2023/2024

Literacy Solutions – Highlands County Course Catalog

ESOL Endorsement
60-hour courses
Reading | Literacy Endorsement
60-hour courses
Gifted Education
60-hour courses

ESOL Endorsement Courses

Methods of Instruction for ELLs – 60 hours
Category I and Category II | Competency 1
No. ELL-ED-112 Grades K-12

The core principles of instruction include differentiation through applied strategy, design, re-design, and flexible teaching that uses student data: content, process, and product. Participants in this e-course will reinvent lessons using research-based, effective methods for differentiation geared specifically for ELLs. They'll have opportunities to re-purpose lesson plans, understand readiness versus ability, and capitalize on brain plasticity to engage students through intellect and creativity. Learning profiles, interest surveys, cognitive-friendly learning environments, tiered questioning and student "hooks" for rigorous learning application are some of the takeaways to this e-course. In addition, this course will take participants into deep realms of content area literacy methods and strategies to include text analysis in literary, non-fiction and technical text, reading comprehension, critical literacy, questioning strategies, and leveling of resources to differentiate for standards and second language learners' needs. Participants will learn about, become familiar and practice with the resources that determine text complexity and level libraries. Participants will learn to use running records and anecdotal data to analyze, evaluate, and plan for student needs. With a focus on expository writing geared for ELLs, participants will cull the writing and language standards for applicability to content-specific reading and writing in ELL instruction.

Student Learning Outcomes

- Create differentiated lessons through design and strategy focused on the language needs of ELLs.
- Design strategy for mixed-ability grouping and classroom environment.
- Use online and print tools for differentiation such as learning profiles, interest surveys and tiered questioning.
- Locate, develop and use the tools needed to effectively differentiate instruction for ELLs within the Literature Circle framework.
- Use the tools to successfully conduct literature circles that differentiate for ELLs.
- Use tools that determine text complexity.
- Become familiar and develop utility with resources that support content area reading and writing specific to ELLs.
- Understand genre as it applies to reading and writing specific to ELLs.
- Use new strategies to plan, differentiate, and scaffold reading and writing tasks for ELLs.
- Understand and plan with new strategies for teaching ELLs while facilitating grade-level language standards in reading, writing, listening and speaking.
- Understand and develop working knowledge of how to assess students using formative and summative assessments while using assessment data to close achievement gaps among ELLs.
- Understand the history and pedagogy of L2 teaching methods.
- Develop, through intentional design, best practices for second language learners in literacy development, grounded in sound research.
- Understand the laws and policies that govern ESL students to include models of sound ELL instruction.

- Design instruction geared to developing the reading, writing, listening, and speaking (oral language) abilities of ELL students at varying levels of proficiency.
- Research, practice with, and design curriculum and instruction that focuses on a variety of activities from sentence formation to expository writing and collaboration.
- Embed appropriate reading, listening, speaking, and writing activities into instruction, curriculum, and assessment.
- Embed appropriate and culturally responsive materials that are age-appropriate, non-bias, and linguistically accessible for a range of Ell proficiencies and cultural backgrounds.
- Become familiar with various technology resources with which to continue design of differentiated language and content area instruction at varying levels of ELL proficiency.

Applied Linguistics – 60 hours
No. ELL-ED-138 Grades K-12
Category I | Competency 2
The concepts of applied linguistics will be explored, and include phonology, principles of English language in reading, writing, speaking and listening; sociolinguistics, language acquisition, and second language acquisition. Consistent use of reading and writing strategy across all content areas continues to turn around the language skills of English language learners, particularly those who struggle. Participants will finish this course with a compendium of strategies, resources, and tools to aid ELLs and struggling learners with, using researched and field-tested implementation materials. In addition, they will practice with application of these strategies in their classrooms, to return and reflect on them in learning forums. Planning and preparation will involve comprehensive lesson and unit development.

Student Learning Outcomes

- Demonstrate competency in language and understanding of language as a sequential and organized system of communication.
- Use common, grade appropriate strategy ideas across all content areas to leverage ELL student success with.
- Glen and apply multiple strategies to aid in the successful literacy effort of struggling learners and ELLs.
- Collaborate among multiple disciplines in order to better accommodate the needs of struggling learners.
- Develop working knowledge of the research behind effective strategies that teach language conventions.
- Develop and practice with strategies that teach language conventions.
- Apply, through design and redesign of curriculum, knowledge of phonology, morphology, pragmatics, syntax in support of reading, writing, listening, and speaking.
- Use knowledge of rhetorical and discourse structures to develop language and literacy skills among ELLs.
- Apply knowledge of sociocultural, sociopolitical, and psychological variables that facilitate academic achievement among ELLs.
- Consider and plan with understanding of the role and relevance of ELLs' home languages, and use this understanding to differentiate with.
- Become knowledgeable of, and apply, theories of second language reading and writing development at varying levels of proficiency.
- Distinguish among L1 and L2 literacy and language development.

- Develop working knowledge of the principles behind phonology, morphology, semantics, syntax, and discourse in literacy development.

ESOL Curriculum and Materials - 60 hours
No. ELL-ED-131 Grades K-12
Category I | Competency 3

Learning environments conducive to ELL growth is best achieved when the right standards-based materials are selected, resourced, and designed. Participants in this e-course will become knowledgeable about accessing research-based resources, while selecting and adapting standards-based curriculum, materials, and digital resources. Effective reading comprehension combined with teacher modeling, guided practice, independent application, chunking and other approaches will be used across grade and content areas as they apply. Under this umbrella, participants will learn to teach reading, writing, listening, and speaking geared specifically for the needs of ELLs, through effective and differentiated strategy that builds student capacity. Visual representation, vocabulary, questioning, note-taking, close reading and summarizing are some of the approaches that participants will use to develop units and lessons with. Field-tested, research-based and as appropriate evidence-based strategies with accompanying print and digital tools for implementation will taught to scaffold and differentiate with. Participants will be introduced to sound and scientific research as it promotes literacy across all content areas to help ELL students build foundational skills across reading, writing, speaking and listening. They'll learn and work with the scaffolds behind them that aid students in the important transition process across all content areas. Intentional, consistent, and rigorous teaching of reading and writing strategy that improves student achievement will engage the 90/90/90 principled approach. Participants completing this course will take away field-tested implementation tools that include: graphic organizers, semantic maps, thinking aids, checklists, rubrics and more.

Student Learning Outcomes

- Acquire the skills needed to effectively teach reading comprehension in primary grades for ELLs.
- Apply new strategy that builds student capacity through teacher modeling, guided practice.
- Use balanced literacy components and leverage them for ELLs.
- Use reading, writing, listening and speaking strategies to effectively scaffold ELL language learning.
- Develop the skill and ability to leverage online and off-site resources to teach using balanced literacy strategies and techniques.
- Become familiar with, and further develop, intervention strategies focused on effective reading interventions (and writing as they support reading comprehension) for struggling ELLs.
- Design, differentiate and scaffold materials and curriculum for ELL struggling readers.
- Move scientific theory into classroom literacy strategy across specific content areas for ELL students.
- Design, differentiate and scaffold ELL curriculum focused specifically on, and informed by, student progress along a rigorous strategy continuum.
- Import research-based literacy strategy into lessons for rigorous application and implementation for their ELL students.

- Glean and apply new strategies for rigor in reading and writing across all subject areas for ELLs.
- Use new strategies for motivating successful reading and writing effort.
- Plan and become familiar with multiple online and print resources that lead to reading and writing success.
- Plan and prepare rigorous units and lessons using newly acquired research-based strategies and methods.
- Create student-friendly classroom environments that are language and culturally sensitive, with language sensitive instruction.
- Embed formative assessment that scaffolds for individuals and small groups in response to focused learning targets
- Select and adapt L1 and L2 resources specifically for ELL development.

ESOL Testing and Evaluation – 60 hours
Category I | Competency 4
*This course was formerly titled "Assessment and Progress Monitoring of English Language Learners"
No. ELL-ED-172 Grades K-12

Assessment of learning or *for* learning? Balanced, summative, interim and formative assessments will be used to evaluate for application to the needs of English language learners. Participants will understand how to effectively monitor and evaluate for ELL student learning and language needs, and use the data to plan for effective instruction with. After an introduction to multiple types of assessment and methods of using data, teachers will learn to teach to support a rapid turnaround of language results among their ELLs. Participants will identify the affects of assessment and assessment behaviors among ELL students, to include linguistic bias, assessment accommodations, data analysis, and federal and state assessment policies. The use of formative and summative assessment criteria to plan and prepare with also requires the use of reliable data. Teachers that are actively and systematically use this data can understand the academic performance of their students to include ELLs and other struggling learners, thus leverage for effective progress monitoring. Participants will be introduced to multiple assessment types that include formative, summative, microdata, macrodata, feedback and other assessment vehicles to produce data that lead to responsive instructional decisions. Participants will learn to find and use this data effectively to meet the unique needs of their English language learners.

Student Learning Outcomes

- Plan and practice with various assessment types, tools, and resources appropriate for ELLs with diverse backgrounds and levels of proficiency to further teaching and learning among English language learners.
- Match grade-level assessment criteria to standards-aligned curriculum and instruction.
- Monitor student learning to move up individual student performance, focusing primarily among ELLs.
- Glen and apply valuable information about student performance from data, focusing on ELLs.
- Distinguish among ELLs with learning disabilities, giftedness, Tiers 1, 2, and 3, and struggling learners in need of intervention.
- Use data for planning and preparation to teach English language learners effectively.

- Evaluate the needs of ELL students to align best instructional strategy to those needs.
- Develop working knowledge and understanding of the purposes for ESOL assessment and the role of cultural diversity at multiple levels of proficiency.
- Become familiar with, and develop working knowledge of, a variety of assessment procedures appropriate for ELLs of diverse backgrounds and at varying levels of English proficiency.
- Explore and practice with scenarios that include accommodations and allowances for ELLS at various levels of proficiency.
- Use performance-based assessment tools and make decisions with them about curriculum in order to measure the progress of ELLs and their literacy development.
- Distinguish among criterion-referenced assessments and norm-referenced; bias in test development and design.
- Develop strategies for teaching and developing appropriate test-taking skills to ELLs.
- Use authentic assessments with real life application to develop the language and literacy skills in ELLs.
- Evaluate and monitor work against assessment criteria.
- Use assessment criteria against performance standards and use this information to reflect on practices to improve teaching focused primarily at ELLs.
- Effectively communicate strategy to articulate learning and instructional goals to ELL students, while demonstrating flexibility and responsiveness to their needs.
- Use the tools of tiered evaluation and instruction to close achievement gaps for their ELL students.

Cross-Cultural Communications and Understanding – 60 hours
No. ELL-ED-260 Grades K-12
Category I | Competency 5
Aligned to: Danielson Domain 2, Marzano Domain 4. Organizing and maintaining multi-cultural classroom environments are the high strategies, while facilitating collaboration, respect and rapport among students. Active participation will further learning about students' while aiding in the development of assignments and activities that are the outgrowth of high expectations for all students, with a focus on ELLs. Classroom management and effective language strategies will further group work, student engagement, and peaceful transitions between and among activities through culturally relevant practices and sensitivity training. Participants will use, share, research, plan and apply multiple methods of effective classroom design as they align to curriculum and ELL instructional needs. Looking at and analyzing exemplars will teach participants how to identify specific best practices in action, and what makes them best as a strategy, to include applied linguistics, accessing materials for applied linguistics, evaluating and analyzing materials and resources, technologies, and embedding effective practices in projects. Looking at the actions behind them will be catalysts to building a foundation with which to differentiate. After a broad introduction to multiple resources and the research behind their success, participants will research and identify the practices most pertinent to the grade and discipline they teach, and then work them into assignments that scaffold into a final project. Gaining knowledge and awareness of multiple cultures, cultural sensitivity, and language bias participaELLnts will develop the working knowledge to operate with awareness and sensitivity through best ELL practices grounded in research.

Student Learning Outcomes

- Analyze lesson components to identify embedded best practices that support the diverse language needs of their ELL students.
- Glean and apply new best practices to work them into unit and lesson plans presently being taught.
- Practice and reflect upon best practice strategies taught, giving and receiving peer feedback in discussion forums.
- Align best practices with pertinent lesson components as they apply specifically to ELLs.
- Align management strategy with content goals based on industry best practices for inclusive grade-level settings focused on ELL growth.
- Create, scaffold, and differentiate lessons and lesson supports for ELLs.
- Differentiate and scaffold for ELL struggling readers.
- Take an active role in learning about their students in order to establish a successful multi-cultural classroom environment.
- Develop working knowledge of behavior management strategies and organization of physical space that contributes to an effective classroom environment.
- Study and practice with successful attributes of student peer review that leads to organized and peaceful transitions and student collaboration.
- Understand the classroom conditions necessary for 21st century ELL learners to be motivated and engaged.
- Take an active role in learning about their students in order to establish a successful multi-cultural classroom environment.
- Understand and design culturally relevant curriculum, with access to culturally relevant resources and materials.
- Apply working knowledge of cultural competence, with an understanding of cultural identity that affects learning, student academic achievement, and overall K-12 pedagogy.
- Understand racism, stereotyping, and cultural discrimination in teaching, learning and assessment of learning.
- Understand the relationships among language, bias, and culture in students from diverse backgrounds and at various levels of English language proficiency.

Methods of Teaching ESOL for Category III Teachers
No. ELL-ED-213 Grades K-12
Competency 1
18 hours
The core principles of instructional approaches will cover methods for differentiation through applied strategy, design, re-design, and flexible teaching. Participants will be introduced to research-based methods to differentiate with, specific to ELLs. They'll have opportunities to re-purpose lesson plans, understand readiness versus ability, and capitalize on brain plasticity to engage students through intellect and creativity. Content area literacy methods and strategies will include text analysis in literary, non-fiction and technical text, reading comprehension, critical literacy, questioning strategies, and leveling of resources to differentiate for standards and second language learners' needs. Participants will learn about, become familiar and practice with the resources that determine text complexity and level libraries. Participants will learn to use running records and anecdotal data to analyze, evaluate, and plan for student needs. With a focus on expository writing geared for ELLs, participants will cull the writing and language standards for applicability to content-specific reading and writing in ELL instruction.

Student Learning Outcomes

- Create differentiated lessons through design and strategy focused on the language needs of ELLs.
- Design strategy for mixed-ability grouping and classroom environment.
- Use new strategies to plan, differentiate, and scaffold reading and writing tasks for ELLs.
- Develop, through intentional design, best practices for second language learners in literacy development, grounded in sound research.
- Understand the laws and policies that govern ESL students to include models of sound ELL instruction.
- Design instruction geared to developing the reading, writing, listening, and speaking (oral language) abilities of ELL students at varying levels of proficiency.
- Research, practice with, and design curriculum and instruction that focuses on a variety of activities from sentence formation to expository writing and collaboration.
- Embed appropriate reading, listening, speaking, and writing activities into instruction, curriculum, and assessment.
- Embed appropriate and culturally responsive materials that are age-appropriate, non-bias, and linguistically accessible for a range of Ell proficiencies and cultural backgrounds.
- Become familiar with various technology resources with which to continue design of differentiated language and content area instruction at varying levels of ELL proficiency.
- Increase knowledge of, and utility with, classroom methods and materials for ELL students.
- Understand the needs of ELL students and the outcomes needed for language development and overall academic achievement.
- Develop strategies for working successfully with ELL students in all school settings.
- Understand the pedagogy behind the transfer of new skills and strategies to all content areas.

Reading | Literacy

Building Reading Comprehension: Foundations of Reading Instruction
Competency 1: Foundations of Reading Instruction
No. RL-ED-130-2 Grades K-12
60 hours

Course Description:
In alignment with the Florida Department of Education's 2022 guidelines, this course equips educators with the vital knowledge and skills required for effective literacy instruction. The curriculum thoroughly explores the integral components of reading instruction, such as oral language development, phonemic and phonological awareness, phonics, vocabulary, and fluency, underscoring their interconnected roles in reading comprehension. The course offers an in-depth examination of the relationship between oral and academic language and illuminates the influence of home languages on English learners. Additionally, it explores various strategies for identifying students with reading difficulties, including dyslexia, provides a comprehensive look at different aspects of language development, and examines the crucial role of assessments in shaping differentiated instruction. By the end of the course, educators will have a holistic background for adapting and implementing evidence-based practices

within their unique classroom contexts, thereby expanding their teaching repertoire as literacy educators.

Course Outcomes:
- Understand and apply the foundational aspects of language development, such as phonology, morphology, syntax, semantics, and pragmatics.
- Differentiate instruction based on a student's language exposure and development, utilizing evidence-based practices.
- Implement effective strategies for students struggling with reading, including those exhibiting characteristics of dyslexia.
- Foster meaningful discussions to facilitate student comprehension and interpretation of text.
- Recognize the unique traits of students with reading difficulties, including dyslexia, and comprehend how these traits influence oral language development.
- Acknowledge the role of English learners' home languages in their process of learning English.
- Employ assessment strategies to measure students' oral language skills accurately.
- Document assessment results to inform instruction that aligns with individual student strengths and needs.
- Understand the integral role of oral language, phonemic and phonological awareness, phonics, fluency, and vocabulary in reading comprehension.
- Effectively utilize various reading fluency techniques in instruction.
- Understand and implement the relationship between oral and academic language in literacy instruction.
- Develop strategies to address reading difficulties based on assessment outcomes and individual student needs.

Research-Based Literacy Strategy For All Content Areas
Competency 2: Application of Research-Based Instructional Practices
No. RL-ED-123-2 Grades K-12
60 hours

Course Description:
Aligned with the Florida Department of Education's 2022 guidelines, this course focuses on the practical application of evidence-based strategies for teaching reading to K-12 students. Building upon the scaffolding provided from the previous foundational course, the curriculum delves deeper into the reading components such as phonemic and phonological awareness, phonics, fluency, vocabulary, and comprehension. Participants will gain proficiency in intentional, explicit, and systematic instructional practices tailored to students' unique strengths and needs, including those with varying English proficiency and reading difficulties, such as dyslexia. The course encourages the creation of learning environments rich with diverse text to foster improved vocabulary, sentence structure, and communication skills. An emphasis is placed on how to facilitate meaningful discussions to enhance language skills and comprehension, administering effective oral language assessments, and adopting successful teaching practices to support students' oral/aural language development. Formative assessments involve crafting informative newsletters intended to educate families, caregivers, and key

stakeholders on the importance of evidence-based teaching practices in supporting students' overall reading development. Lesson planning, self-reflection and self-reporting processes encourage metacognition and self-awareness while developing a holistic understanding of literacy instruction, including practical strategies to enhance their students' reading abilities and comprehension skills.

Course Outcomes:
- Apply evidence-based, systematic instructional strategies, to foster student development in the interdependent reading components of oral language, phonemic and phonological awareness, phonics, fluency, vocabulary, and comprehension.
- Adjust teaching methods to cater to individual student needs, including those with reading difficulties or dyslexia.
- Enhance student engagement and language skills through diverse texts and meaningful classroom discussions.
- Understand the steps for administering and interpreting assessments to differentiate literacy instruction and support language development.
- Develop methods to educate and communicate with students' families, caregivers, and other key stakeholders regarding the significance of evidence-based teaching practices through informative newsletters.
- Employ metacognition and self-awareness in lesson planning and evidence-based practices.

Foundations of Reading Assessment for Teachers and Principals
Competency 3: Foundations of Assessment
No. RL-ED-221-2 Grades K-12
60 hours

Course Description:
Tailored to meet the needs of K-12 educators, this course is aligned with the Florida Department of Education's 2022 reading endorsement requirements and offers a deep exploration into evidence-based reading assessment practices. The curriculum is designed to empower educators with skills to discern student reading strengths and deficiencies, including dyslexia, and to personalize instruction based on data-driven findings. Participants will engage in problem-solving scenarios, mirroring real-world classrooms, acquiring expertise in the administration and interpretation of a diverse range of formative and summative assessments, as well as techniques for providing on-going student support. The course places significant emphasis on understanding the importance of screening, diagnosis, and progress monitoring, as well as reliability, validity, and the standard error of measurement in the evaluation of student reading skills. It also cultivates communication abilities, enabling educators to share assessment results and strategies effectively with students, parents, and broader stakeholders. The course culminates with educators developing a strategic lesson plan based on an authentic scenario, reinforcing the practical application of the concepts learned. Ultimately, this course provides educators with the necessary background knowledge to make informed, data-driven instructional decisions and improve reading outcomes for all students.

Course Outcomes:
- Understand and apply evidence-based reading assessment practices.

- Develop proficiency in identifying reading strengths and deficiencies, including dyslexia, and adapt instruction accordingly.
- Acquire skills in administering and interpreting a range of assessments in practical, real-world scenarios.
- Gain insights into the roles of reliability, validity, and the standard error of measurement in reading skills evaluation.
- Enhance communication skills to effectively share assessment results and strategies with diverse stakeholders.
- Create a strategic lesson plan, reinforcing the practical application of concepts learned.
- Learn how to use data within a systematic process to differentiate instruction and intensify intervention.
- Develop the ability to analyze data trends to monitor student reading development.
- Master accommodating strategies for students with reading difficulties, including dyslexia.
- Acquire the essential tools and strategies needed to effectively enhance students' reading abilities, fostering a significant impact on their educational success and progress.

Differentiating Instruction and Assessments
Competency 4: Foundations and Applications of Differentiated Instruction
No. RL-ED-112-2 Grades K-12
60 hours

Course Description:
Specifically tailored for K-12 educators and aligned with the Florida Department of Education's 2022 reading endorsement standards, this course blends academic theory with interactive, real-world classroom scenarios, empowering educators to accurately assess students' reading abilities, identify barriers to reading development, and construct instruction strategies that align with students' strengths and needs. It extensively covers evidence-based reading instruction in oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension. Furthermore, it delves into the intricacies of English acquisition for English learners, cognitive development, and characteristics of competent readers across different age groups. Participants will learn to devise differentiated instruction, incorporating complex text, scaffolding, assessment, and re-teaching, alongside selecting multisensory materials and implementing accommodations like technology, according to individual education plans or 504 plans. Special emphasis is placed on managing students with reading difficulties or dyslexia, leveraging data to monitor progress, and encouraging higher-order thinking and critical reading skills. The course culminates in a strategic lesson plan devised by participants to demonstrate mastery of these concepts, embodying the course's mission of equipping educators with the essential tools to enhance reading proficiency and foster a more differentiated and enriching literacy learning environment.

Course Outcomes:
- Differentiate evidence-based reading instruction across various components, adapting to students' needs, from enrichment practices to intensified interventions.

- Understand and apply theories of second language acquisition to tailor reading instruction for English learners at various proficiency levels and diverse backgrounds.
- Identify and address barriers to reading development based on assessments and understanding of language and cognitive development.
- Recognize and foster characteristics of competent readers, using knowledge of language, reading, and cognitive development across different age groups.
- Plan and implement differentiated instruction strategies, using developmentally appropriate multisensory materials, complex texts, assessments, and scaffolding techniques.
- Implement evidence-based interventions for students with significant reading difficulties, including characteristics of dyslexia, and monitor progress using data.
- Use differentiated instruction to foster higher-order thinking, develop background knowledge, enhance comprehension through writing, and support critical reading skills.
- Utilize appropriate instructional accommodations, including technology, for differentiating reading instruction for students with disabilities as per Individual Educational Plan or 504 Plan.
- Devise strategic lesson plans based on real-world classroom scenarios to demonstrate the ability to apply these learning outcomes effectively in the classroom.

Demonstration of Accomplished Practices: Reading Practicum
Competency 5: Demonstration of Accomplishment
No. RL-ED-256-2 Grades K-12
60 hours

Course Description:
This course offers a hands-on practicum experience for K-12 educators, focusing on honing their literacy instruction skills. The curriculum aligns with the Florida Department of Education's 2022 reading endorsement requirements, emphasizing the crucial role of assessments and data in shaping and adapting reading instruction and interventions. Participants will be guided through an in-depth examination of evidence-based literacy practices, addressing key areas from phonological awareness and word recognition to vocabulary enhancement and comprehension. With an emphasis on students who struggle with reading or show signs of dyslexia, the course provides techniques for effective differentiated instruction and strategies for all students, as well as communicating assessment data to various stakeholders. Participants will engage in an ongoing case study within an authentic classroom setting, identifying students' reading strengths and areas for improvement. By the end of the course, educators will demonstrate their learning by developing a strategic plan for instruction, driven by triangulated student data and evidence-based practices, thus empowering them to become proficient K-12 literacy educators.

Course Outcomes:
- Administer, integrate, and utilize assessment data to inform reading instruction, intervention, and differentiation across reading components in a comprehensive instructional program.
- Facilitate evidence-based practices to enhance various aspects of reading such as oral language, phonemic and phonological awareness, fluency, vocabulary development, and reading

comprehension for all students, with a focus on those identified with reading deficiencies and dyslexia.
- Demonstrate competency in explicit, systematic, and sequential instruction to improve decoding skills.
- Monitor student progress through ongoing assessments and adjust instructional strategies accordingly to ensure continuous learning for all students.
- Develop and implement a strategic instructional plan based on data-driven needs and evidence-based strategies for lesson planning and differentiated instruction.
- Demonstrate understanding of how to differentiate instruction by utilizing increasingly complex text and creating an information-intensive environment that includes print, non-print, multimedia, and digital texts to foster engagement and literacy.
- Effectively communicate assessment data and instructional strategies to students, caregivers, teachers, and other educators to foster deeper engagement.
- Conduct an ongoing, real-world classroom-based case study, with emphasis on a student with identified reading deficiencies.

Gifted Education

Nature and Needs of Gifted Students
No. GT-ED-241 Grades K-12
60 hours

This course provides an overview of the nature and historical evolution of gifted education to include its importance, implications, and overall benefits. Significant events, policies, and procedures affecting the delivery of gifted education will be reviewed, as well as the cognitive, social, and emotional characteristics specific to students identified as gifted. Historical, national, and state definition of giftedness will be examined. Teaching gifted students involves careful planning and identification of students; use of data in the planning stages, delivery models, and a teamed approach that involves parents and all educational stakeholders. Analyzing student/teacher relationships and prioritizing needs will begin with individualized student plans as participants develop their ability to analyze and plan to differentiate for multiple learner types and instructional needs. Strategies for co-teaching using traditional and 21st century curriculum will inform an understanding of the teacher's responsibility for record-keeping and developing suitable educational plans.

Student Learning Outcomes

➢ Describe the importance, implications, and benefits of gifted education for students and society through the identification of key philosophies, theories, and research.
➢ Demonstrate an understanding of major historical and contemporary trends that influence gifted education.
➢ Demonstrate knowledge of the historical, national, and state definitions of giftedness.
➢ Identify cognitive and affective characteristics of learners who are gifted, including those from diverse backgrounds.

- Identify the needs and challenges associated with common gifted characteristics.
- Compare and contrast the cognitive, social, emotional, experiential, and economic factors in supporting or inhibiting the development of giftedness.
- Understanding the role of societal, cultural, emotional, experiential, and economic factors in supporting or inhabiting the development of giftedness.
- Identify issues related to the identification of students who may be gifted.
- Examine district screening practices and identification procedures.
- Recognize contents, uses, limitations, and interpretation of multiple assessments for the screening and identification of learners who are gifted, including students from diverse backgrounds.
- Examine how gifted services differ from education services with regard to curriculum, instruction, grouping, and learning environment.
- Analyze the relationship among gifted programming, differentiation, and identification criteria.
- Prioritize the educational needs of individual students who are gifted based on cognitive and affective characteristics and present levels of educational performance.
- Compare and contrast different service delivery models for students who are gifted and the relationship of the level of need for differentiation to placement on a continuum of services.
- Describe the characteristics and competencies of effective teachers of students who are gifted.
- Identify laws, regulations, and official documents that directly impact students who are gifted and receive services in Florida, including the relationship between exceptional student education and gifted programs.
- Identify and interpret implications of current research that impacts gifted education.
- Demonstrate an understanding of the teacher's responsibility for record keeping, including developing a suitable educational plan (EP) for an individual learner who is gifted.
- Examine the importance and role of the parent, teacher, and student in advocating for the gifted.

Curriculum and Instruction for Teaching Gifted Students: Strategies, Procedures, and Methods
No. GT-ED-267 Grades K-12
60 hours
Participants will learn the various theories behind the pedagogy of the gifted and talented in order to differentiate and adapt instruction. Knowledge of the role of state and national standards will be pivotal to understanding the principles of differentiation and UDL. After researching and reviewing models for teaching gifted students, participants will understand and practice with the delivery of effective models of instructional strategies and curriculum selection. The role of assessment will drive selection, planning, and student placement to effectively match instructional needs to learners. After identifying student needs, participants will locate resources both in the course and outside of the course through action research that are pertinent to their students' needs. Demonstrate the ability to develop a unit of instruction aligning curricular components to Florida State Standards, including objectives, introduction, teaching strategies, learning activities, products, resources, and assessments to meet the cognitive and affective needs of gifted learners. Knowledge of a continuum of services that support the needs and interests of gifted students will

be key. Demonstration of various types of assessments and assessment strategies used before, during, and after instruction will also provide evidence of student growth and understanding. Participants will ultimately demonstrate their ability to work and communicate effectively with students, families, and school personnel in the interest of students who are gifted.

Student Learning Outcomes

➢ Justify the need to differentiate or adapt instruction to respond to the needs of the gifted learner.
➢ Demonstrate understanding of the terminology used in the development of curriculum for the gifted.
➢ Demonstrate knowledge of the role of the current state and national standards of the general education curriculum and implications for the education of gifted students.
➢ Demonstrate knowledge of the principles of differentiation and Universal Design for learning (UDL).
➢ Demonstrate the ability to evaluate models for teaching gifted curriculum.
➢ Develop an understanding of the issues of equity and excellence as they relate to the gifted.
➢ Demonstrate knowledge of effective instructional strategies and the role of the teacher in implementing these strategies.
➢ Demonstrate the ability to select gifted curriculum and appropriate instructional strategies.
➢ Demonstrate the ability to select gifted curriculum and appropriate instructional strategies.
➢ Appreciate the role of assessment as an instructional strategy.
➢ Demonstrate awareness and knowledge of appropriate resources and materials for developing curriculum and facilitating learning for students who are gifted.
➢ Demonstrate the ability to match instructional strategies to individual needs of learners.
➢ Identify the impact of Response to Intervention (RtI) as it pertains to students who are gifted.
➢ Demonstrate the ability to develop a unit of instruction aligning curricular components to Florida State Standards, including objectives, introduction, teaching strategies, learning activities, products, resources, and assessments to meet the cognitive and affective needs of gifted learners.
➢ Demonstrate knowledge of a continuum of services to support the needs and interests of gifted students.
➢ Demonstrate the ability to identify various types of assessments and assessment strategies used before, during, and after instruction that provide evidence of student growth and understanding.
➢ Demonstrate the ability to identify student outcomes, evaluate student progress, and develop an appropriate Educational Plan (EP).
➢ Demonstrate the ability to effectively communicate and work in partnerships with students, families, and school personnel in the interest of students who are gifted.
➢ Establish criteria to evaluate the effectiveness of the gifted programs at local, district, and state levels based on research-based, valid approaches.
➢ Identify areas in which to assess gifted programs based on the parameters defining gifted services as set by state and national standards, laws, rules, and policies.
➢ Identify areas in which to assess gifted programs based on the unique needs of students who are gifted.
➢ Identify effects of culture and environment as well as family and key stakeholders in gifted programming.

Guidance Counseling of Gifted and Talented Students

No. GT-ED-270 Grades K-12
60 hours

Guidance and counseling gifted students to help them achieve their talents requires skillful coaching and motivational address of the students in their care, with a particular focus on college and career readiness, addressing the needs of special categories of learners, and development of the gifted students' full potential.. This course will examine the need for special guidance and counseling of the gifted and talented, and propose multiple self-concept and motivational strategies focused on their specific needs for career and family counseling. Students will be able to identify common attitudes, biases, and expectations about gifted students, then research the ways in which these attitudes and biases affect learning, behavior, environment, etc. Understanding personality types, characteristics of emotional and spiritual giftedness, along with strengths, vulnerabilities, and how they tie into specific behaviors among gifted students. As participants learn to identify risk factors and resiliency related to gifted students, they will come to understand categories of acceleration while understanding, and rising to, the need for supportive services needed for gifted individuals due to the complexity and sensitivity of their nature.

Student Learning Outcomes

- Identify common attitudes, biases, and preconceived expectations held about gifted children by teachers, parents, age-related peers, and throughout American society.
- Discuss the many ways these attitudes affect the everyday lives of gifted children and impact educational services available to them.
- Identify several current definitions of giftedness. Note the impact each definition has in a school situation, at home and in society at large.
- Attain a developmental understanding of gifted individuals across the life span from infancy to adulthood incorporating a holistic perspective (namely: intellectual, physical, social, and spiritual/moral).
- Describe how the interaction between the environment and innate capabilities affects productivity throughout life.
- Understand the inner experience of gifted children.
- Become familiar with Dabrowski's Theory of Positive Disintegration and the importance of Developmental Potential and Overexcitabilities in understanding the gifted.
- Become cognizant of personality variables that affect the social and emotional well-being of gifted children.
- Understand the distinguishing characteristics of emotional and spiritual giftedness.
- Understand strengths and vulnerabilities of a gifted individual that originate from within the self.
- Understand vulnerabilities that are due to another's reaction to giftedness.
- Understand the vulnerabilities that are due to a specific circumstance.
- Realize that some researchers further categorize gifted people by IQ scores, into highly and profoundly gifted categories.
- Understand that a person who has an I.Q. that is two or more standard deviations above the norm will have greater difficulty finding peers and will be misunderstood by others.
- Recognize that a person with an I.Q. two or more standard deviations above the norm is different.

- Understand that any grouping of traits for profoundly gifted individuals is merely for convenience of presentation.
- Describe the different social and emotional needs of gifted students from special populations, including gender, ethnicity and culture, socioeconomic status, twice exceptional, and underachieving students.
- Realize the need for additional or different assessment tools to identify special population students.
- Learn how to recognize, understand, and support gifted children with multiple differences.
- Identify risk factors and resiliency as related to gifted students.
- Enumerate what you can do as a teacher to help students at risk.
- List symptoms in children and adults of addiction and physical or sexual abuse.
- Read Templeton National Report on Acceleration- A nation deceived: How schools hold back America's brightest students. Vol. 1 and 2. (2004) and A Nation Empowered. Vol. 1 and 2 (2015) Colangelo, N., Assouline, S., & Gross, M.
- Understand two categories of acceleration - grade based and subject based - and list 18 acceleration options that respond to gifted students' academic needs and support their social and emotional well-being.
- Compare and contrast Florida's Acceleration Statute 1002.3105 f. s. with your district's schools' policies and activities for acceleration.
- Recognize home-schooling as a positive option for some gifted students and families.
- Be aware of myths, fears and expectations of teachers and administrators that hold back students and the research that responds to these concerns.
- Understand the need for supportive services for gifted individuals due to the complexity and sensitivity of their nature.
- Recognize that a counselor, therapist, or psychologist must be educated in the gifted field so not to misdiagnosis common characteristics of gifted individuals as pathology.
- Realize counseling provides empathy and partnership in times of need.
- Identify activities and resources to assist K-12 students who are gifted in planning for further education, career, or life choices.
- Recognize that guidance and career counseling support gifted individuals in decision-making for positive life choices.
- Learn how to help students develop social skills and inspire leadership.
- Support gifted children's experience of global interconnectedness and personal responsibility to take action.
- Realize that a primary need in life is to belong.
- Help gifted children to appreciate that their profound sensitivity and empathy can be channeled to help humankind.
- Recognize that perceptivity, empathy, ethics, values, integrity, and leadership are related.
- Acquire and refine the knowledge and skills needed to advocate for gifted learners.
- Identify how parent, teacher, and educational advocates can positively affect gifted services and programming.
- Identify advocacy issues, needs, resources, educational laws, skills, and strategies.
- Support the necessity of self-advocacy by gifted students.
- Understand that gifted children naturally have unique needs that parents are challenged to address daily.

- Recognize that parents of gifted children need guidance and support to respond suitably to additional needs and demands of their children.
- Realize that parents of gifted children may experience isolation from other parents due to other's lack of understanding; societal expectations and myths; jealousy; competition; and lack of acceptance that gifted children have special needs.
- Understand the significance of the quote from Mr. Rogers: "The best parents can do for children is to listen to them."

Educating Special Populations of Gifted Students
No. GT-ED-271 Grades K-12
60 hours
After an introduction to theory of inclusion and giftedness, participants in this course will work diligently to examine and analyze the resources for mainstreaming and research-based approaches with strategies that work for inclusion of students with special needs in regular classrooms. Various programs from around the country will be analyzed and vetted for their movement of students in gifted programs, along with an introduction to multiple resources that include materials, strategy guides, implementation tools, and examples to be embedded into final projects. Rich discussion will inform larger sections of theory and sharing of best practices that interface with course approaches and what research says about teaching to students in inclusive settings, particularly for the gifted. Competencies include educating special populations of gifted students such as minorities, underachievers, handicapped, economically disadvantaged and highly gifted to include student characteristics and programmatic adaptations.

Student Learning Outcomes

➢ Demonstrate knowledge of Plan B (Florida Statutes and State Board of Education Rules, 6A.-6.03019 Special Instructional Programs for Students Who are Gifted) and 6A.-6.03313 (Procedural Safeguards for Exceptional Students Who are Gifted).
➢ Demonstrate Knowledge of alternative assessments and non-traditional screening, and evaluation appropriate for use with students from special populations.
➢ Match appropriate screening and identification procedures with the needs of special populations.
➢ Within the broad spectrum of giftedness in the general population, identify subgroups and underserved populations.
➢ Understand the learning needs and challenges of diverse types of gifted students.
➢ Identify the unique needs of gifted girls, culturally diverse, rural, those with disabilities, underachieving, highly gifted, young gifted students, and disadvantaged gifted students.
➢ Examine the challenges of finding gifted students from underserved populations.
➢ Justify the need to modify and differentiate the curriculum in terms of the needs of these special populations.
➢ Examine the nature of giftedness in relation to multicultural principles and underserved populations.
➢ Acquire knowledge of diversity focus on national standards in gifted education.
➢ Justify the need to modify and differentiate the curriculum in terms of the needs of these special populations.
➢ Examine personal cultural competencies.

- ➢ Understand the impact of global diversity issues in education of gifted students from diverse ethnic perspectives.
- ➢ Examine the rights and perspectives of diverse ethnic religious gifted students and first amendment issues.
- ➢ Identify the characteristics of special ethnic groups of gifted students.
- ➢ Develop an awareness of, and demonstrate teaching strategies for, addressing the needs of specific ethnic groups.
- ➢ Understand the characteristics and needs of linguistic minority gifted students.
- ➢ Appreciate and incorporate the cultural and linguistic perspectives of gifted students who are bilingual or multilingual into curriculum.
- ➢ Examine policies and procedures for working with gifted LEP (Limited English Proficient) or EL (English Learners) students.
- ➢ Examine ways to identify high potential linguistic minority students.
- ➢ Identify strategies to effectively work with linguistic minority students.
- ➢ Identify strategies to effectively work with linguistically diverse gifted students and those who are classified as LEP or EL students.
- ➢ Examine the impact of cultural, ethical, and educational norms and expectations on underachievement in gifted students.
- ➢ Understand the individual characteristics, attitudes, and circumstances that can affect the achievement of a gifted student from diverse populations.
- ➢ Explore ways to identify gifted students from special populations who are unsuccessful in school.
- ➢ Examine the characteristics and needs of these students.
- ➢ Identify strategies to assist these students.
- ➢ Identify and describe low socio-economic status populations that are underserved.
- ➢ Examine the nature of giftedness as masked by socio-economic and educational disadvantages.
- ➢ Identify inhibiting socio-economic factors that have prevented services for low-income gifted children.
- ➢ Identify key research on identification of disadvantaged gifted students from underserved populations.
- ➢ Examine alternative, contextual or process-oriented forms of assessment as promising ways to identify low-income gifted students.
- ➢ Examine methods and strategies that challenge the unique needs of disadvantaged gifted children.
- ➢ Research promising programs and services for socio-disadvantaged gifted children that would accommodate their unique needs for skill-development, exposure to relevant experiences, mentoring opportunities, and access to resources in the community.
- ➢ Clarify and define diverse types of gifted twice-exceptional students.
- ➢ Demonstrate knowledge, characteristics, and needs of students who are both gifted and have a disability, including physical impairments, sensory impairments, emotional and behavioral disabilities, and learning disabilities.
- ➢ Identify the reasons that gifted students with disabilities are underrepresented in gifted programs.
- ➢ Discuss strategies and programming needs for gifted students who are twice-exceptional.

- ➢ Identify and describe the impact of non-traditional experiences, values, and cultural expectations on the development and educational experiences of gifted students.
- ➢ Identify the unique characteristics and needs of gifted students from diverse family structures.
- ➢ Identify strategies for stimulating personal growth of gifted students from diverse families.
- ➢ Identify community support systems for diverse families of gifted students.
- ➢ Examine stereotyping and prejudice that impacts girls, boys, and those who identify as LGBTQ+.
- ➢ Examine the impact of culture and ethnicity on gender expectations for gifted students from minority groups.
- ➢ Demonstrate knowledge of how gender can affect achievement and aspirations of gifted students.
- ➢ Explore the contribution of mentorships in their education.
- ➢ Examine concepts of age-appropriate development in relation to concepts of giftedness.
- ➢ Understand the needs and characteristics of very young gifted students.
- ➢ Examine ways to identify very young gifted students in early childhood education and support their educational and personal needs.
- ➢ Understand the needs and characteristics of highly gifted students.
- ➢ Identify problems, challenges and present options for developing skills in highly gifted students.
- ➢ Examine exemplary practices and programs for meeting the needs of the highly gifted student.
- ➢ Identify and describe criteria of effective programs.
- ➢ Examine theories of giftedness in the socio-cultural perspective in relation to goals for gifted programs.
- ➢ Identify instructional methods that accommodate the needs of special populations.
- ➢ Identify key research on programs for special populations.
- ➢ Communicate and consult with school personnel to evaluate the effectiveness of programs in local schools/districts.

Theory and Development of Creativity: Practices that Nurture Creativity in the Gifted and Talented
No. GT-ED-272 Grades K-12
60 hours
Valuing creativity, the knowledge and characteristics of creativity, its importance in the curriculum; implications, and benefits of creative thinking in the classroom will be explored in-depth. From assessment and evaluation, to personalizing a committed action plan and teaching it will all occupy the focus within this course. History and theory of gifted and talented education will interface with how it can be used to address problems in society, promote personal growth, and build student capacity in reading, writing, thinking, and problem-solving. This course is geared toward introducing participants to multiple cognitive-based strategies with a strong research based, proven to work in gifted settings. Beginning with environment, participants will look at methods to nurture creativity by cultivating and employing "the art brain" in their students. In addition, students will examine the role assessments play in evaluating and differentiating for creativity. They will investigate various creative programs and design

instructional plans that work to establish an appropriate classroom environment that nurtures and fosters creative thinking.

Student Learning Outcomes

- ➢ Describe the importance, implications, and benefits of creative thinking for students in today's schools and for society.
- ➢ Demonstrate an understanding of how creative thinking can be used to address problems in society.
- ➢ Describe the impact of creativity on personal growth and self-actualization.
- ➢ Compare and contrast several definitions of creativity, including a personal definition, and explain why a single definition has not been universally accepted.
- ➢ Review research in the field of creativity and apply it to a classroom setting.
- ➢ Demonstrate an understanding of the elements of creative thinking, e.g. fluency, flexibility, originality and elaboration.
- ➢ Identify cognitive and personal characteristics associated with creativity across cultures and throughout time using contemporary and historical examples.
- ➢ Identify specific personal, developmental, socio-cultural, and educational experiences that facilitate and those that inhibit the development of creativity and its expression.
- ➢ Recognize ways to establish a classroom environment that fosters the development and expression of creativity.
- ➢ Plan appropriate teaching strategies and groupings that support the development and expression of creative abilities.
- ➢ Investigate tools and programs (e.g. Odyssey of the Mind, Future Problem Solving, Invent America) for generating ideas, focusing thought, and fostering creativity.
- ➢ Develop instructional plans to integrate creativity within and across the content areas on process and product.
- ➢ Understand the role of assessment of creativity and the use of tests and inventories.
- ➢ Describe, compare, and evaluate different instruments for measuring creativity.
- ➢ Examine the role of assessment, including portfolio development, in the evaluation of creative processes and products.
- ➢ Describe traits and appropriate criteria used to assess creative outcomes and products.
- ➢ Explore and analyze the ethical issues surrounding creativity.
- ➢ Design and implement a personal plan for establishing a classroom environment to nurture and develop creativity.
- ➢ Evaluate personal and student creativity development and monitor success in applying creativity strategies to real problems and challenges.