

Matrix Week 1

Note: NGSSS references the Next Generation Sunshine State Standards

Note: GT=K (Knowledge) S= (Skills) NAGC-CEC Teacher Preparation Standards in Gifted Education

Key Questions	Guiding Objectives	Learning Activities	Evidence of Mastery	In-Depth Required Reading	Resources
Who is a gifted learner, and what makes the learning process different for a student who is gifted? What is effective curriculum? What is the relationship between instruction/content and student learning? What are the program and teacher standards for educating gifted students? What is the rationale for establishing standards, and what do they offer to gifted education? What are the <i>Florida's Frameworks for K-12 Gifted Learners</i>, and how are they intended to be used? Are there standards for teachers of students who are gifted, and do these standards pertain to curriculum?	Identify characteristics of students identified as gifted with a focus on the implications for learning and curricular issues. (GT2K1; GT3K1) Justify the need to differentiate or adapt instruction to respond to the needs of the student who is gifted. (GT7K1-2-3) Demonstrate understanding of the terminology used in the development of curriculum for students who are gifted. (GT4S3) Demonstrate knowledge of the role of current state/national standards of the general education curriculum and the implications for the education of students who are gifted. (GT9K2; GT9S5) Demonstrate knowledge of <i>Florida's Frameworks for K-12 Gifted Learners</i> and the ability to use them to guide planning instruction and	Taking into consideration the characteristics of a gifted learner, review the state rules related to providing service for the gifted student. Develop a PowerPoint presentation to justify providing specially designed instruction for this population. (assignment choice 1) OR Compare and contrast the current state standards with the standards developed by the NAGC. Create a Venn diagram comparing the two and explain the implications this has on your school. (assignment choice 2) OR Based on The Three-Ring Conception of Giftedness, write a one page paper describing a classroom that would reflect equity and excellence for a diverse group of gifted learners. Include resources, teaching strategies, etc.	Completed PowerPoint presentation justifying specially designed instruction for the gifted. Completed Venn diagram comparing and contrasting the two sets of standards and written explanation. One page word processed document describing an ideal classroom.	Sunshine State Standards Florida's Frameworks for K-12 Gifted Learners NAGC – CEC Teacher Knowledge & Skill Standards for Gifted and Talented Education National Association for Gifted Children, PDF brochure delineating all of the NAGC Standards NAGC – CEC Teacher Knowledge & Skill Standards for Gifted and Talented Education NAGC Five Guiding Principals Characteristics and Behaviors of the Gifted Equity, Excellence, and Economy by Dr. Joseph Renzulli	Tomlinson, C. A., Kaplan, S. N., Renzulli, J. S., Purcell, J., Leppien, J., & Burns, D. (2002). <i>The parallel curriculum</i> (pp. 11–12). Thousand Oaks, CA: Corwin Press. National Excellence: A Case for Developing America's Talent. Retrieved from http://www.ed.gov/pubs/DevTalent/toc.html

	assessment. (GT9S4; GT10S5; GT7S1; GT8K3) Demonstrate knowledge of the national teacher preparation standards in gifted education. (GT9K2; GT9S5)	(assignment choice 3)			
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Week 1 Checklist:

Complete Curriculum Development for the Gifted Pre-Test

Read Welcome, related materials and In-Depth Required Reading.

Discussion Forum:

Discussion 1.1 - Who are you? Introduce yourself including what you teach, how long you have been teaching, where you teach (district, school, level) and school demographics (rural, suburban, inner city), type(s) of gifted services offered, etc.

Discussion 1.2 - Using some of the vocabulary from this week's reading, explain how you would use both the standards and frameworks to assist you in adapting the curriculum in your classroom to meet the unique needs of gifted learners. Post a follow-up response to another participant's original thread.

Complete and submit Learning Activity 1.