

GIFTED ENDORSEMENT PROGRAM

King's College in partnership with
Seneca Highlands Intermediate Unit 9



In partnership with Seneca Highlands Intermediate Unit 9, the Gifted Endorsement Program is designed for working educators who wish to improve their understanding of the unique characteristics, emotional and social needs, and issues associated with teaching gifted students. Through the program, you will examine and develop expertise in the historical, state, and national trends, policies, and guidelines to implement appropriate curricula, differentiation strategies, current best practice, educational interventions, and support. All graduate courses are designed to enhance and inspire your professional competencies as a leader and promote purposeful learning. Hosted entirely online, this flexible and competitively priced program:

- Employs asynchronous and synchronous online sessions
- Involves and embraces personalized academic support
- Engages leaders in professional learning networks and communities
- Implements a practitioner-focused approach

PROGRAM COURSE REQUIREMENTS

Course Number	Course Name	Credits
EDUC 652	Foundations of Gifted Education	3
EDUC 653	Identification and Assessment	3
EDUC 654	Service Delivery Options	3
EDUC 655	Curriculum Design & Strategies in the Classroom	3
TOTAL CREDITS		12

Program Qualifications

For admission to the Gifted Endorsement Program, you must hold a current Pennsylvania teaching certification and have an existing Level I or Level II Certificate.



www.kings.edu/GradEducation

TO APPLY:
kings.edu/applygraduate

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Course Description:

EDUC 652 – Foundations of Gifted Education (3 credits)

Accelerated Spring Session 1, January – March

In this course, participants will learn the relevant history related to the changing definitions, interventions, and cultural attitudes regarding gifted learners and their relationship to educational services. Participants will be able to explain the relevance, importance, and application of state and federal documents, regulations, and reports and to articulate the importance of collaboration and communication with all interested stakeholders. Participants will also be able to provide information on an advocate for gifted and talented individuals and services to professional staff, parents, and the community and identify and locate organizations and materials that will present current data, resources, and pedagogy for gifted education.

EDUC 653 – Identification and Assessment (3 credits)

Accelerated Spring Session 2, March – May

In this course, participants will learn to recognize diverse characteristics and behaviors of gifted individuals by investigating students' social and emotional needs and the impact of cultural differences. Participants will be able to recognize cognitive and affective differences and recognize and understand the potential of creative thinking. Participants will also develop an understanding of multiple and alternative assessments that can be used for identification purposes and how these assessments align with the academic needs within the educational placement.

EDUC 654 – Service Delivery Options (3 credits)

Accelerated Fall Session 1, August – October

In this course, participants will learn the use of instructional models and classroom services applicable for gifted education based on research and current literature. Participants will develop an understanding of facilitating the different organizational options for gifted services that may be provided, including enrichment, acceleration, or a combination of both in a school setting. Participants also understand the importance and use of measurable individualized plans, how to utilize ongoing district data to determine alignment between student ability and different student grouping options. Finally, participants will learn how to promote the intellectual leadership of students who were educationally, economically, and culturally disenfranchised, as well as how to accept and respect different cultural backgrounds.

EDUC 655 – Curriculum Design & Strategies in the Classroom (3 credits)

Accelerated Fall Session 2, October – December

In this course, participants will learn how to select and use data from a variety of assessments to inform instructional decision making to meet the needs of individual students. Participants will design differentiated learning plans and curricula for gifted learners in a school setting. Participants will learn how to select appropriate curricular resources, strategies, products, and service options that respond to cultural, cognitive, and affective differences among gifted and advanced learners. Finally, participants will be able to design learning opportunities that foster the development of self-awareness, positive peer relationships, intercultural experiences, self-efficacy, lifelong learning, self-advocacy, and leadership.

For questions about the program, please contact
Kelly S. Compton, MS.ED, kcompton@iu9.org, (814) 887-5512 ext. 138.

For questions about applying to the program at King's, please contact **Judie Burrige**,
Graduate Operations Specialist at judieburrige@kings.edu or 570-208-5850