

Final Assignment – Spread the Word!

NAGC/CEC Standards

- **1.2** Beginning gifted education professionals use understanding of development and individual differences to respond to the needs of individuals with gifts and talents.
- **2.1** Beginning gifted education professionals create safe, inclusive, culturally responsive learning environments that engage individuals with gifts and talents in meaningful and rigorous learning activities and social interactions.
- **2.2** Beginning gifted education professionals use communication and motivational and instructional strategies to facilitate understanding of subject matter and to teach individuals with gifts and talents how to adapt to different environments and develop ethical leadership skills.
Standard 2.2
- **3.2** Beginning gifted education professionals design appropriate learning and performance modifications for individuals with gifts and talents that enhance creativity, acceleration, depth and complexity in academic subject matter and specialized domains
- **5.5** Beginning gifted education professionals use instructional strategies that enhance the affective development of individuals with gifts and talents.
- **6.5** Beginning gifted education professionals advance the profession by engaging in activities such as advocacy and mentoring.
- **7.1** Beginning gifted education professionals apply elements of effective collaboration.
- **7.2** Beginning gifted education professionals serve as a collaborative resource to colleagues.
- **7.3** Beginning gifted education professionals use collaboration to promote the well-being of individuals with gifts and talents across a wide range of settings, experiences, and collaborators.

TASK:

Description:

You are being asked to share the information that you have learned in this class with fellow teachers, counselors, or parents (you pick). Presenting this information is up to you. It could be a powerpoint / prezzi, some interviews, a roleplay, an animation – the format is your own but it is required to be uploaded to YouTube and you will submit the link to me for the final project.

Details:

- Choose 3 – 5 important topics on which to focus *HINT: you can use the topic(s) that you created the program for previously.*
- Provide background and research on why these areas are important in the lives of gifted students.
- Provide some “characteristics” or “signs to look out for” that people could use to note if they are working with a student who may have these needs. (Use research)
- Provide some “best practices” (which of course means supported by research) that adults can use

Please note that I included the word “research” in the requirements four times!

I would plan on a **10** minute presentation so whatever that means to you in terms of slides or focus points.

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| Content 75% | | | | |
| | Beginning (1) | Developing (2) | Proficient (3) | Exemplary (4) |
| Standard 1.2 Beginning gifted education professionals use understanding of development and individual differences to respond to the needs of individuals with gifts and talents. | Minimally stated the needs of gifted students. | Stated needs of gifted students but lacking references to research. | Clearly state a few key needs of gifted students with references to research. | Clearly state multiple needs of gifted students with references to research |
| Standard 2.1 Beginning gifted education professionals create safe, inclusive, culturally responsive learning environments that engage individuals with gifts and talents in meaningful and rigorous learning activities and social interactions. | Minimally addressed the unique social and academic needs | Discussed the unique social and academic needs of gifted students. Did not provide strategies ² for support. | Emphasized the unique social and academic environmental needs of gifted students and strategies to engage students. | Provided multiple research-based aspects regarding student social and academic needs and how the classroom environment impacts these needs. |
| Standard 2.2 Beginning gifted education professionals use communication and motivational and instructional strategies to facilitate understanding of subject matter and to teach individuals with gifts and talents how to adapt to different environments and develop ethical leadership skills. | Minimally addressed motivation or did not provide recommendations. | Addressed motivation and provided recommendations but did not reference research. | Addressed motivation and provided research-based recommendations of ways to support motivation | Provided multiple research-based aspects regarding student motivation and evidenced based recommendations to nurture intrinsic motivation. |
| Standard 3.2 Beginning gifted education professionals design appropriate learning and performance | Minimally recommended strategies for modifications. | Recommended strategies to enhance creativity, acceleration, | Recommended a single strategy that focuses on creativity, acceleration, | Recommend multiple strategies that focus on creativity, acceleration, |

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| modifications for individuals with gifts and talents that enhance creativity, acceleration, depth and complexity in academic subject matter and specialized domains | | depth, or complexity for modifications but did not reference research. | depth, and complexity in specific subjects for appropriate learning modifications based on research. | depth, and complexity in specific subjects for appropriate learning modifications based on research. |
| Standard 5.5 Beginning gifted education professionals use instructional strategies that enhance the affective development of individuals with gifts and talents. | Minimally provided reasoning or methodology for instructional strategies that could be used to support the social/emotional needs of gifted students. | Provided reasoning and/or methodology for several instructional strategies that could be used to support the social/emotional needs of gifted students however did not cite research. | Provided reasoning and/or methodology for several instructional strategies that could be used to support the social/emotional needs of gifted students based on research. | Provided the reasoning and the methodology for several instructional strategies that could be used to support the social/emotional needs of gifted students based on research. |
| Standard 6.5 Beginning gifted education professionals advance the profession by engaging in activities such as advocacy and mentoring. | Minimally advocated for the needs of gifted students throughout the presentation. | Advocated for the needs of gifted students however most information was personal opinion. | Provided advocacy for the needs of gifted students throughout the presentation by combining facts and personal opinion. | Provided strong advocacy for the needs of gifted students throughout the presentation by using facts and information. |
| Standard 7.1 Beginning gifted education professionals apply elements of effective collaboration. | Presentation lacked elements of collaboration. | Presentation attempted collaboration. | Presentation used some elements of effective collaboration as shown in research. | Presentation used multiple elements of effective collaboration as shown in research. |
| Standard 7.2 Beginning gifted education professionals serve as a collaborative resource to colleagues. | Presentation minimally showed a willingness to collaborate with other teachers. | Presentation showed a weak to reach out to other teachers. | Presentation showed a willingness to collaborate with other teachers. | Presentation demonstrated a strong willingness to collaborate with other teachers. |
| Standard 7.3 Beginning gifted education | Presentation minimally showed opportunities for | Presentation shows limited opportunities for | Presentation shows some opportunities for | Presentation shows many opportunities for |

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| professionals use collaboration to promote the well-being of individuals with gifts and talents across a wide range of settings, experiences, and collaborators. | collaboration with parents and teachers. | collaboration and/or only focuses on the school setting. | collaboration with parents and teachers in limited settings. | collaboration with parents and teachers in multiple settings. |
| Presentation 15% | | | | |
| Professional Design (7.5%) | Graphics, visuals, and/or font are lacking creating a very amateurish presentation. | Graphics, visuals, and/or fonts show some aspect of quality but need much more work. | Graphics, visuals and fonts are good quality and contribute to the presentation. | Graphics, visuals and font are designed at a high level of quality. |
| Communication is Clear (7.5%) | Voice over or recording is unintelligible, cannot understand what is being said. | Speech has so many errors as to be confusing. | Narration is clear. Speaker made 1-2 errors. | Narration is clear and to the point. Message is easy to understand. |
| Creativity 10% | | | | |
| Content (5%) | Presented content directly from other resources | Presented some original thoughts and understanding regarding the content | Presented original understandings of the content | Presented individual insight and original understanding that brings new light to the content |
| Presentation (5%) | Presentation lacks any individual personality expression. | Some individuality is expressed in the presentation but seems mostly to come from a template or other source. | Individual personality is seen in the presentation. | Authentic, individual personality is expressed in the presentation. |