

Northern Kentucky University

Name of Program: Gifted Education

Certification Level:

Advanced: Certification Only

Program Codes:

KE37 (22)

Modes of Delivery: Online

2016-17 Catalog URL: <http://nku.catalog.acalog.com/index.php?catoid=7>

Gifted Education

Program Experiences

The endorsement in Gifted and Talented Education program at NKU has defined the content knowledge that its graduates must possess through the courses they are required to take and the grade point average they are required to maintain. These course requirements and their experiences are consistent with the essential knowledge of gifted and talented educators as defined by the **Council of Exceptional Children and National Association for Gifted Children Content Standards, the Kentucky Teacher Standards, and the Kentucky Academic Standards**. Candidates must further demonstrate knowledge of their content, teaching skills, and dispositions through the continuous assessment of their coursework and field experiences.

The endorsement in Gifted and Talented Education is an option in the Master of Arts in Education-Teacher as Leader and Rank I (30 hours beyond the M.A.) programs at Northern Kentucky University. The endorsement can also be completed separate from these degree programs. It is designed to support teachers in their professional development and help them prepare for work in Gifted and Talented Education. The design of the curriculum is based on the Kentucky Teacher Standards (advanced), Standards for Gifted and Talented Education developed by the National Association for Gifted Children and the Council for Exceptional Children, and additional requirements deemed appropriate by the graduate faculty at Northern Kentucky University.

The Endorsement as Teacher for Gifted and Talented Education program at Northern Kentucky University is designed to accommodate the special needs of educators who 1) desire to earn licensure in gifted education; 2) earn a 12-hour concentration area of study in education at the master's or Rank I level. Courses have been identified to fulfill four areas as follows: Research; Instructional Design and Curriculum; Educational Context, Policy, and Organization; and Human Behavior, Development, and Learning.

Program objectives used to guide the gifted education program have been gleaned from those recommendations of learned societies as well as writing of noted authorities in gifted education. These objectives are:

- Study of the Nature and Needs/Psychology of the Gifted
- Identification and Assessment of Gifted Students
- Procedure for Counseling with the Gifted
- Developing Curriculum for the Gifted
- Organizing Strategies and Selecting Material for Use in Teaching the Gifted
- Review of Case Studies in Creativity Among the Gifted
- Developing and Evaluating Services for the Gifted
- Managing Parent/Advocacy Training Programs for Servicing the Gifted
- Resolving Special Problems of Gifted Students
- Identifying Cognitive and Affective Processing Skills of the Gifted

Candidates enrolled in the gifted and talented endorsement program are teachers who seek the knowledge and skills necessary to address the unique needs of students with gifts and talents. The four course sequence includes three content courses with the fourth course being a field experience which requires the teacher to synthesize the content and implement it in a learning environment with gifted and talented students.

The gifted and talented endorsement coursework relates specifically to the education of individuals with gifts and talents. The course objectives are aligned with the Kentucky Teacher Standards and the Council for Exceptional Children—National Association for Gifted Children National Gifted Education Teacher Preparation Standards in Gifted and Talented Education. The program requires continuous assessment as candidates complete portfolio and on-demand tasks throughout the program with content specific coursework. The courses are specified in the Curriculum Contract. Candidates are also required to complete the Gifted Education, Praxis II examination and meet the Kentucky Educational Professional Standards Board cut score requirements in order to receive the gifted education teaching endorsement certification from the KYEPSB.

Candidates are required to sign their curriculum contracts, as well as the college's and state of Kentucky's Code of Ethics, during their first semester of enrollment in a graduate program. These signed documents are then placed in the candidate's advising file as verification of their agreement with the information stated in each form.

Field Experiences

Field experiences are integrated throughout each of the four courses of the endorsement in Gifted and Talented Education program.

EDG 621: During the introductory course, EDG 621 Introduction to Gifted Education, teachers must conduct an interview with a gifted services teacher or program coordinator. They must also observe in a school setting where gifted children are grouped together for instruction (pullout program, cluster grouping, advanced coursework, etc.). Reflections of the observation are submitted. Teachers must also develop a case study and Gifted Student Services Plan for an individual who is intellectually or creatively gifted and submit an analysis and reflection for the interview.

EDG 623: The subsequent course, EDG 623 Teaching Creative and Higher Level Thinking, includes the development and implementation of a differentiated curriculum plan. The course content includes a review of a variety of teaching models commonly used in services for the gifted (Bloom's Taxonomy, Gardner's Multiple Intelligences, Sternberg's Triarchic Model, the Parallel Curriculum Model, Purdue Three Stage Model, Talents Unlimited, Creative Problem Solving, etc.). After reviewing these models, teachers develop a differentiated instructional plan for gifted students that is implemented in their individual settings.

EDG 625: During the EDG 625 School Programs for Gifted Children course, teachers develop a Gifted Student Services plan for gifted students in their setting. This includes a case study of the school (teacher interviews, parent interviews, and uses appropriate assessment data to form a description of the background of the students and determine the types of services which are appropriate for the

students.) The teacher also includes an evaluation of the suitability of the services the students have thus far been provided. Teachers also conduct a needs analysis and develop a professional development workshop for delivery to colleagues or parents.

EDG 627: The final course in the endorsement for Gifted and Talented Education, EDG 627 Seminar and Field Experience in Gifted Education, includes an immersive/capstone field experience in the form of a summer enrichment program for gifted children. Teachers have two options for this field experience. The first option is to create and implement a program for gifted children in their own setting. The second is to participate in a summer enrichment program held at a local school and coordinated by an NKU faculty member. This performance-based activity allows the teachers to demonstrate proficiency in curriculum design and pedagogy specific to meeting the unique needs of the gifted child, planning of interdisciplinary thematic learning experiences, assessing authentic products, and providing appropriate learning resources. Teachers pre-assess students, implement curriculum designed specifically for gifted students, and administer post-assessments. Each teacher is observed using the Purdue Teacher Observation Form (TOF). This is a 12-item form used by evaluators in the observation of teachers of gifted and talented students. It was designed based on input from content experts and reflects current effective standards of practice in gifted education. For students who choose to conduct the field experience in their own setting, they are observed by an administrator in their district who has expertise in gifted education. Those who participate in the NKU supervised setting, they are observed by the NKU faculty member teaching the course. Feedback is provided to each of the teachers based on these observations and the submission of their student assessments, curriculum units, and student work samples. Finally, teachers submit reflections and analysis of their experiences working with identified gifted students.

The Gifted endorsement program can be combined with the MAED- Teacher as Leader Degree, the Educational Specialist in Teaching and Learning Degree, and the Planned Program Rank 1 Non-Degree 6th Year programs. Please refer to those programs for additional information.

<https://inside.nku.edu/coehs/collegeaccreditation/caep/EPsBProgramSubmissions.html>

Each curriculum contract states the admission and exit criteria, the curriculum criteria, required courses, and other information about the program. The curriculum contracts for the Gifted program options are at this link:

<https://inside.nku.edu/coehs/collegeaccreditation/caep/EPsBProgramSubmissions/GiftedEducation/GiftedCCX.html>