

**Academically and Intellectually Gifted Licensure Program
Admission Application Checklist
2017 - 2018**

Check that you have included the following information upon submission of your application to the Program in Education.

- Completed application (Download at <https://goo.gl/vuIVCy>)
- Official Transcript(s): Undergraduate and Graduate
- Copy of Teaching License
- Recommendation/Endorsement of School Principal
- Signed Commitment Agreement
- Transcript Fee of \$40.00 payable to Duke University (Due upon official acceptance into the program; provides access to unlimited copies of transcripts).

Note: The application fee of \$75.00 has been ***waived*** by Duke University Office of Continuing Studies.

Applications should be sent to:
Duke University's Program in Education
Attn: Dr. Kristen Stephens
Box 90739
Durham, NC 27708
Fax: 919/660.3080
E-mail: kstephen@duke.edu

Application Deadline: June 1, 2017

All applications will be considered without regard to race, color, national origin, handicap, sexual orientation or preference, sex, or age.

Academically and Intellectually Gifted (AIG) Licensure Program Overview of Course Sequence

Duke University's Program in Education is pleased to offer non-degree, graduate coursework towards AIG licensure for teachers. 2017 – 2018 program participants will take all four courses in the same sequence. Classes are held in the afternoon/early evening, meet once per week, and are scheduled as follows:

Fall 2017 Semester (August 28 – December 1):

- ✓ EDUC 620: *Nature and Needs of the Gifted*

Spring 2018 Semester (January 11 – April 18):

- ✓ EDUC 621: *Methods and Materials for Teaching the Gifted*

Summer 2018 (Mid May – Early August):

- ✓ EDUC 622: *Curriculum Development for the Gifted*
- ✓ EDUC 623: *Practicum in Gifted Education*

Tuition & Fees: \$700 per course. There is also a \$40 transcript fee due upon acceptance into the program. Students are also responsible for purchasing their own textbooks (~\$50 to \$100 per course)

Academic Program Requirements: The Program in Education has identified five official data collection points at which the program director, faculty, and other supervisors will make formal assessments of a candidate's mastery of the *Academically & Intellectually Gifted: Standards & Indicators Academically or Intellectually Gifted Add-On Licensure*. These points are: 1) admissions, 2) at completion of first course, 3) pre-practicum, 4) at the end of the practicum, and 5) one year following program completion. If a student's GPA at the end of the first semester falls under 3.0 (B), the student will be placed on academic probation. Only one probationary semester is allowed prior to the practicum. If a student's cumulative GPA falls under 3.0 (B) for both the fall and spring semesters, the candidate's continued participation in the program will be reviewed by the program director in collaboration with the school system and the AIG Advisory Committee, with decisions regarding program continuation made on a case-by-case basis.

Criteria for licensure recommendation: Upon successful completion of the above four courses (12 semester hours; cumulative GPA of 3.0 or higher), Duke University's Program in Education will recommend candidates to the North Carolina Department of Public Instruction for AIG add-on licensure (K-12).

Cohort Details and Delivery Formats: Teachers from all school systems (public or private) are welcome to join either cohort as suitable.

Campus Cohort (Teachers who are within a 30- to 45-minute drive from Durham)

- All classes meet face-to-face on the campus of Duke University in Durham. Classes meet on Thursday evenings from 4:40 – 7:00 PM.

Distance Cohort (Teachers who are an hour or more drive from Durham)

- Classes are delivered via a hybrid model as follows:
 - **3** Face-to-Face Meetings per semester via full-day, Saturday workshops on the campus of Duke University (10 AM – 4 PM).
 - **8** live, virtual class meetings per semester via WebEx Conferencing Software. Virtual classes meet on select Tuesdays from 4:30 – 6:30 PM. Participants need access to a computer, reliable Internet connection, and headset with microphone in order to participate.
 - **2** asynchronous modules per semester housed in Sakai, a course management system similar to Blackboard. Each module consists of readings and/or videos and a related written assignment.

Summer Practicum

Participants will design a curriculum unit as part of EDUC 622 and teach that curriculum in a one-week summer enrichment camp as a part of the summer practicum course (EDUC 623). The enrichment camp serves rising 4th-8th grade gifted students and is offered at locations in Durham and other partner school districts.

ACADEMIC INFORMATION

Undergraduate Education	Dates of Attendance	Degree

Graduate Programs	Dates of Attendance	Degree

Briefly discuss any other information about yourself that you feel is pertinent (e.g., proficiency in a language other than English, areas of specialized training, etc.).

Please respond to the following questions:

1. Have you read and do you understand the information concerning the admission process, the course sequence, academic program requirements, and criteria for licensure recommendation?

Yes

No

2. Have you read and do you understand the North Carolina State Department of Public Instruction's *Standards & Indicators for Academically and Intellectually Gifted Add-On Licensure* (attached).

Yes

No

By signing below, I acknowledge that I have received and read the information in this disclosure.

Signature

Date

CONFIDENTIAL
Principal's Recommendation and Endorsement

_____ is applying for admission to the Duke University Academically/Intellectually Gifted Add-On Licensure Program. The Program in Education would appreciate a confidential rating and statement indicating your opinion concerning this teacher's likely success as a program candidate.

Please complete and return this form to:

Dr. Kristen R. Stephens
 Duke University-Program in Education
 Box 90739; Durham, NC, 27708
 Fax: 919/660.3080; E-mail: kstephen@duke.edu

The applicant's signature below indicates his/her willingness to allow this evaluation to remain confidential.

Signature of applicant: _____ Date: _____

Please rate the applicant on the following:

	Poor	Fair	Average	Good	Superior	Unknown
Instructional Planning						
Instructional Delivery/Teaching						
Knowledge of Content						
Student/Teacher Relations						
Communication Skills						
Leadership						
Critical Thinking						
Reliability						
Integrity						

Teacher's Strengths:

Areas for Improvement:

Principal's Name: _____ School: _____

Principal's Signature: _____ Date: _____

Academically and Intellectually Gifted (AIG) Add-On Licensure Program
COMMITMENT AGREEMENT
2017 - 2018

You are applying for the 2017 – 2018 cohort of the Duke University AIG Licensure Program. Participants will take all four required courses in the same sequence as follows.

Fall 2017 Semester (August 28 – December 1):

- ✓ EDUC 620: Nature and Needs of the Gifted

Spring 2018 Semester (January 11 – April 18):

- ✓ EDUC 621: Methods and Materials for Teaching the Gifted

Summer 2018 (Mid May – Early August):

- ✓ EDUC 622: Curriculum Development for the Gifted
- ✓ EDUC 623: Practicum in Gifted Education

There are no alternate paths and/or exceptions to this course sequence.

The AIG Licensure Program is a non-degree program offered through the graduate school. Upon successful completion of the above four courses (12 semester hours; cumulative GPA of 3.0 or higher), Duke University’s Program in Education will recommend candidates to the North Carolina Department of Public Instruction for AIG licensure (K-12).

Duke University, as a community of scholars, expects all students to cooperate in developing and maintaining high academic standards. If a student's GPA at the end of the first semester falls under 3.0 (B), the student will be placed on academic probation. Only one probationary semester is allowed prior to the practicum. If a student’s cumulative GPA falls under 3.0 (B) for both the fall and spring semesters, the candidate’s continued participation in the program will be reviewed by the program director in collaboration with the school system and the AIG Advisory Committee, with decisions regarding program continuation made on a case-by-case basis.

Students enrolled in the AIG Licensure Program must be open to expanding their knowledge and pledge enthusiastically to pursue and complete all required assignments as prescribed by course instructors. In addition to the demanding workload within your classroom at your respective school system, the Duke University AIG licensure program is rigorous and will also require a substantial time commitment.

By accepting admission into the Duke University AIG licensure program, you are indicating your understanding of the above requirements and your willingness to subscribe to them.

I, _____, understand the requirements for the Duke University AIG
Print name

Add-On Licensure Program and accept probationary admission into the Program.

Signature

Date

**NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION
STANDARDS & INDICATORS FOR
ACADEMICALLY OR INTELLECTUALLY GIFTED ADD-ON LICENSURE**

Teacher education programs and field-based providers of professional development should use these standards and indicators to plan, implement and deliver courses leading to North Carolina add-on licensure in Academically or Intellectually Gifted (AIG). These standards and indicators are aligned with those of the Council for Exceptional Children (CEC), the National Council for Accreditation of Teacher Education (NCATE), the Interstate New Teacher Assessment and Support Consortium (INTASC) and the National Board for Professional Teaching Standards (NBPTS). The INTASC standards, in particular, provided a strong framework for developing these standards and indicators.

The AIG standards and indicators extend beyond the above frameworks to describe the specialized knowledge, skills and dispositions expected of a teacher who is prepared to teach AIG students in grades K-12. As such, the standards represent outcomes of courses and experiences. These standards and indicators do not address the additional knowledge, skills and preparation required for administrators of gifted education programs or professional staff developers.

AIG add-on licensure constitutes 12 semester hours (180 hours) of graduate study or the equivalent beyond licensure in an academic content area or grade level. The following standards and indicators are the minimum required for all teachers of AIG students.

STANDARD 1: TEACHERS OF THE GIFTED UNDERSTAND THE HISTORICAL FOUNDATIONS AND APPLY CURRENT RESEARCH ABOUT GIFTED EDUCATION.

- **INDICATOR 1.1** - Teachers know the historical foundations, significant research studies and major contributors in the field of gifted education.
- **INDICATOR 1.2** - Teachers know the state legislation regarding the education of gifted students, including the state and local definitions.
- **INDICATOR 1.3** - Teachers know the journals, books and professional organizations relevant to the field of gifted education.
- **INDICATOR 1.4** - Teachers understand current research findings and can articulate significant issues in the field of gifted education.
- **INDICATOR 1.5** - Teachers apply research findings to their teaching practice.
- **INDICATOR 1.6** - Teachers understand the importance of continued participation in the studies of gifted education through attendance of seminars, workshops, institutes and conferences.

STANDARD 2: TEACHERS OF THE GIFTED ASSESS THE COGNITIVE AND AFFECTIVE NEEDS OF GIFTED LEARNERS AND PLAN INSTRUCTION TO MATCH THE LEARNERS' NEEDS REGARDLESS OF HOW—OR WHEN—THESE ABILITIES ARE MANIFESTED.

- **INDICATOR 2.1** - Teachers can explain local nomination and identification procedures for gifted students.
- **INDICATOR 2.2** - Teachers know legal provisions, terminology, regulations and guidelines regarding unbiased assessment.
- **INDICATOR 2.3** - Teachers use multiple performance-based assessments to identify gifted students and to plan for and provide appropriate instruction.
- **INDICATOR 2.4** - Teachers recognize the characteristics and special cognitive needs of the gifted (including the highly gifted) and plan instruction accordingly.
- **INDICATOR 2.5** - Teachers recognize the characteristics and special cognitive needs in order to modify instruction appropriately for gifted students who have other exceptionalities (e.g., learning disabilities, attention deficit/hyperactivity disorder and autism).
- **INDICATOR 2.6** - Teachers recognize that giftedness may manifest as early as pre-school and continues to do so through adolescence; teachers employ strategies for nurturing the development of giftedness whenever it appears.

STANDARD 3: TEACHERS OF THE GIFTED DESIGN CURRICULUM USING KEY CONCEPTS OF THE ACADEMIC DISCIPLINES WHILE INTEGRATING COMPLEX AND ADVANCED CONTENT.

- **INDICATOR 3.1** - Teachers understand and use research-supported strategies for gifted students (e.g. conceptual development, accelerated pace, problem-based learning, critical thinking skills, interdisciplinary curriculum and concept-based units).
- **INDICATOR 3.2** - Teachers use the skills of inquiry to ignite independent learning in a collaborative environment.
- **INDICATOR 3.3** - Teachers develop their students' metacognitive thinking using complex questions, reflection and self-evaluation.
- **INDICATOR 3.4** - Teachers differentiate The North Carolina Standard Course of Study and other curricula by appropriate modifications to content, process, product and learning environment.
- **INDICATOR 3.5** - Teachers can apply, analyze, implement and evaluate various methods and models of gifted education.
- **INDICATOR 3.6** - Teachers can incorporate subject content two or more years beyond grade level.

STANDARD 4: TEACHERS OF THE GIFTED UNDERSTAND AND ADDRESS THE INTELLECTUAL, SOCIAL AND EMOTIONAL NEEDS OF GIFTED LEARNERS.

- **INDICATOR 4.1** - Teachers understand and address such issues as over-sensitivity, perfectionism and peer pressure.
- **INDICATOR 4.2** - Teachers implement strategies to address underachievement in gifted students.
- **INDICATOR 4.3** - Teachers understand and address issues of gender, ethnicity, poverty and home language as they relate to the needs of gifted students.
- **INDICATOR 4.4** - Teachers collaborate with appropriate school personnel to address the achievement motivation, emotional development, health and social behaviors of gifted learners.
- **INDICATOR 4.5** - Teachers understand and address the unique needs of highly gifted students.

STANDARD 5: TEACHERS OF THE GIFTED UNDERSTAND THE ROLE OF CULTURE IN THE EDUCATION OF GIFTED STUDENTS.

- **INDICATOR 5.1** - Teachers understand the role of culture in the recognition and measurement of intelligence and abilities.
- **INDICATOR 5.2** - Teachers understand cultural issues of gifted students (ethnic, socioeconomic, and home language status) and ensure that they are identified equitably and served appropriately.
- **INDICATOR 5.3** - Teachers instruct with sensitivity to the cultural and linguistic uniqueness of gifted learners.

STANDARD 6: TEACHERS OF THE GIFTED ADVOCATE FOR GIFTED STUDENTS IN MULTIPLE VENUES.

- **INDICATOR 6.1** - Teachers collaborate effectively with their colleagues in general and special education to provide a range of service delivery options for gifted students.
- **INDICATOR 6.2** - Teachers communicate and collaborate with diverse groups (parents, administrators, community organizations and political leaders) to advocate for appropriate services for gifted students.
- **INDICATOR 6.3** - Teachers serve as a link to resources for gifted students beyond the school (e.g., out-of-school activities, summer programs, Web sites and university opportunities).