

Florida's Working on Gifted Issues

Gifted Secondary Course Code Directory Committee

Presentation

2010 WOGI Summer Institute



Committee Members

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Current Status

Middle and senior high schools throughout Florida provide gifted services through State-approved gifted courses including:

- ❑ MJ Advanced Academics 6-8 (7855040);
- ❑ MJ Advanced Academics and Career Planning 6-8 (7855042);
- ❑ Skills for Students who are Gifted 9-12 (7963090);
- ❑ Research Methodology for Students who are Gifted 9-12 (7965010);
- ❑ Externship for Students who are Gifted 9-12 (7965030); and
- ❑ Studies for Students who are Gifted 9-12 (7965040).

OPPAGA Recommendations

- ❑ A growing number of districts provide gifted services at the secondary level by double coding advanced courses (advanced, Honors, Advanced Placement (AP), etc.) in Language Arts/English, Mathematics, Science, and Social Studies as gifted courses providing that all of the students in the course are eligible for gifted services and are taught by a teacher who is endorsed in gifted education.
- ❑ These types of courses are not reflected in the state course code directory but account for most of the gifted courses school districts offer to gifted students at the high school level.

Committee Recommendation

- Districts should revise their Secondary Course Code Directory to include a specialized number or suffix to be added to middle school advanced, Honors, and Advanced Placement courses so that these courses in the areas of Language Arts/English, Mathematics, Science, and Social Studies can be offered as gifted courses. (For example, e.g., AP Calculus #1202310 for gifted with a suffix of G would appear as AP Calculus Gifted #1202310G in the Course Code Directory.)

Procedures

- Rule 6A-6.0311, Florida Administrative Code (F.A.C.), states that a class may not be considered a gifted class unless every student in the class has met gifted eligibility and the teacher has the gifted endorsement. Prior to initiating specialized coding for gifted courses, districts must ensure that these courses would only be made available to students identified as gifted and instructed by teachers endorsed to teach gifted or on an approved waiver to complete the endorsement.


Gifted Course Content and Pacing

- The content and pacing for these gifted/advanced, gifted/Honors, and/or gifted/AP courses should be differentiated to the degree that activities are clearly intended for students evidencing a need beyond the general curriculum as indicated by their individual educational plan (EP). The scope of the curriculum of the gifted course would be the same (i.e., Honors Algebra I, AP Biology), but the strategies used by the teacher of the gifted would include activities, research, and projects that add greater depth and complexity to the course.

Gifted Course Content and Pacing

- The gifted course must emphasize a quantitatively differentiated curriculum based on the content, processes, and applications that provide acceleration and enrichment based on students' strength and needs as indicated by their giftedness.

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
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?				
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.				
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?				
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.				
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?				
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 analysis.				

Checklist for Challenge and Rigor

+	GOALS and OBJECTIVES	Evident	Examples	Not Evident	Suggested Changes
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?	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.				
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?	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.				
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 ?	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.				
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?	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.					

Additional Information and Resources

Florida Frameworks for Gifted:

<http://etc.usf.edu/flstandards/sss/frameworks.pdf>

Working on Gifted Issues:

<http://www.unfwogi.com/>

Florida Department of Education Gifted Website:

http://www.fldoe.org/bii/Gifted_Ed/

Questions/Discussion



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