

## Gate Program Sheet

### **CTEV 610A- Characteristics and Needs of Gifted and Talented Learners (3 credits)**

This foundational course provides participants with a brief background, context, and timeline of gifted education in the United States. Many of the characteristics, tendencies, and traits associated with persons who are gifted are discussed in the context of school-based programming. Participants schedule some observation time in schools to gain practical knowledge of the differences and similarities of GATE students as compared with more typical learners. Finally, the emotional, social, and psychological needs of gifted learners are presented against the backdrop of creativity with respect to meeting those unique attributes. This course provides a basis for subsequent coursework in the endorsement.

### **CTEV 610B- Assessment of Gifted and Talented Students and Programs for Gifted Learners (3 credits)**

This course provides participants with multiple perspectives of the assessment process used in educational settings. Issues associated with the process of assessment in schools are discussed to provide context for the assessment instruments and processes germane to gifted learners in school environments. Participants are introduced to assessment materials and standardized measures used to identify GATE students in CCSD, and in other municipalities around the nation. Finally, participants have the opportunity to design assessments, rubrics, and screeners used to challenge and encourage gifted learners to rise to the level of their optimal potential.

### **CTEV 610C- Curriculum in Content areas for Gifted and Talented Students (3 credits)**

This course provides participants with the knowledge, skills, and dispositions needed to successfully develop and implement curriculum for gifted learners in school settings. Participants will collaborate on the creation of a thematic unit designed to meet the various needs of gifted learners. The thematic unit will highlight the intense interests or passions of the creators, and will be presented to the other cohort members in the course. This course examines content areas and enhances the instruction of core area curriculum vital for the success of all students, and is appropriate for enrichment in the general classroom.

### **CTEV 610D- Methods and Strategies for Teaching Gifted and Talented Students (3 credits)**

This course provides participants with a global overview of strategies effective in challenging gifted learners. Participants will immerse themselves in designing, discussing, implementing, and presenting empirically and research-based strategies that challenge gifted students. Methods by which gifted students are served within school programs will be examined and each participant will develop their own personal portfolio and/or journal for future use.

### **CTEV 610E – Meeting the needs of gifted students through game play (3 credits)**

Participants will discover firsthand, research, and share how to meet the academic, social, emotional, and cognitive needs of gifted students through traditional and digital game play while addressing NAGC, Common Core, and NEPF standards. Curriculum and instruction topics within the field of game play include traditional board and card games, analog and digital simulations, role playing, gamification, and game design. Fostering parental involvement and family engagement will be promoted and essential theoretical topics on play, such as the importance of play in promoting healthy child development, will be explored.

### **CTEV 610F – Powerful Enrichment Strategies in the Arts: A Fusion of Architecture, Art and Music (3 credits)**

Participants will experience Tiered instruction by designing ways to teach about the convergence of architecture, art, and music through various time periods. Gifted students are particularly responsive to thematic curriculum and how many things occur simultaneously. While music appreciation or the study of select composers can be fascinating for high ability learners, tracking the art and the architecture produced and reflected in select periods of history is a more universal pursuit. How to smoothly transition from one domain to another will be discussed as well as nurturing individual interests. This course would be of particular interest to teachers who work at STEAM schools, or who would be interested in understanding enrichment techniques to foster higher level reasoning, and critical thinking.