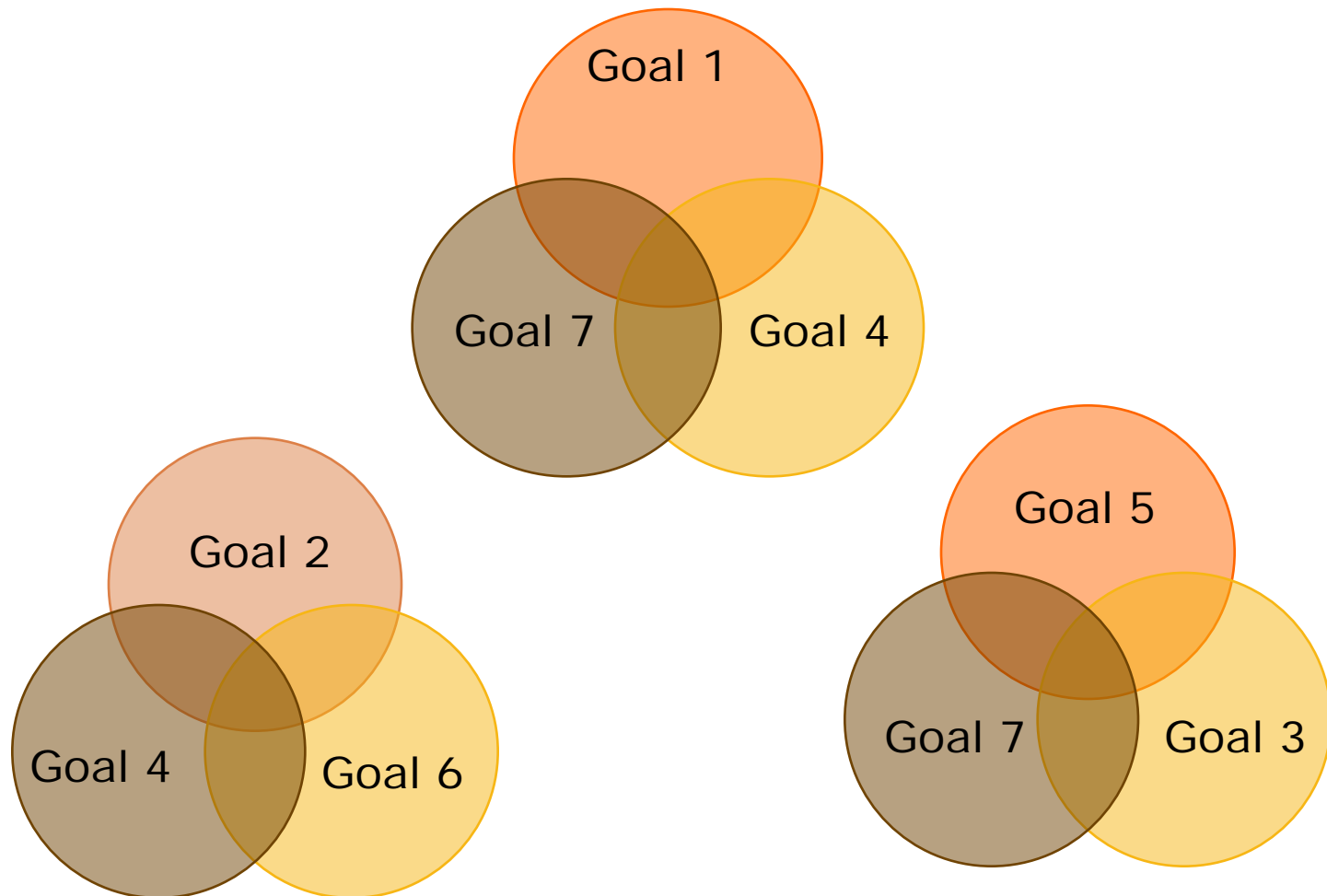
# Weaving the Goals Together

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# Visual Model of Program Goals – Usable Bundles

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# Looking at a Unit

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**PAUSE HERE TO GATHER MATERIALS.**

Open the documents titled:

Lesson 1 *Frameworks*


Lesson 2 *Frameworks*

Lesson 3 *Frameworks*

Lesson 4 *Frameworks*

Open the document titled “Checklist for Challenge and Rigor.”

# Checklist for Challenge and Rigor



**Florida's Frameworks for K-12 Gifted Learners**  
**Checklist for Challenge and Rigor**

GOALS and OBJECTIVES	Evident	Examples	Not Evident	Suggested Changes
<b>1. Does this lesson (or unit, discussion, instruction, assessment) provide opportunities for the student identified as gifted to critically examine the complexity of knowledge: the location, definition, and organization of a variety of fields of knowledge?</b>				
a) Locate, define, and organize a field of study as it relates to the broad spectrum of knowledge.				
b) Identify and illustrate basic principles and the foundational concepts that are central to understanding the essence of a field of study.				
c) Identify and apply investigative methodologies that are followed in a selected field of knowledge.				
<b>2. Does this lesson (or unit, discussion, instruction, assessment) provide opportunities for the student identified as gifted to create, adapt, and assess multifaceted questions in a variety of fields/disciplines?</b>				
a) Identify significant questions within and across disciplines.				
b) Generate significant questions within and across disciplines.				
c) Evaluate and refine significant questions within and across disciplines.				
<b>3. Does this lesson (or unit, discussion, instruction, assessment) provide opportunities for the student identified as gifted to conduct thoughtful research/exploration in multiple fields?</b>				
a) Use a variety of research tools and methodologies.				
b) Use and manipulate information sources.				
c) Detect bias and reliability in the process of research.				
d) Apply ethical standards to research and analyses.				

# Checklist for Challenge and Rigor

GOALS and OBJECTIVES	Evident	Examples	Not Evident	Suggested Changes
<b>4. Does this lesson (or unit, discussion, instruction, assessment) provide opportunities for the student identified as gifted to think creatively and critically to identify and solve real-world problems?</b>				
a) Identify and investigate a problem and generate supportive arguments from multiple perspectives of a complex issue.				
b) Analyze the relevance, reliability, and usefulness of data to draw conclusions and forecast effective problem solutions.				
c) Use and evaluate various problem-solving methods to determine effectiveness in solving real-world problems.				
<b>5. Does this lesson (or unit, discussion, instruction, assessment) provide opportunities for the student identified as gifted to assume leadership and participatory roles in both gifted and heterogeneous group learning situations?</b>				
a) Accept divergent views to positively effect change.				
b) Identify leadership traits and qualities as they appear in different individuals and situations.				
c) Manifest significant leadership skills and organize group(s) to achieve project goals.				
<b>6. Does this lesson (or unit, discussion, instruction, assessment) provide opportunities for the student identified as gifted to set and achieve personal, academic, and career goals?</b>				
a) Identify personal strengths and weaknesses and accept challenges in both areas to maximize learning.				
b) Assume primary responsibility for learning, including identifying needs and setting reasonable goals.				
c) Design plans of action to address benefits and obstacles in achieving goals of personal interest.				
<b>7. Does this lesson (or unit, discussion, instruction, assessment) provide opportunities for the student identified as gifted to develop and deliver a variety of authentic products/performances that demonstrate understanding in multiple fields/disciplines?</b>				
a) Develop products that communicate expertise in multiple fields and disciplines to a variety of authentic audiences.				
b) Create products that synthesize information from diverse sources illustrating divergent solutions or perspectives.				

# Looking at a Unit continued

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**STOP HERE**



**Use the materials you have to complete the following:**

The checklist reflects the Framework goals and objectives. Using that checklist, find areas of the lessons that align to the *Frameworks for Gifted Learners* goals and objectives.

# Some areas where the unit aligns to the Framework

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## Did you see evidence?

- Lesson 1: Objectives from Goal 1
- Lesson 2: Objectives from Goals 1 and 5
- Lesson 3: Objectives from Goals 2, 3, and 7
- Lesson 4: Objectives from Goal 4

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K – 12 GIFTED LEARNERS:*

**Using the *Frameworks* to assess  
student performance**

# Using the *Frameworks* - Assessment

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Each objective of a goal is decomposed into practicing traits. Each trait is presented on a four-tiered scale:

- **Know**
- **Understand**
- **Perform**
- **Accomplish**

These four levels can be used to assess the work and growth of the student, through time, both cognitively and affectively.

# Using the Trait Scales of the *Frameworks*

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**Know:** Recall and locate information. Knowledge is dealt with as linear or singular.

**Understand:** Recall and connect information from multiple sources

**Perform:** Analyze and synthesize information from multiple sources

**Accomplish:** Evaluate and use information to accomplish a significant purpose

# Using the Trait Scales to assess students

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STOP HERE



For goal 7, there is a support document that suggests what the traits may look like or sound like at the different levels in the learning process for two objectives. These are written from the perspective of an observer listening to a learner.

The next slide reflects what the documents sounds like.

Choose another goal and develop a “Sounds Like Traits” for one objective to see what the traits look like or sound like when performed at each level of processing.

# Student sounds like traits ...



**Goal 7: Objective 1: The student will develop products that communicate expertise in multiple fields and disciplines to a variety of authentic audiences.**

#### **AUDIENCE RECOGNITION**

**KNOW:** "I would like to present this to a person from the water treatment plant because..."

**UNDERSTAND:** "I know you have background and expertise in chlorinating water, but you may or may not be aware of the dental effects this has on children."

**PERFORM:** "I have decided to spend more time on the technical aspects of this with this group since you seem to be more interested in that than in the philosophy behind the theory."

**ACCOMPLISH:** "I can see from your looks that you have lingering questions about my data collection processes. I would like to walk you through those steps in greater detail."

#### **COMMUNICATION**

**KNOW:** "I have created and practiced my persuasive speech after doing my research."

**UNDERSTAND:** "As you can see from this graph, the increase climbs steadily over time."

**PERFORM:** "This is a serious concern and I am here to present alarming evidence to you using my talents of I-Movie."

**ACCOMPLISH:** "I changed the way I shared this information from using a graph to using a video clip to maintain interest and convey my appreciation for animation."

#### **ADVANCED PRESENTATION**

**KNOW:** "By completing a data analysis comparing the slopes of gains and the slopes of error, one can get a true understanding of the conditions related to the crisis."

**UNDERSTAND:** "I chose to present this information in the form of bar graphs for you to be able to get an idea of the situation rather than exact numbers which would be less relevant to you."

**PERFORM:** "I think I was effective in conveying my message by using both the video followed by the hard data shown in the graphs to make my point."

**ACCOMPLISH:** "I was able to redesign the presentation so that students would be able to understand it since my goal is to have them share the information with their families."

#### **PROBLEM SOLVING**

**KNOW:** "I made this infomercial to show why I think knee and elbow pads should be required for skateboarding."

**UNDERSTAND:** "By appealing to the thrill of speed and risk, I was able to make my movie one that caught teenagers' attention and got them to listen to my message."

**PERFORM:** "I knew that teenagers think helmets are un-cool so I added the marketing piece for the new vogue helmets before they could argue about it."

**ACCOMPLISH:** "Since I know many people are not in favor of mandating seatbelts with the law, I will give you the reasons why this is not a matter of personal freedoms."



**Goal 7: Objective 2: The student will create products that synthesize information from multiple sources illustrating solutions to real-life problems.**

#### **INVENTIVE THINKING**

**KNOW:** "I was able to combine a pen and a jump drive memory stick to create one object that serves both purposes."

**UNDERSTAND:** "Recognizing the need for a more portable device, I first examined what already existed and then created this new model."

**PERFORM:** "Because I was concerned about the amount of water waste in commercial industry, I researched methods of recycling and methods within the fields of chemistry and meteorology to develop my new product."

**ACCOMPLISH:** "Because I was concerned about the amount of water waste in commercial industry, I researched methods of recycling and methods within the fields of chemistry and meteorology to develop my new product which can be used in both water conservation and soil conservation."

#### **METAPHORICAL PROMOTION**

**KNOW:** "I took what the FDA was saying along with the health experts to create this advertisement for healthier eating."

**UNDERSTAND:** "After I discovered the multiple ways of conserving water, I surveyed people from around the world and came to realize the value put on water is very different across cultures. Therefore, I created different products for the different values of the cultures."

**PERFORM:** "I am thinking that if the values of water conservation differ so dramatically across cultures and around the world, I believe that food consumption and waste may have similar patterns."

**ACCOMPLISH:** "I think that the value a culture has to water conservation, is directly related to the culture's value on health and medicine."

#### **PRAXIS**

**KNOW:** "I have several options or solutions to that problem."

**UNDERSTAND:** "After looking at my possible solutions, and looking at the problem from several angles, I have created a solution I now believe to be the best choice."

**PERFORM:** "After looking at my possible solutions, and looking at the problem from several angles, I have created a solution I now believe to be the best choice and I think it will work for the architecture as well as the interior design."

**ACCOMPLISH:** "I can give you research to support my theory and, by comparing it to other disciplines, can show you why I think it will work."

# Did you find....



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- Meg Neffscent was more closely aligned to the **Know** and **Understand** levels of Goals 1, 3, and 5.
- Juan Derfill seemed to be performing mostly at levels of **Understand** and **Perform** for his Goals of 2, 4 and 7. There was some evidence of accomplished practice in limited areas.
- Stu Pendis was most frequently nearing the **Accomplish** level in his performance of Goals 1 and 6. He had some areas at the **Perform** level as well.

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**Using the *Frameworks* to set student  
goals**



# Using the student profiles for goal setting

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## TRY THIS:

Looking back at Meg Neffscent, there are areas of potential growth. Using the traits as a guide, find an area in which Meg performed low but had the potential to perform at much higher levels.

Choose one trait for Meg to improve. Read the next performance level on the trait chart. This can be re-written as a goal for Meg.

**Look at the example on the next slide.**

# Example of a goal for Meg:

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In reference to Goal 3, Objective 2:

*The student will use and manipulate information sources.*

Meg seemed to do some casual research and ask some people she knew. She could further develop research skills to the next level by looking at the **Perform** trait.

*Use multiple secondary and primary sources to analyze, synthesize, and evaluate relevant details and facts to examine relationships, infer meanings, define relationships, and predict outcomes.*

# Meg's goal:

*By December of 2009, Meg will research a topic of interest through the use of multiple secondary and primary sources to analyze, synthesize, and evaluate relevant details and facts to examine relationships, infer meanings, define relationships, and predict outcomes. She will create an oral presentation to communicate her research practices with a focus on the relationships between the resources and the material.*

# Summary

- The Florida *Frameworks* is comprised of 7 goals and 22 objectives to be used for curriculum and instructional design.
- The Florida *Frameworks* is comprised of 66 traits with four levels of performance for each trait to be used for student assessment and goal setting.



# Frameworks Task Force Members

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- **Christine L. Weber, Ph.D.**  
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- **Ben Graffam, Ph.D.**  
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- **Mary Anne Handley**  
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- **Willis Henderson**  
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- **Martha Kesler**  
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