

PROPOSED NEW PROGRAM FOR GIFTED AND TALENTED LICENSE ADDITION

March 29, 2005

1) Change/Program Description

Describe succinctly the change/program being proposed.

The state of Indiana no longer is offering endorsements. This proposal is to move the current gifted and talented endorsement program to a gifted and talented licensing program.

2) Rationale

What student and/or future professional education/licensure needs will this proposal address?

Adding this gifted and talented education licensing area will contribute to better preparation of teachers and the k-12 students they serve. No Child Left Behind legislation and Public Law 221 include meeting gifted and talented students' exceptional needs. In south central Indiana IU Bloomington was the only institution of higher education to offer an endorsement program in gifted and talented education. This license addition will only for developmental level(s) of the students/teachers' existing licenses.

What evaluation evidence prompted the recommended change/program?

State mandated change from the endorsement to a licensing program created the need for change.

3) Faculty Staffing

What are the anticipated necessary faculty resources? How do these align with the faculty needs/resources of existing programs?

The same faculty who taught in the endorsement program, Dr. Janice Bizzari and Dr. Enid Zimmerman, will be teaching the courses in the gifted and talented licensing program. Dr. Bizzari will teach W551, W552/Z530, W533/Z531 and Dr. Zimmerman will teach Z510, and W595/Z701. Dr. Zimmerman is retiring in July, 2005. In 2006, Dr. Zimmerman will continue administration of the gifted and talented licensing program even though she will retire in July 2005. Dr. Zimmerman anticipates that she will continue to teach and will have any reimbursement for her teaching placed into a professional travel fund.

4) Principle/Standard Documentation

Include appropriate documentation as to how the proposal addresses the School's Six Guiding Principles (see attachment) and the respective Indiana Professional Standards Board (IPSB) standards. Documentation should include updated program matrices. Also include documentation as to how the proposal incorporates the Indiana K-12 academic standards.

Six Guiding Principles**1) Community.**

Bizzari and Zimmerman will plan all courses together so there is a flow to the curricular continuum. A focus of their collaborative work together will emphasize the teacher as leader in their approach to teaching methodologies and curriculum development when they return to their local schools and community. Also, a caring

community of teachers, a cohort group, develops during the intensive course offerings in the gifted and talented licensing program that take place in the one month period during a summer. Most of the participants will come for two consecutive summers to complete their coursework for the gifted and talented licensing program.

2) Critical Reflection

Most teachers who enroll in the GT licensing program are motivated to do so because they have students in their classes for whom there is a need to individualize the curriculum. Emphasis in all courses in the gifted and talented licensing program will focus on teachers critically examining their current teaching practices and making adaptations for their gifted and talented students.

3) Intellectual, Personal, and Professional Growth

The new licensing program is unique in that the academic areas, including the arts, are integrated in all courses. Teachers of academic subjects such as math, science, social studies, and language arts will learn how to include visual culture into their curriculum into their teaching strategies and the products students are asked to produce. Teachers are encouraged to push boundaries and to take risks in creating new curricular teaching strategies, resources, and evaluation methods for their high ability students.

4) Meaningful Experience

As a result of taking courses in the licensing program, teachers always will return to their various school communities and put theory into practice. Due to the intensive nature of the course work, most assignments require that teachers develop practical assignments and products related to their local teaching responsibilities. In past evaluations of the gifted and talented endorsement program, teachers consistently have stated that the practical application is meaningful for them in their preparation and implementation of standards and curriculum.

5) Knowledge of Multiple Forms of Understanding

Emphasis in all classes is problem finding and problem solving related to interdisciplinary curriculum development, methodologies, and assessment. Use of multiple intelligences and individual learning styles are emphasized in all classes. The diversity of how gifted and talented students learn and they apply subject matter to real world situations is unique to this licensing program.

6) Personalized Learning

One goal of the program is for teachers to become leaders and advocates for students for whom the regular curriculum is not adequate. In practicum experiences, teachers will be expected to apply what they have learned in public arenas, such as publishing articles, developing parent and teacher workshops, presenting at state and national conventions, and/or serving as teacher leaders in local and community planning committees for gifted and talented programs.

Inquiry

Inquiry is the essence of good gifted teaching. Teachers are expected to be creative, critical, and reflective inquirers and to bring skills in these areas to their teaching practices with gifted and talented students.

5) Integration with Existing Programs

How does the proposal contribute/depart from the existing program(s)?

The licensing program in Gifted and Talented Education has the same format and courses as the prior endorsement program.

Last summer 2004 there was a problem with courses being listed on-line with incorrect information. We also tried to have registration prior to when the courses met instead of on the first day as we had in the past. The latter was not successful and many students had so much difficulty with registration they did not register at all for the three courses. Except for the past summer, we have had enrollments of about 24-30 students in all classes in the Gifted and Talented Endorsement Program except the Z510 elective class that has had about 18-22 students each time it has been taught.

6) Implementation Time Line

Propose an implementation time line in terms of the first class of students for whom the change is required/available. State the proposed semester of the first class(es) offering.

The gifted and talented licensing program will begin summer 2004. Participants who take classes in 2005 will be able to complete their license in gifted and talented education in 2006.

7) Assessment Plan

Provide a description of plans for self-assessment of the change/new program and the process of ongoing program review.

Each class in the program uses the SOE Curriculum and Instruction course evaluations. In addition, individual instructors use open-ended assessments in all courses. There will be a final assessment of the program after students complete all five required courses. In addition, there will be a follow-up survey conducted a year after students complete the license program to find out how they were able to apply their knowledge and skills about gifted and talented education.

8) Documented Program Faculty and/or Department Chair Review and

Approval (include approval from dean outside of School of Education, as appropriate) Include documentation which indicates that the proposed changes have been reviewed by program faculty and/or department chair to reflect support of the change and revised program documentation (see #4) and support of the faculty resources noted in #3.

9) Appropriate University Forms

Gifted and Talented License Program at Indiana University

The School of Education at Indiana University in Bloomington offers a unique, integrated academic and arts Gifted and Talented License Program for K-12 teachers, administrators, graduate students, and counselors. Five courses, taken over two summers, are required for a License in Gifted and Talented Education. Courses also may be taken without enrollment in the license program. Z510 Arts for Exceptional Children: Gifted course is an elective course. Courses taken at other institutions that focus on talent development in any area may be substituted for this course with the instructor's approval. Courses may be taken with artistically talented or academically talented course numbers. Content in all courses except Z510 are about general gifted and talented education. Students do readings, papers, and projects in their own disciplines such as art, music, math, science, reading, early preschool, and general k-6 education.

Faculty: Dr. Janice Bizzari, Dr. Gilbert Clark, and Dr. Enid Zimmerman.

Dr. Bizzari is Principal at University Elementary School, Adjunct Faculty member at IU, and former Coordinator of Gifted and Talented Programs for Monroe County Community Schools. Dr. Clark is Professor Emeritus of Art Education and Gifted and Talented Education at IU. Dr. Zimmerman is Professor and Coordinator of Art Education and Gifted and Talented Programs at IU.

Each course in the IU Gifted and Talented License Program is offered for three credits and meets from 9:00 AM to 4:00 PM daily for five days. In addition, students are required to complete papers and projects after the classes end. Students either meet with instructors on campus or through e-mail messages to discuss these papers and projects in process and at their completion. Three courses are offered each summer during June and early July at University Elementary School. The educational psychology course is offered every summer and the other courses alternate every other summer. Participants enroll in either academic or arts courses that meet concurrently.

W551- Education and Psychology of the Gifted and Talented

Participants develop an understanding of the nature and needs of gifted and talented individuals. Identification and selection strategies, characteristics, and educational program opportunities are emphasized as well as the historical context of gifted education.

W552-Curriculum for Gifted and Talented

or

Z530- Curriculum for Artistically Talented Students

Participants examine issues related to curriculum design, adaptation, implementation, and evaluation. Curricular theories and models, as well as subject matter modifications and administrative and program management, are studied.

W553-Methods and Materials for the Gifted and Talented

or

Z531-Advanced Methods and Materials for Artistically Talented Students

Participants concentrate on teaching strategies that benefit gifted and talented learners. Opportunities also are provided to select, develop, and evaluate educational materials for art and academic programs.

W595- Practicum: Gifted and Talented

or

Z701-Art Education Practicum with Artistically Talented Students

Participants review teaching and practical applications based on gifted and talented practices in art and academic areas. Methods and materials introduced in previous courses are used for professional development such as presenting papers at conferences, conducting workshops, or publishing articles in magazines or journals.

The practicum is a regular course that meets for one intensive week. After the class ends, students work on practicum projects in their schools or other venues that are to be completed by the end of the fall semester after they have taken the practicum course.

Z510-Arts for Exceptional Children: Gifted

Participants explore issues and practices related to programs for artistically and academically talented students including integrating the arts and academics in gifted and talented programs. Focus is on student identification, curriculum development, and programming and assessment issues.

IU Gifted and Talented License Program- Summer 2005

This summer IU will offer three of five required courses for an Indiana License in Gifted and Talented Education. Courses may be taken without enrollment in the licensing program. Courses are open to all graduate students, K-12 and special area teachers, administrators, and counselors. All courses are held at University Elementary School off campus. The courses are:

Educational Psychology of the Gifted and Talented (W551)

June 13-17, 2005

(3 credits) 9:00 a.m.-4:00 p.m., Daily

Instructor: Janice Bizzari

Curriculum for the Gifted and Talented (W552)

June 20-24, 2005

(3 credits) 9:00 a.m.-4:00 p.m., Daily

Instructors: Janice Bizzari

or

Curriculum for Artistically Talented Students (Z530)

June 20-24, 2005

(3 credits) 9:00 a.m.-4:00 p.m., Daily

Instructor: Janice Bizzari

*Students are to register for **either** W552 or Z530 that meet concurrently.*

Arts for Exceptional Children: Gifted (Z510)

June 27-July 1, 2005

(3 credits) 9:00 a.m.-4:00 p.m., Daily

Instructors: Enid Zimmerman and Gilbert Clark

These classes meet at University Elementary School.

For more information contact:

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| <p style="text-align: center;"><i>Standard 2: Development and characteristics of learners</i></p> <p>Typical and atypical human growth and development.</p> <p>Similarities and differences of individuals with and without gifts and talents and the general population of learners.</p> <p>Similarities and differences among individuals with gifts and talents.</p> <p>Educational implications of various gifts and talents.</p> <p>Characteristics and effects of the cultural and environmental milieu of the child and the family.</p> <p>Effects of medications on individuals with gifts and talents.</p> <p>Cognitive characteristics of individuals with gifts and talents in intellectual, academic, creative, leadership, and artistic domains.</p> <p>Affective characteristics of individuals with gifts and talents in intellectual, academic, creative, leadership, and artistic domains.</p> <p>Effects of families on the development of individuals with gifts and talents.</p> <p>Family systems and the role of families in supporting development and educational progress for students with gifts and talents.</p> | <p>Presentation in class</p> <p>Written reports</p> | | |
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| <p>Standard 3: Individual learning differences</p> <p>Impact of diversity on educational placement options for individuals with gifts and talents.</p> <p>Variations in beliefs, traditions, and values across and within cultures and their effects on relationships among individuals with gifts and talents, family, and schooling.</p> <p>Impact gifts and talents can have on an individual's life.</p> <p>Academic characteristic of individuals with gifts and talents, and disabilities.</p> <p>Affective characteristics of individuals with gifts and talents, and disabilities.</p> <p>Impact of multiple exceptionalities that may result in sensory, motor, or learning needs.</p> <p>Differing learning styles of individuals with gifts and talents including those from culturally diverse backgrounds and strategies for addressing these styles.</p> <p>Impact of learners' academic and social abilities, attitudes, interests, and values on instruction and career development.</p> <p>Cultural perspectives influencing the relationship among families, schools, and communities as related to effective instruction</p> | <p>CEC Standard 3:</p> <p>Addressed in: W551; W553/Z531</p> <p>Summative Assessment in: W551, W595, Z701</p> <p>Presentations in class and in public forums</p> <p>Individual learning influences projects</p> | <p>CEC Standard 3:</p> <p>Interpretations of individual student assessments</p> <p>Papers, articles, workshops, presentations in public forums, interviews with students, teachers, parents, administrators</p> | <p>CEC Standard 3:</p> <p>Research Reviews Rubrics</p> <p>Self-assessment Form</p> <p>Individual Learning Matrix</p> <p>Interview Protocols</p> |
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| <p>Standard 4: Instructional strategies</p> <p>Sources of differentiated materials for individuals with gifts and talents.</p> <p>Technology for planning and managing the teaching and learning environment.</p> <p>Select, adapt, and use instructional strategies and materials according to characteristics of individuals with gifts</p> | <p>CEC Standard 4</p> <p>Addressed in W551;</p> <p>Summative Assessment in W552/Z530; W553/Z531; Z510 W595/Z701</p> <p>Presentations in class and in public forums</p> | <p>CEC Standard 4</p> <p>Curriculum unit and lesson plan development, reflectives readings, class discussions</p> | <p>CEC Standard 4</p> <p>Curriculum Development rubric</p> <p>Curriculum plan Matrix</p> <p>Evidence of presentation in public forum</p> |
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| <p>and talents.</p> <p>Use instructional time effectively.</p> <p>Teach individuals to use self-assessment, problem solving and other cognitive strategies to meet their needs.</p> <p>Choose and use technologies to modify the instructional process.</p> <p>Use strategies to facilitate effective integration into various settings.</p> <p>Integrate social skills into the curriculum.</p> <p>Use procedures to increase the individual's self-awareness, self-management, self-control, self-reliance, self-esteem, and self-advocacy.</p> | <p>Written reports</p> <p>Projects focused on new instructional strategies for classroom use</p> | | <p>Self-assessment form</p> |
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| Standard 5: Learning environments/social interactions | CEC Standard 5 | CEC Standard 5 | CEC Standard 5 |
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| <p>Ways specific cultures are negatively stereotyped.</p> <p>Strategies used by diverse populations to cope with a legacy of former and continuing racism.</p> <p>Effective management of teaching and learning for students with gifts and talents.</p> <p>Acceleration, enrichment, and counseling within a continuum of service options for individuals with gifts and talents.</p> <p>Grouping practices that support differentiated learning environments.</p> <p>Ways to create learning environments that allow individuals to retain and appreciate their own and each others' respective language and cultural heritage.</p> <p>Strategies for crisis prevention and intervention.</p> <p>Strategies for preparing individuals to live harmoniously and productively in a culturally diverse world.</p> <p>Establish and maintain rapport with individuals</p> | <p>Addressed in: W551; W552/Z530' W553/Z531; Z510</p> <p>Presentations in class</p> <p>Research reviews</p> <p>Resource binder</p> <p>Written reports</p> | <p>Curriculum unit and unit development, interviews with parents, teachers and students; case studies</p> | <p>Self-assessment Form</p> <p>Unit and Lesson Matrix</p> <p>Evaluation Form</p> <p>Class Environment Assessment Form</p> <p>Art Talent Reflection Forum</p> <p>Resource Binder Rubric</p> |

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| <p>with gifts and talents.</p> <p>Structure, direct and supervise the activities of paraeducators, volunteers and tutors.</p> <p>Create a safe, equitable, positive, and supportive learning environment in which diversities are valued.</p> <p>Design learning environments that encourage active participation in individual and group activities.</p> <p>Create an environment that encourages self-advocacy and increased independence.</p> <p>Teach self-advocacy.</p> <p>Prepare and organize materials to implement daily lesson plans.</p> <p>Design and manage daily routines.</p> <p>Direct activities of classroom volunteers.</p> <p>Use universal precautions.</p> <p>Organize, develop, and sustain learning environments that support positive intracultural and intercultural experiences.</p> <p>Use communication strategies and resources to facilitate understanding of the subject matter for students whose primary language is not the dominant language.</p> <p>Prepare individuals to exhibit self-enhancing behavior in response to societal attitudes and actions.</p> <p>Mediate controversial intercultural issues among students within the learning environment in ways that enhance any culture, group or person.</p> | | | |
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| <p>Standard 6: Language</p> <p>Effects of cultural and linguistic differences on growth and development.</p> <p>Characteristics of one's own culture and use of language and the ways in which these can</p> | <p>CEC Standard 6:</p> <p>Addressed in: W551; W552/Z530; W553/Z531 W595/Z701</p> | <p>CEC Standard 6:</p> | <p>CEC Standard 6:</p> <p>Self-assessment</p> |
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| <p>differ from other cultures and uses of language.</p> <p>Importance of the teacher serving as a model for individuals with gifts and talents.</p> <p>Ways of behaving and communicating among cultures that can lead to misinterpretation and misunderstanding.</p> | <p>Summative Assessment in: W551; W510</p> <p>Research Reviews</p> <p>Individualized curriculum projects</p> | <p>Curriculum unit and lesson modification, individual case studies, instructional strategies modifications</p> | <p>Form</p> <p>Cultural Identification Matrix</p> <p>Curriculum Rubrics</p> |
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| Standard 7: Instructional planning | CEC Standard 7: | CEC Standard 7: | CEC Standard 7: |
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| <p>National, state or provincial, and local curricula standards.</p> <p>Scopes and sequences of general and special curricula.</p> <p>Theories and research that form the basis of curriculum development and instructional practice.</p> <p>Identify and prioritize areas of the general curriculum and accommodations for an individual with exceptional learning needs.</p> <p>General and differentiated curricula for individuals with gifts and talents.</p> <p>Differential curriculum needs of individuals with gifts and talents.</p> <p>Community-based and service learning opportunities for individuals with gifts and talents.</p> <p>Prepare lesson plans for individuals with gifts and talents.</p> <p>Design cognitively complex learning experiences for individuals with gifts and talents.</p> <p>Plan instruction using cognitive, affective, and ethical taxonomies.</p> <p>Sequence, implement, and evaluate individualized learning objectives.</p> <p>Integrate affective, social, and career skills with academic curricula.</p> <p>Develop and select instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences.</p> <p>Develop and implement comprehensive, longitudinal individualized programs in collaboration with team members.</p> <p>Make responsive adjustments to instruction based on continual observations of gifted students.</p> <p>Select instructional models to differentiate specific content areas.</p> <p>Involve the individual and family in setting</p> | <p>Addressed in W552/W530; W553/Z531.</p> <p>Summative Assessment in: Z553/Z531; W525/Z701 Z510</p> <p>Research reviews</p> <p>Individual curriculum projects</p> <p>Resource development portfolio</p> | <p>Curriculum unit and lesson modifications, instructional strategies modifications</p> | <p>Self-evaluation Form</p> <p>Curriculum Rubrics</p> <p>Resource Check List</p> |

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| instructional goals and monitoring progress. Identify realistic expectations for personal and social behavior in various settings. | | | |
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| Standard 8: Assessment | CEC Standard 8: | CEC Standard 8: | CEC Standard 8: |
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| <p>Basic terminology used in assessment.</p> <p>Legal provisions and ethical principles regarding assessment of individuals.</p> <p>National, state or provincial, and local assessment, accommodations and modifications.</p> <p>Screening, prereferral, referral, and identification procedures for individuals with gifts and talents.</p> <p>Use and limitations of assessment instruments for students with gifts and talents.</p> <p>Gather relevant background information.</p> <p>Use formal and informal assessments.</p> <p>Interpret information from formal and informal assessments.</p> <p>Develop and administer nonbiased, informal assessment procedures.</p> <p>Use assessment information in making eligibility, program, and placement decisions for individuals with gifts and talents, including those from culturally and/or linguistically diverse backgrounds.</p> <p>Identify supports needed for integration into various program placements.</p> <p>Develop or modify individualized assessment strategies.</p> <p>Evaluate instruction and monitor progress for individuals with gifts and talents.</p> <p>Use performance data and information from all stakeholders to make or suggest modifications in learning environments.</p> <p>Evaluate learner products and portfolios.</p> <p>Report assessment results to all stakeholders using effective communication skills.</p> <p>Create and maintain records.</p> <p>Use technology to conduct assessments.</p> | <p>Addressed in: W551; W552/Z530</p> <p>Summative Activities W595/Z701 Z510 W553/Z531</p> <p>Presentation in class reports</p> <p>Field experience reports</p> <p>Identification and assessment instrument development</p> | <p>Rubric development, student product evaluation, class research reports, field experiences</p> | <p>Program Assessment Form</p> <p>Identification and Assessment Matrices</p> |

| Standard 9: Professional and ethical practice | CEC Standard 9: | CEC Standard 9: | CEC Standard 9: |
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| Personal cultural biases and differences that affect one's teaching. | Addressed in: W551 | | |
| Organizations and publications, relevant to the field of gifted education. | Summative Assessment in: W552/Z530; W533/Z531, Z510 | Written reports, reflective reading responses, program critiques, projects | Self-Evaluation Forms |
| Continuum of lifelong professional development. | Presentations in workshops or for local and state organizations | | Self-Reflection Forms |
| Articulate personal philosophy of gifted education. | Research reviews | | Program Critiques Rubric |
| Access information on meeting the needs of students with gifts and talents. | Written reports | | |
| Conduct self-evaluation of instruction. | | | |
| Evaluate program activities for continued improvement. | | | |
| Maintain confidential communication about individuals with gifts and talents. | | | |
| Use verbal, nonverbal, and written language effectively. | | | |
| Demonstrate commitment to developing the highest educational potential of individuals with gifts and talents. | | | |
| Demonstrate sensitivity for the culture, language, religion, gender, disability, socio-economic status, and sexual orientation of individual students. | | | |
| Uphold high standards of competence and integrity and exercise sound judgment in the practice of the profession. | | | |
| Engage in professional activities that benefit individuals with exceptional learning needs, their families, and colleagues. | | | |
| Conduct professional activities in compliance with applicable laws and policies. | | | |
| Practice within one's skills limit and obtain assistance when needed. | | | |
| Practice within the CEC Code of Ethics and other standards of the profession. | | | |
| Maintain knowledge of research and literature in special and gifted education. | | | |

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| Participate in the activities of professional organizations related to gifted and talented education. | | | |
| Reflect on one's practice to improve instruction and guide professional growth. | | | |
| Act ethically in advocating for appropriate services | | | |

| Standard 10: Collaboration | CEC Standard 10: | CEC Standard 10: | CEC Standard 10: |
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| <p>Culturally responsive factors that promote effective communication and collaboration with individuals, families, school personnel, and community members.</p> <p>Concerns of families of individuals with gifts and talents and strategies to help address these concerns.</p> <p>Services, networks, and organizations for individuals with gifts and talents.</p> <p>Models and strategies for consultation and collaboration.</p> <p>Collaborate with families and others in assessment of individuals with gifts and talents.</p> <p>Foster respectful and beneficial relationships between families and professionals.</p> <p>Assist individuals with gifts and talents and their families in becoming active participants in the educational team.</p> <p>Plan and conduct collaborative conferences with individuals with gifts and talents and their families.</p> <p>Use group problem solving skills to develop, implement, and evaluate collaborative activities.</p> <p>Communicate with school personnel about the characteristics and needs of individuals with gifts and talents.</p> <p>Communicate effectively with families of individuals with gifts and talents from diverse backgrounds.</p> <p>Model techniques and coach others in the use of instructional methods and accommodations.</p> | <p>Addressed in: Z510; W553/Z531, W552/Z530</p> <p>Summative Assessment in: W551; W595/Z701</p> <p>Workshop presentations</p> <p>Family interviews</p> <p>Local teacher interviews</p> <p>Student interviews</p> | <p>Case studies, surveys, interviews, community resource lists</p> | <p>Case Study Rubric</p> <p>Survey Check-list</p> <p>Resource Check-list</p> <p>Interview Matrix</p> |