

December 2023


EPP CURRICULUM MAP

Job Aid

1

Locate the Course #'s in Row 1, starting in Column D.

B	C	D
Gifted Endorsement	A. Insert course names & #'s in columns and program outcomes in rows	Course 1





Standard 1: Learner Development and Individual Learning Differences: Beginning gift in cognitive and affective areas between and among individuals with gifts and talent experiences for individuals with exceptionalities as evidenced by the following:

(i) The program shall prepare candidates who understand how <u>language, culture, economic status, family background,</u> and/or area of <u>disability</u> can influence the learning of individuals with gifts and talents;	B. Insert "I", "P", or "M"	
	C. Insert instructional activities	
	D. Insert potential assessments	

2

Type course names across the top starting in Row 1, column D. Repeat this process for all your courses. Insert additional columns if needed.

B	C	D	E
Gifted Endorsement	A. Insert course names & #'s in columns and program outcomes in rows	G1 Nature & Needs of Gifted Learners	G2 Curriculum & Strategies of Gifted Learners

Standard 1: Learner Development and Individual Learning Differences: Beginning gifted education professionals t in cognitive and affective areas between and among individuals with gifts and talents and apply this understandi experiences for individuals with exceptionalities as evidenced by the following:

(j) The program shall prepare candidates who understand how <u>language, culture, economic status, family background,</u> and/or area of <u>disability</u> can influence the learning of individuals with gifts and talents;	B. Insert "I", "P", or "M"		
	C. Insert instructional activities		
	D. Insert potential assessments		

It is helpful to insert course information in the sequence in which the courses are typically taught.

3


Using your course syllabus, instructional materials, or knowledge from the faculty teaching the course, determine which of the program outcomes are addressed and/or assessed in the course.

A	B	C	D
TAPS Standards	Gifted Endorsement	A. Insert course names & #'s in columns and program outcomes in rows	G1 Nature & Needs of Gifted Learners
TAPS 1, 10	Standard 1: Learner Development and Individual Learning Differences: Beginning gift in cognitive and affective areas between and among individuals with gifts and talent experiences for individuals with exceptionalities as evidenced by the following:		
10. Communication The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	(i) The program shall prepare candidates who understand how language, culture, economic status, family background , and/or area of disability can influence the learning of individuals with gifts and talents;	B. Insert "I", "P", or "M"	
		C. Insert instructional activities	
		D. Insert potential assessments	

Decide if the learners – after taking the course – are expected to demonstrate introductory knowledge or skills, intermediate knowledge or skills through practice, or advanced knowledge or skills through mastery (e.g., evaluate or make judgments based on criteria; create a novel approach, product, or artifact).

4

Next, type “Introductory”, “Practice”, or “Mastery” in the row for the corresponding course column.

A	B	C	D
TAPS Standards	Gifted Endorsement	A. Insert course names & #'s in columns and program outcomes in rows	G1 Nature & Needs of Gifted Learners
TAPS 1, 10	Standard 1: Learner Development and Individual Learning Differences: Beginning gift in cognitive and affective areas between and among individuals with gifts and talent experiences for individuals with exceptionalities as evidenced by the following:		
10. Communication The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	(i) The program shall prepare candidates who understand how language, culture, economic status, family background , and/or area of disability can influence the learning of individuals with gifts and talents;	B. Insert "I", "P", or "M"	Mastery 
		C. Insert instructional activities	
		D. Insert potential assessments	

For example, participants will be expected to demonstrate a mastery level of skill for Standard 1.1 in the course, “G1 Nature & Needs of Gifted Learners”.

5

Repeat these actions (typing “Introductory”, “Practice”, or “Mastery”) for each program standard.

NOTE: By the end of the endorsement/program, all standards should have been introduced, practiced, or mastered. However, not every course column will have “Introductory”, “Practice”, or “Mastery” listed for that program standard.

TAPS 2, 3, 4		3. Standard 3: Curricular Content Knowledge: Beginning gifted education professionals use knowledge of general (core content) and specialized (interventions that are designed to address the unique needs of individuals with gifts and talents) to advance learning for individuals with gifts and talents as evidenced by:				
2. Instructional Planning The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences. The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.	B. Insert “I”, “P”, or “M”	Practice	Mastery			
	C. Insert instructional activities					
	D. Insert potential assessments					

6

Instructional activities occurring in and out of class reinforce learning objectives and prepare students for assessments.

Using your course syllabus, instructional materials, or knowledge from the faculty teaching the course, consider the instructional activities for each course.

Frequently used activities and assignments are listed below. (This list is not all-inclusive; insert any activities not found in this list.)

- case study
- project
- assigned readings
- debate
- reflection
- portfolio
- exams
- lectures
- group work
- group discussions
- research project
- oral presentation
- performance
- lesson/unit plans
- video of practice
- service learning
- written work

7	<p>Type the names of activities and assignments into the appropriate columns D-G for each of the courses that align with your program standards.</p>			
	A	B	C	D
	TAPS Standards	Gifted Endorsement	A. Insert course names & #'s in columns and program outcomes in rows	G1 Nature & Needs of Gifted Learners
	TAPS 1, 10	<p>Standard 1: Learner Development and Individual Learning Differences: Beginning gift in cognitive and affective areas between and among individuals with gifts and talent experiences for individuals with exceptionalities as evidenced by the following:</p>		
10. Communication The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	(i) The program shall prepare candidates who understand how language, culture, economic status, family background, and/or area of disability can influence the learning of individuals with gifts and talents;	B. Insert "I", "P", or "M"	Mastery	
		C. Insert instructional activities	G1_D2 Socio-economically Disadvantaged Gifted Learners. G1_J2 Perceptions vs. Realities	
		D. Insert potential assessments		
8	<p>Using your course syllabus, instructional materials, or knowledge from the faculty teaching the course, consider how student knowledge or skill is assessed in each course, as aligned with the program-level outcomes.</p> <p>Frequently used assessments are listed below. (This list is not all-inclusive; insert any activities not found in this list.)</p>			
	<ul style="list-style-type: none"> • case study • project • portfolio • exams • research project 		<ul style="list-style-type: none"> • oral presentation • performance • unit plans • video of practice • observation 	

9	<p>Type the names of assessment methods into the appropriate columns D-G for each of the courses that align with your program standards.</p>			
	TAPS Standards	Gifted Endorsement	A. Insert course names & #'s in columns and program outcomes in rows	G1 Nature & Needs of Gifted Learners
	TAPS 1, 10	<p>Standard 1: Learner Development and Individual Learning Differences: Beginning gif in cognitive and affective areas between and among individuals with gifts and talent experiences for individuals with exceptionalities as evidenced by the following:</p>		
	<p>10. Communication The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.</p>	<p>(i) The program shall prepare candidates who understand how <u>language, culture, economic status, family background</u>, and/or area of <u>disability</u> can influence the learning of individuals with gifts and talents;</p>	B. Insert "I", "P", or "M"	Mastery
			C. Insert instructional activities	
D. Insert potential assessments			G1_FE Case Study	
10	<p>Indirect measures ask students to reflect upon and report their perceptions of their gains in knowledge, skills, etc.</p>			
	<p>Indirect measures may also ask others, e.g., employers, school leaders, to infer and report their perceptions of student knowledge, skills, etc.</p>			
	<p>Examples of indirect measures include program completion surveys, employer surveys, and focus groups.</p>			
	<p>No action is required on your part for inputting information into this column. Our EPP will have a standard statement inserted in this column.</p>			

