



Implementing the Florida's Frameworks for K-12 Gifted Learners

WORKING ON GIFTED ISSUES

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Florida Department of Education

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Florida's Frameworks for K-12 Gifted Learners

- Began in 2005
- Brought together through a co-constructed process to provide coordinators, administrators, teachers, parents, and students significant insights on the nature of a gifted education program
- Co-sponsored by the Florida Association for the Gifted (FLAG)
- Seven Goals
- Twenty-two objectives
- Sixty-six traits



4 Tiered Rubric

Each goal, objective, and trait is measured through a four-tiered scale:

- **Know**—the ability to recall and locate information.
- **Understand**—the ability to recall, interpret, and connect information.
- **Perform**—the ability to analyze and synthesize information from multiple sources simultaneously.
- **Accomplish**—the ability to evaluate and use information from multiple sources critically and effectively to accomplish a significant purpose.



To Know and Use the Frameworks

- These levels avail stakeholders to two significant processes:
 - Assess the work and growth of the student, through time, as he/she develops cognitively and affectively.*
 - Assess the structure and potential of a unit, lesson, discussion, instruction, assessment, and/or course in its ability to avail students with the opportunities to work and grow cognitively and affectively.*



Weaving the Goals Together

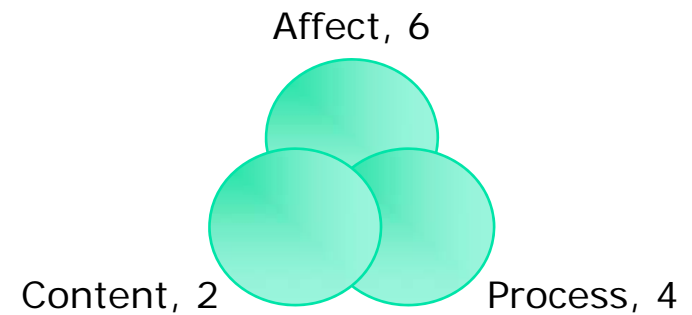
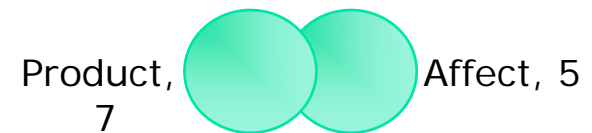
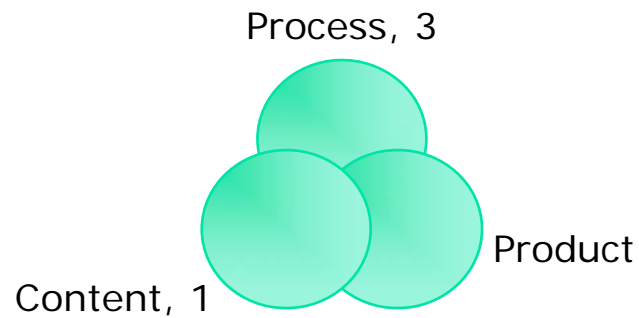
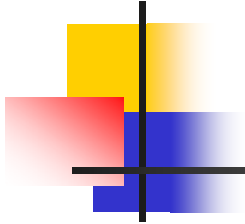
- Always try to work with at least two simultaneously
- Three can be better
- Four may be too many
- Five, six, and seven are too many for any one lesson
- All seven should be addressed in any one unit



Weaving the Goals Together

- Program Goals 1 and 2 are driven by content thinking
- Program Goals 3 and 4 are driven by process thinking
- Program Goals 5 and 6 are driven by affect thinking
- Program Goal 7 is driven by product thinking

Weaving the Goals Together

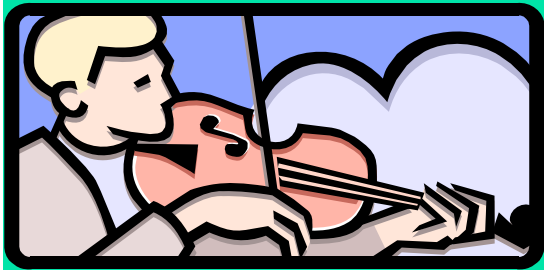




Looking at the Goals

MUSIC

- rhythm
- patterns
- harmony
- systems
- mood
- movement

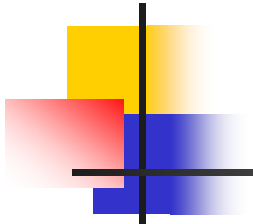


Goal One:

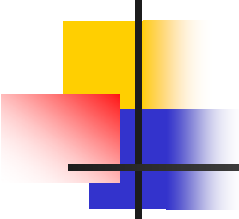
- **By graduation, the student identified as gifted will be able to critically examine the complexity of knowledge: the location, definition, and organization of a variety of fields of knowledge.**

Student Outcomes Program Goal 1

Objective 2: The student will identify and illustrate basic principles and the foundational concepts that are central to understanding the essence of a field of study.



TRAIT	KNOW	UNDERSTAND	PERFORM	ACCOMPLISH
Conceptual Frameworks	Formulates questions to determine the relevance of the skills and knowledge required of a discipline Identifies established rules or laws (principles) of nature which impact daily life and draws conclusions regarding their role in the world of work	Demonstrates understanding of conceptual themes and their organizational opportunities within a body of knowledge Differentiates similarities and differences between functional concepts and principles within a field	Creates graphic organizers that organize the logical sequences of key conceptual themes in a field of study Assimilates the often conflicting nature of knowledge generated within integrated disciplines	Analyzes data and research methods used and developed by scholars within a field; internalizes conceptual themes of that (those) discipline(s) Questions accepted conventions and rules and identifies ambiguity
Components and Methodologies	Identifies and uses terminology authentic to a chosen discipline of knowledge	Creates a list of the methodological skills and processes (general and specific) used by practicing professionals in a field	Understands and delineates the diversity of language, tools, and methodologies between and among disciplines	Experiments with a variety of methods to analyze data to develop greater understanding
Conceptual Connections	Identifies essential principles that govern and drive a series of key concepts in a chosen field	Demonstrates foundational knowledge of various fields and disciplines	Analyzes and synthesizes concepts and principles within a discipline in order to isolate essential concepts and identify macroconcepts	Applies and transfers understanding to other disciplines



OBJECTIVE 2: The student will identify and illustrate basic principles and the foundational concepts that are central to understanding the essence of a field of study.

Trait	Know	Understand	Perform	Accomplish
Conceptual Connections	Identifies essential principles that govern and drive a series of key concepts in a chosen field	Demonstrates foundational knowledge of various fields and disciplines	Analyzes and synthesizes concepts and principles within a discipline in order to isolate essential concepts and identify macroconcepts	Applies and transfers understanding to other disciplines



Looking at the Goals

- Environmental Science
- Education
- Engineering
- Anthropology
- Medicine
- Communications

Goal Two:

- **By graduation, the student identified as gifted will be able to create, adapt, and assess multifaceted questions in a variety of fields/disciplines.**



Objective 2: The student will generate significant questions within and across disciplines.

Trait	Know	Understand	Perform	Accomplish
Question creation	Creates questions that drive factual exploration within singular disciplines	Unites questions that drive broader exploration within disciplines	Manipulates ideas to create and organize questions that drive inquiry and connect divergent disciplines	Uses questions that link divergent disciplines to develop personal understandings of experiences



Looking at the Goals



Goal Three:

- **By graduation, the student identified as gifted will be able to conduct thoughtful research/exploration in multiple fields.**



Objective 3: The student will detect bias in the process of research.

Trait	Know	Understand	Perform	Accomplish
Fact versus Opinion	Identifies fact and opinion and recognizes the important implications for each	Juxtaposes opinions and facts from multiple sources to support or validate conclusions	Analyzes opinions and facts of experts within a research field	Creates, defends, and adapts opinions developed after the analysis of data within a variety of fields.

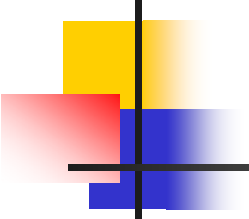


Looking at the Goals

Goal Four:

- **By graduation, the student identified as gifted will be able to think creatively and critically to identify and solve real-world problems.**





Objective 3: The student will demonstrate the ability to use and evaluate various problem-solving methods to determine effectiveness in solving real-world problems.

Trait	Know	Understand	Perform	Accomplish
Evaluation	Recognizes existing knowledge and attitudes about a complex problem	Analyzes the impacts of existing knowledge and attitudes; identifies personal assumptions and blind spots in approaching the problem	Identifies knowledge gaps and inconsistencies to challenge existing attitudes and beliefs	Uses multiple sources to affect change in generally accepted knowledge and attitudes

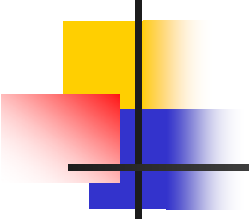


Looking at the Goals

Goal Five:

- **By graduation, the student identified as gifted will be able to assume leadership and participatory roles in both gifted and heterogeneous group learning situations.**





OBJECTIVE 2: The student will identify leadership traits and qualities as they appear in different individuals and situations.

Trait	Know	Understand	Perform	Accomplish
Diversity	Identifies in individuals the qualities of empathy and sensitivity to the ideas of others	Promotes diversity in talents and intellectual abilities of each member of the group	Displays flexibility when incorporating individual beliefs and values toward goal attainment	Analyzes diverse leadership styles of outstanding leaders and evaluate the impact to one own personnel leadership skills



Looking at the Goals

Goal Six:

- **By graduation, the student identified as gifted will be able to set and achieve personal, academic and career goals.**





Objective 2: The student will assume primary responsibility for learning, including identifying needs and setting goals.

Trait	Know	Understand	Perform	Accomplish
Independence	Recognizes the need to set goals for assigned tasks	Systematically approaches setting and modifying goals with support from teachers and/or peers	Documents failures as a learning tool and alters plans when appropriate	Incorporates a system of goal-setting as a lifelong learner

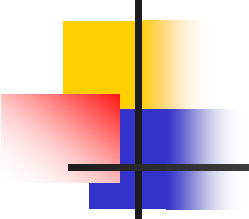


Looking at the Goals

Goal Seven:

- **By graduation the student identified as gifted will be able to develop and deliver a variety of authentic products/performances that demonstrate understanding in multiple fields/disciplines.**





Objective 2: The student will create products that synthesize information from multiple sources illustrating solutions to real-life problems.

Trait	Know	Understand	Perform	Accomplish
Praxis	Generates multiple solutions to a given problem	Generates a new, personal concept by synthesizing multiple solutions and multiple perspectives	Creates a new personal theory by synthesizing multiple solutions and perspectives which can be applied to a different field of study	Critiques or defends a personal theory based on evidence from multiple sources and multiple perspectives



Additional Resources

- Professional development training
 - Ongoing support and mentoring
- WOGI June 2007 Institute
 - WOGI regional Meetings
 - WOGI June 2008 Institute



Additional Resources

- Checklist for Challenge and Rigor
- Guidelines for EP (education plans) development



Additional Resources

- Video links for each goal
- Video link for follow up activities

www.unfwogi.com