Understanding and Using the

FLORIDA’S FRAMEWORKS FOR K – 12 GIFTED LEARNERS

A Professional Development Module
Developed by Jodi O’Meara

Sponsored by the Department of Education Working on Gifted Issues
Challenge Grant Project
2009
This presentation is a tool for instruction for district coordinators and teachers working with gifted learners on how to implement the *Florida’s Frameworks for K-12 Gifted Learners*.

Developing high interest, differentiated learning experiences along with assessment tools to measure outcomes that are aligned with the *Frameworks* is critical to the success of all gifted programs. To meet this challenge educators of gifted learners will benefit from professional development opportunities and instruments that will help guide them through the process.

This presentation was developed to outline and break down the complexity of the *Frameworks* into manageable chunks allowing time for discussion, questioning and clarification. It is anticipated that this will serve as a springboard for how best to implement the *Frameworks* and subsequently, that gifted learners will reap the benefits of rich learning experiences.
The format of this resource is designed to be flexible in order to meet a wide variety of needs.

The materials can be used together in a one-day workshop, over several days, in segments throughout the year, or as separate modules.

Your travels through this presentation will provide you with an overview of the Frameworks as well as detailed aspects of implementation of the goals and objectives for curriculum development as well as student assessment.

You will experience the Frameworks through multiple modalities and media formats using activities, videos and case studies.

The Frameworks can be accessed at [http://etc.usf.edu/flstandards/sss/frameworks.pdf](http://etc.usf.edu/flstandards/sss/frameworks.pdf) or from [www.unfwogi.com](http://www.unfwogi.com)
FLORIDA’S FRAMEWORKS FOR K – 12 GIFTED LEARNERS:

Introduction
Welcome!

- Your travels through this presentation will provide you with an overview of the Frameworks as well as more detailed aspects.
- You will experience the Frameworks through multiple modalities and media formats using activities, videos and case studies.

Let’s Get Started!
Objectives

☐ Create an understanding of the potential of the *Frameworks*.

☐ Explore the tapestry of the *Frameworks* through the threads of *content*, *process*, *affect*, and *product*.

☐ Describe the hierarchy of assessment: *Know, Understand, Perform, Accomplish*.

☐ Experience the *Frameworks* by assessing units for Gifted Learners.
Rationale for the *Frameworks*

Gifted students need opportunities to:

- Pursue topics of study in greater depth.
- Tackle a wide range of authentic and complex academic tasks.
- Advance through activities at their own pace.
- Develop a sense of self and possibilities in the world.
Florida’s Frameworks for K-12 Gifted Learners

The work is comprised of:

- **Seven (7) Goals**
- **Twenty-two (22) objectives**
- **Sixty-six (66) traits in the form of rubrics**
Dual Uses of the Frameworks

- Provide a guide to teachers developing learning opportunities for students identified as gifted.

- Provide a tool to assess students’ performance of highly rigorous, complex learning objectives.
FLORIDA’S FRAMEWORKS FOR K – 12 GIFTED LEARNERS:

Looking at the 7 Goals and their Objectives
Goal 1

- 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.
Why Examine Knowledge?

- All fields of human understanding rest on enduring knowledge
- Knowledge is a system of understanding
- Gifted learners need to examine their own epistemology to self actualize
- Understanding the structure of knowledge (location, definition & organization of a field) gives meaning to complex phenomena
Goal 1 Student Objectives:

The gifted student will:

- Locate, define, and organize a field of study as it relates to the broad spectrum of knowledge.
- Identify and illustrate basic principles and the foundational concepts that are central to understanding the essence of a field of study.
- Identify and apply investigative methodologies that are followed in a selected field of knowledge.
Goal 2

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

- Developing skills to construct, refine, and evaluate questions is a major goal of education.

- Inquiry drives learning, frames curiosity, and connects topics.

- For gifted students, critical inquiry is a key to discovering deeper and clearer perspectives.
Goal 2 Student Objectives:

The gifted student will:

- Identify significant questions within and across disciplines.
- Generate significant questions within and across disciplines.
- Evaluate and refine significant questions within and across disciplines.
Open the document titled “Goals One and Two Examples and Non-examples.”

Read the first pair of sample activities. Identify which is aligned to the Goal One objectives of the Frameworks. Highlight key words and phrases that indicate that alignment.

Do the same for Goal Two.
Some Key Words in Goal 1

- Significant advances in the field
- Challenges
- Ethical issues
- Unanswered questions
- Connections to other fields
- Develop his or her own theories
- Elicit feedback from professionals
- Identify other related fields
Some Key Phrases in Goal 2

- Connections not obviously connected
- Evokes deep consideration on a topic
- Question that reflects personal value or ethical principle
- Question believed to be unanswered
Goal 3

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

- Research skills include both research done for academic pursuits as well as that which is pursued for personal interest.

- Skills of analysis, of discerning the importance and nature of differing sources, and of the pursuit of further study are all significant parts of the activities that embody research.

- Gifted learners should be encouraged to investigate those areas and ideas they find fascinating. Important here is the idea that research should be conducted in multiple fields/disciplines.
Goal 3 Student Objectives:

The gifted student will:

- Use a variety of research tools and methodologies.
- Use and manipulate information sources.
- Detect bias and reliability in the process of research.
- Apply ethical standards to research and analyses.
By graduation, the student identified as gifted will be able to think creatively and critically to identify and solve real-world problems.
Why Creative and Critical Thinking?

- Divergent views are the mainstay of teamwork and team-based learning, enhancing the process of problem finding.
- Multiple information sources can be included into action plans that use broad arching evidence and seek acceptance from multiple audiences, leading to consensus rather than compromise.
- Learning to synthesize multiple viewpoints is important in continuing cognitive growth as well as engendering a more positive acceptance of viewpoints that differ from one’s own thinking.
Goal 4 Student Objectives:

The gifted student will:

- Identify and investigate a problem and generate supportive arguments from multiple perspectives of a complex issue.
- Analyze the relevance, reliability, and usefulness of data to draw conclusions and forecast effective solutions.
- Use and evaluate various problem-solving methods to determine effectiveness in solving real-world problems.
Open the document titled “Goals Three and Four Examples and Non-examples”.

Read the first pair of sample activities. Identify which is aligned to the Goal Three objectives of the Frameworks. Highlight key words and phrases that indicate that alignment.

Do the same for Goal Four.
Key Words in Goal 3

- Multiple sources
- Document both supporting and non-supporting evidence
- Evaluate own perceived biasness
- Personal ethics
Key Words in Goal 4

- Multiple perspectives
- Consider each proposed solution
- Outcomes resulting from the selection
- Advocate using data
- Address the predicted, unintended outcomes
Goal 5

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

- Speaks to the social nature of learning and its relationship to leadership.

- Intellectual power is not just found in isolated segments of cognitive thought, but is found in relationships with family, friends, mentors, and with everyone who shares social contact with the individual.

- Recognizing that some situations require an individual to ‘step up’ and assume a leadership role while other situations equally demand more of a following frame of mind is an essential skill in navigating social interactions.

- When gifted learners get together, it is important for them to understand that through the art of weaving relationships, we learn how to work with others towards common goals.
Goal 5 Student Objectives:

The gifted student will:

- Accept divergent views to positively affect change.
- Identify leadership traits and qualities as they appear in different individuals and situations.
- Manifest significant leadership skills and organize group(s) to achieve project goals.
Goal 6

- By graduation, the student identified as gifted will be able to set and achieve personal, academic and career goals.
Why Personal and Academic Goals?

- Self-reflective abilities engender stronger metacognitive skills and work to enhance traits of life long learning.
- Being able to understand and describe both strengths and weaknesses allows a learner to navigate the paths toward higher learning with better success.
- Gifted learners must continue to develop even after formal, institutional learning has ended.
Goal 6 Student Objectives:

The gifted student will:

- Identify personal strengths and weaknesses and accept challenges in both areas to maximize learning.
- Assume primary responsibility for learning, including identifying needs and setting reasonable goals.
- Design plans of action to address benefits and obstacles in achieving goals of personal interest.
Open the document titled “Goals Five and Six Examples and Non-examples”.

Read the first pair of sample activities. Identify which is aligned to the Goal Five objectives of the Frameworks. Highlight key words and phrases that indicate that alignment.

Do the same for Goal Six.
Key Words in Goal 5

- Analyze and identify steps
- Develop strategies to gain support
- Implement
- Assign roles based on strength and motivation
- Creative problem solving
- Resolution techniques
Key Words in Goal 6

- Personal strengths and preferences
- Establish criteria
- Use data to track progress
- Evaluate performance based on the established criteria
Goal 7

- 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.
Why Authentic Performances?

- Learning is too often driven by one-dimensional assignments that require minimal modes of cognition and expression.

- Students should be encouraged to explore creative expression through a variety of cognitive avenues.

- Presentations of cognitive and affective growth should unite problem solving systems within the various areas of human expression and thought.
Goal 7 Student Objectives:

The gifted student will:

- Develop products that communicate expertise in multiple fields and disciplines to a variety of authentic audiences
- Create products that synthesize information from multiple sources illustrating solutions to real-life problems
Goal 7 is designed:

- To be used in conjunction with Goals One through Six and integrates the other goals.
- To establish highest quality design for student products.
Open the document titled “Goal Seven Example and Non-example.”

Read the pair of sample activities. Identify which is aligned to the Goal Seven objectives of the Frameworks. Highlight key words and phrases that indicate that alignment.
Key Words in Goal 7

- Through the perspective in multiple fields
- Reacts to particular interest-based audiences
- Audience feedback
- Elicits questions and feedback
- Responds to feedback
- Tailor the presentation to the audience
FLORIDA’S FRAMEWORKS FOR K – 12 GIFTED LEARNERS:

Weaving the goals for unit development
Weaving the Goals Together

- Program Goals One and Two are driven by **content** thinking
- Program Goals Three and Four are driven by **process** thinking
- Program Goals Five and Six are driven by **affect** thinking
- Program Goal Seven is driven by **product** thinking
Weaving the Goals Together

- The goals are a web, not a ladder with a linear order
- Always work with at least two simultaneously
- Four or more goals at one time may be too many for a lesson but not a unit
- A unit may have all seven goals addressed
Weaving the Goals Together

Product → Affect → Process → Content
Weaving the Goals Together

- Process, 3
- Content, 1
- Product

- Product
- Affect, 5

- Affect, 6
- Content, 2
- Process, 4
Visual Model of Program Goals – Usable Bundles
Looking at a Unit

PAUSE HERE TO GATHER MATERIALS.

Open the documents titled:

Lesson 1 Frameworks
Lesson 2 Frameworks
Lesson 3 Frameworks
Lesson 4 Frameworks

Open the document titled “Checklist for Challenge and Rigor.”
### Florida’s Frameworks for K-12 Gifted Learners

**Checklist for Challenge and Rigor**

<table>
<thead>
<tr>
<th>GOALS and OBJECTIVES</th>
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<th>Examples</th>
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<th>Suggested Changes</th>
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Use the materials you have to complete the following:

The checklist reflects the Framework goals and objectives. Using that checklist, find areas of the lessons that align to the Frameworks for Gifted Learners goals and objectives.
Some areas where the unit aligns to the Framework

Did you see evidence?

- Lesson 1: Objectives from Goal 1
- Lesson 2: Objectives from Goals 1 and 5
- Lesson 3: Objectives from Goals 2, 3, and 7
- Lesson 4: Objectives from Goal 4
FLORIDA’S FRAMEWORKS FOR K – 12 GIFTED LEARNERS:

Using the Frameworks to assess student performance
Using the *Frameworks* - Assessment

Each objective of a goal is decomposed into practicing traits. Each trait is presented on a four-tiered scale:

- **Know**
- **Understand**
- **Perform**
- **Accomplish**

These four levels can be used to assess the work and growth of the student, through time, both cognitively and affectively.
Using the Trait Scales of the *Frameworks*

**Know**: Recall and locate information. Knowledge is dealt with as linear or singular.

**Understand**: Recall and connect information from multiple sources

**Perform**: Analyze and synthesize information from multiple sources

**Accomplish**: Evaluate and use information to accomplish a significant purpose
For goal 7, there is a support document that suggests what the traits may look like or sound like at the different levels in the learning process for two objectives. These are written from the perspective of an observer listening to a learner.

The next slide reflects what the documents sounds like.

Choose another goal and develop a “Sounds Like Traits” for one objective to see what the traits look like or sound like when performed at each level of processing.
Student sounds like traits ...
Meg Neffscent was more closely aligned to the **Know** and **Understand** levels of Goals 1, 3, and 5.

Juan Derfill seemed to be performing mostly at levels of **Understand** and **Perform** for his Goals of 2, 4 and 7. There was some evidence of accomplished practice in limited areas.

Stu Pendis was most frequently nearing the **Accomplish** level in his performance of Goals 1 and 6. He had some areas at the **Perform** level as well.
FLORIDA’S FRAMEWORKS FOR K – 12 GIFTED LEARNERS:

Using the *Frameworks* to set student goals
Using the student profiles for goal setting

TRY THIS:

Looking back at Meg Neffscent, there are areas of potential growth. Using the traits as a guide, find an area in which Meg performed low but had the potential to perform at much higher levels.

Choose one trait for Meg to improve. Read the next performance level on the trait chart. This can be re-written as a goal for Meg.

Look at the example on the next slide.
Example of a goal for Meg:

In reference to Goal 3, Objective 2:

*The student will use and manipulate information sources.*

Meg seemed to do some casual research and ask some people she knew. She could further develop research skills to the next level by looking at the **Perform** trait.

*Use multiple secondary and primary sources to analyze, synthesize, and evaluate relevant details and facts to examine relationships, infer meanings, define relationships, and predict outcomes.*
Meg’s goal:

By December of 2009, Meg will research a topic of interest through the use of multiple secondary and primary sources to analyze, synthesize, and evaluate relevant details and facts to examine relationships, infer meanings, define relationships, and predict outcomes. She will create an oral presentation to communicate her research practices with a focus on the relationships between the resources and the material.
Summary

- The Florida Frameworks is comprised of 7 goals and 22 objectives to be used for curriculum and instructional design.

- The Florida Frameworks is comprised of 66 traits with four levels of performance for each trait to be used for student assessment and goal setting.
Frameworks Task Force Members

- Christine L. Weber, Ph.D.
  co-chair; University of North Florida
- Ben Graffam, Ph.D.
  co-chair; University of South Florida
- Mary Anne Handley
  member; Lake Highland Preparatory School, Orlando
- Willis Henderson
  member; Escambia County Public Schools
- Martha Kesler
  member; Orange County Public Schools
- Jodi O’Meara
  member; FDLRS—Manatee County Schools
- Marty Orr
  member; Retired, Marion County Public Schools
- Suzanne Rawlins
  member; Volusia County Public Schools
- Laurel Stanley, Ed.D.
  member; University of North Florida