## Course Description:
This course emphasizes the socio-cultural and educational similarities and differences of gifted students. Students will learn the instructional strategies, resources, and materials necessary for the implementation of an equitable system of instruction. (3-hour lecture)

## Course Competency

### Competency 1: The student will use communication strategies and resources to facilitate understanding of subject matter for individuals with gifts and talents who are English Language Learners by:
1. Identifying forms and methods of communication essential to the education of individuals with gifts and talents, including those from diverse backgrounds.
2. Recognizing the impact of diversity on communication.
3. Comparing and contrasting implications of culture, behaviors, and language on the development of individuals with gifts and talents.
4. Accessing resources and developing strategies to enhance communication skills for individuals with gifts and talents including those with advanced communication and/or English Language Learners.
5. Using advanced oral and written communication tools, including assistive technologies to enhance the learning experiences of individuals with exceptional learning needs.

### Competency 2: The student will practice in multiple roles and complex situations across wide areas and developmental ranges by:

## Learning Outcomes
- Communication
- Critical thinking
- Information Literacy
- Computer / Technology Usage
- Critical thinking
- Information Literacy
- Cultural / Global Perspective
- Social Responsibility
- Ethical Issues
1. Recognizing personal and cultural frames of reference that affect one’s teaching of individuals with gifts of talents, including biases about individuals from diverse backgrounds.
2. Evaluating organizations and publications relevant to the field of gifted and talented education.
3. Assessing personal skills and limitations in teaching individuals with exceptional learning needs.
4. Maintaining confidential communication about individuals with gifts and talents.
5. Modeling and encouraging respect for the full range of diversity among individuals with gifts and talents.
7. Evaluating practices through continuous research supported by professional development in gifted education and related fields.
8. Participating in the activities of professional organizations related to gifted and talented education.
9. Critiquing personal practices to improve teaching and guiding professional growth in gifted and talented education.

**Competency 3:** The student will understand how language, culture, and family background interact with an individual’s predispositions to impact academic and social behavior, attitudes, values, and interests by:

- Communication
- Critical thinking
- Information Literacy
- Cultural / Global Perspective

1. Identifying influences of diversity factors on individuals with exceptional learning needs.
2. Comparing and contrasting academic and affective characteristics and learning needs of individuals with gifts, talents, and disabilities.
3. Discriminating the idiosyncratic learning patterns of individuals with gifts and talents, including those from diverse backgrounds.
4. Recognizing the influences of different beliefs, traditions, and values across and within diverse backgrounds.

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groups on relationships among individuals with gifts and talents, their families, schools, and communities.

5. Integrating perspectives of diverse groups into planning instruction for individuals with gifts and talents.

**Course Competency 4**: The student will develop and use differentiated instructional planning by:

- Communication
- Critical thinking
- Information Literacy

1. Designing and writing differentiated learning plans for individuals with gifts and talents, including individuals from diverse backgrounds.
2. Developing scope and sequence plans for individuals with gifts and talents.
3. Selecting curriculum resources, strategies, and product options that respond to cultural, linguistic, and intellectual differences among individuals with gifts and talents.
4. Selecting and adapting a variety of differentiated curricula that incorporates advanced, conceptually challenging, in-depth, distinctive, and complex content.