Syllabus
EDFS 760: The Nature and Needs of Gifted and Talented Students: Historical, Philosophical, and Current Perspectives
Fall 2014
College of Charleston's North Campus – NEW location on Paramount Drive, rooms 213 and 215
Three graduate hours

<table>
<thead>
<tr>
<th>Meeting Time and Place:</th>
<th>Tuesdays, August 26, September 2, 9, 16*, 23, 30*, October 7, 14*, 21*, 28, November 11, 18, 2014, Room 213/215 at North Charleston Campus. Hybrid: online sessions*. 5:00 p.m. – 8:30 p.m.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor's Name:</td>
<td>Julie Dingle Swanson, Ed. D.</td>
</tr>
<tr>
<td>Office Hours:</td>
<td>At North campus- One hour before class and by appointment</td>
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<tr>
<td>Office Location:</td>
<td>Room 221, School of Education, Health, and Human Performance</td>
</tr>
<tr>
<td>Contact information-Email:</td>
<td><a href="mailto:swansonj@cofc.edu">swansonj@cofc.edu</a></td>
</tr>
</tbody>
</table>

Course Description: This survey course offers foundational knowledge through study of gifted education’s historical and philosophical evolution, rationale as well as research, theory and practice of identification and program models. It focuses on gifted/talented youngsters’ unique learning, behavioral characteristics, developmental patterns, and concomitant needs and issues, including special populations and accommodations.

Goal: Upon completion of this course, students will know and understand the development, nature and learning needs of Gifted and Talented students; historical, cultural and social foundations that have influenced how we identify and serve gifted students; and special populations that reflect the diversity of giftedness. The course will enable understanding of the potential of gifted children and youth, and will better prepare course participants to teach them.

Course Outcomes: Upon completion of this course, the student will be able to
1. Provide a defensible rationale for gifted education based on knowledge of the historical context of gifted education and regular education. (NAGC-CEC CAEP Standard 6)
2. Demonstrate understanding of varied definitions of gifted/talented, and compare and contrast these definitions. (NAGC-CEC CAEP Standard 1)
3. Explore characteristics and needs of gifted students and their implications for teaching gifted students. (NAGC-CEC CAEP Standard 1)
4. Develop an understanding of conceptions of intelligence and how they shape our view of giftedness. (NAGC-CEC CAEP Standard 1)
5. Understand gifted education within the context of the nation, the state of South Carolina, and the local school district by examining state regulation and comparing those with national programming standards for identification, curriculum, and program models. (NAGC-CEC CAEP Standards 6 and 7)
6. Analyze and interpret objective as well as authentic student assessment data to diagnose specific strengths and weaknesses in academic areas. (NAGC-CEC CAEP Standard 4)
7. Demonstrate knowledge of a variety of instructional models and curricular options for g/t by development of strategies that modify content, process, product and the learning environment for g/t students. (NAGC-CEC CAEP Standards 3 and 5)
8. Access technology resources and use technology as part of instruction, enabling worldwide communication and research. (NAGC-CEC CAEP Standard 5)
9. Discuss and assess current research related to identification of and programming for gifted children and youth, including students from underrepresented and special populations. (NAGC-CEC CAEP Standard 1 and 6)

Other selected online readings to be provided and videos listed on tentative schedule.

Course Content: Guiding Questions
• What is foundational knowledge in the field of gifted education?
• How do we recognize gifted and talented students?
• What are the curriculum and instruction basics designed to develop potential?
• What are key issues to consider when developing the potential of gifted and talented learners? What are current issues and trends in the field?

Important Policies

| Attendance Policies: | School of Education, Health, and Human Performance attendance policy: Class attendance and punctuality are expected professional behaviors. A student may earn a failing grade for excessive absences equaling more than 15% of class meetings. NOTE: Adherence to this attendance policy means that any student with absences in excess of 85% of class time will be dropped from this course. Coming to class late and leaving early are noted and will be considered as time absent from class. |
| Honor System: | All courses in the School of Education, Health, and Human Performance are conducted under the College of Charleston Honor Code found in the Student Handbook at http://studentaffairs.cofc.edu/honor-system/studenthandbook. Students are responsible for reading, understanding, and adhering to the Code of Conduct. Ignorance is no excuse. Both students and faculty are responsible for reporting violations to Student Affairs. Conviction of an Honor Code violation results in a grade of XF for the course in which the violation occurred. For help clarifying paraphrasing vs. plagiarism, see the following websites: http://writing.wisc.edu/Handbook/QPA_paraphrase.html, https://www.indiana.edu/~istd/example1paraphrasing.html, and http://owl.english.purdue.edu/owl/resource/619/01/ |
Summary of Required Assignments for grading (see page 8 for grading, details on assignments, and rubrics/assessments):

1. Successful and active participation in in-class/and/or on-line activities: 10 points ongoing
2. Three Reflective Essays= 10 points each @ 30 points total
   - Essay 1: Video Reflection on Steve Hefner, History of Gifted education in SC and Lord’s article discussed in class- 10 points- due 9/9
   - Essay 2: Reflection on “She/He doesn’t seem gifted to me”- 10 point- due 9/23
   - Essay 3: Reflection on Confluent Approach to teaching GT youngsters- 10 points- due 10/7
3. Special Populations Advocacy Project: 10 points due 9/30
4. Trends and Issues: research and Voice Thread presentation on issue assigned- 10 points- due 10/14 and 10/21
5. Rationale for Gifted Education Project: 10 points due 10/28
6. Case Study: 20 points due 11/18
7. Final Assessment- You and Your Gifted Guru: 10 points due 12/9

The Due Dates for each of the Major Assignments are shown below:

- Essay 1 - 9/9
- Essay 2 - 9/23
- Essay 3 - 10/7
- Special Populations Advocacy Project online presentation and discussion – 9/30
- Rationale for Gifted – 1st draft 9/16 ONLINE SESSION; final due 10/28
- Online Trends and Issues presentation and discussion- 10/14 and 10/21
- Case Study – 11/18
- Final Assessment (you may utilize notes and compiled sources) – submit final during final exam period, 12/9, submitted electronically

Tentative Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Content and Learning Activities</th>
<th>Readings, Resources Required Assignments</th>
</tr>
</thead>
</table>
| Class One: 8/26 | **Introductions**  
Pre-assessment and KWL  
Course overview: Review syllabus and assignments  
**What is foundational knowledge in the field of gifted education?**  
**History: international, national and state perspectives**  
Webquest: WCG; NAGC; SCCGE  
Small group activity: timeline of developments, international, national, state. | **International:**  
World Council for Gifted  
Colangelo and Davis  
**National**  
National Association for Gifted Children  
Piirto;  
Clark;  
National Excellence Report  
**State**  
SC Consortium for Gifted Education:  
SCGifted.org  
**CD Rom- Strand 1** - Hefner video |
| Class Two: 9/2 | **What is foundational knowledge in the field of gifted education?**  
National reports of note  
Video – SC History  
Socratic Seminar: discuss from Lord article – *One State’s Experience*  
**Definitions, Theories, Legal issues**  
Individual: What is your personal definition?  
VTB ppt- Part One  
Small group activity: Explore various definitions of giftedness: Venn Diagram  
“Legal” issues in your school districts  
**Intelligence theory and giftedness:** Exploring varied models by jigsaw (readings)  
Discussion: shift from fixed view to developmental view  
**Who’s who? Gurus in gifted education and Professional organizations and resources in the field**  
Powerpoint introduction  
Discussion of assignment  
Webquest and report back  
**Discuss Rationale project** | **Lord, E. W.** (2010). *Policy and Underrepresented students: One State’s Experience* chapter in *Promising Learners from Poverty* (2010), pp. 245-264  
**Davis Text:** Chapter 3, pp. 49 – 67  
**Davis Text:** *Giftedness*  
Chapter 1, pp. 1 - 10  
SC Best Practices Manual, Artistically Gifted and Talented – Chapter 1  
**TO BE READ IN CLASS: Intelligence Theory readings:**  
Gagne’s Differentiated Model of Giftedness and Talent.html  
Keating (2009). Categorical vs. Developmental Giftedness PDF  
Human Intelligence _ Robert J. Sternberg.html  
Sternberg: Online Readings in Psychology and Culture, Unit 5, Chapter 1.html  
The Actiopioc Model of Giftedness.html  
The Munich Model of Giftedness.html |
| --- | --- |
| **How do we recognize gifted and talented students?**  
**Teachers of gifted and talented**  
Self-assessment: How do my personal attributes and traits match up with the research on whom should teach gifted and talented learners? | **Essay 1 due:** Reflective essay 1 on Hefner video and Lord article.  
**Davis Text:** Chapter Two, pp. 43 – 45 (Teachers)  
**Davis text:** Chapter 2 (Characteristics)  
**Davis text:** Chapter 1, pages 13 – 16. Revisit Chapter 3; Chapter 4 (Identification and... |
| Class 4-9/16 online class | **Behaviors, Traits, and Characteristics: Cognitive and affective**  
Review checklists.  
Discuss Dabrowski’s overexcitabilities.  
Apply characteristics to prospective case study | testing)  
TO BE PROVIDED FROM CD- Rom - **Strand 2**  
Davis & Rimm (1998)  
Characteristics checklists  
E- Newsletter article in *Connecting for High Potential: “But she (or he) doesn’t seem gifted to me”* By Robin Schader and Rebecca Eckert  
SC BPM Chapter 8: Identification  
http://ed.sc.gov/agency/Standards-and-Learning/Academic-Standards/old/cso/gifted_talented/gt.html  
CCSD materials on identification |
|--------------------------|-------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|
| Class 5-9/23             | **Identification**  
- **Intelligence Tests**  
- **Achievement tests**  
Based on readings from the text, explain differences between a nationally normed test (e.g., Iowa Test of Basic Skills) and a criterion-referenced test (e.g. PASS).  
**Nontraditional measures**  
- **GT Arts identification**  
JVTB PPT – part two  
Practice with regulations on identification and placement  
Diane Bradford- simulation  
**Rationale development**  
**Special Populations**  
Discussion: Ford video and Slocumb article.  
Use text, CD Rom Strand 3 articles,  
Self-selected internet sources to begin to develop school-based workshop:  
**Special populations advocacy project**  
**Family and Culture:**  
Group Activity: Analysis of family influences - Gallagher PDF  
Group Activity: Analysis of vignettes | **Essay 2 on E-newsletter article due**  
SC BPM Chapter 8: Identification  
http://ed.sc.gov/agency/Standards-and-Learning/Academic-Standards/old/cso/gifted_talented/gt.html  
CCSD materials on identification  
**Davis text:**  
Chapter 1, pages 2, 11-12;  
Chapter 2, pages 29, 33-43;  
Chapter 11, pages 237-243  
Chapter 12 (Special Populations)  
CD Rom- Strand 3  
Special populations articles to use for research |
| Class 6-9/30 Online class | Special Populations Advocacy Projects- Online session with action plan presentations: Share yours and comment on others | Special Populations Advocacy Project due-online session for presentation
Turn in the entire project to professor |
|--------------------------|-------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|
| Class 7-10/7             | **What are curriculum and instruction basics?**  
**PreAssessment and Curriculum compacting**  
**Acceleration and Enrichment Grouping**  
Explain the key idea “one size does not fit all” as the idea applies to the development of potential. | **Reflective Essay 3: due**  
**Davis Text**  
Chapter 5, pp. 95 – 112 (Acceleration)  
Chapter 6, pp. 113 – 143 (Enrichment)  
Chapter 7, pp. 145 – 166  
**A Nation Deceived**  
http://www.accelerationinstitute.org/Nation_Deceived/Get_Report.aspx  
Volume 1: Summary of Key Points |
| Class 8-10/14 online     | **Trends and Issues: online session**  
Projects posted for discussion |  |
| Class 9-10/21 online     | **Trends and Issues: online session**  
Projects posted for discussion |  |
| Class 10 – 10/28         | **Models that guide teaching gifted and talented**  
Share rationale projects for critical feedback | **Davis Text:** Chapter 9, pp. 199 – 215  
NAGC PreK-Grade 12 Gifted Programming Standards: Standard 3 – Curriculum Planning and Instruction  
NAGC Pre-K-Grade 12 Gifted Programming Standards: Standard 5 – Programming  
http://www.nagc.org/index.aspx?id=6508  
SC BPM Chapter 4:  
Program models  
http://ed.sc.gov/agency/pr/Standards-and-Curriculum/old/cso/gifted_talented/gt.html |
<table>
<thead>
<tr>
<th>Date</th>
<th>Class 11-11/11</th>
<th>Class 12-11/18</th>
<th>Final Exam period 12/9</th>
</tr>
</thead>
<tbody>
<tr>
<td>11/4</td>
<td>Holiday- Election Day No Class</td>
<td>Revisiting earlier topics: Who’s your Guru? Discussion Exploring scenarios from an advocacy perspective</td>
<td>Case Study – sharing and discussion</td>
</tr>
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<td><strong>Final</strong> to be completed and returned by this deadline, December 9.</td>
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</table>

**PD video**
JVTB teaching ELA/Science using W and M curriculum
Finalized version of Rationale due

### GRADUATE GRADING SCALE

<table>
<thead>
<tr>
<th>Letter Grades</th>
<th>Percentage Range</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
<td>4.0</td>
</tr>
<tr>
<td>B+</td>
<td>89-92%</td>
<td>3.5</td>
</tr>
<tr>
<td>B</td>
<td>85-88%</td>
<td>3.0</td>
</tr>
<tr>
<td>C+</td>
<td>81-84%</td>
<td>2.5</td>
</tr>
<tr>
<td>C</td>
<td>77-80%</td>
<td>2.0</td>
</tr>
<tr>
<td>F</td>
<td>0-76%</td>
<td>0</td>
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</tbody>
</table>

- A grade of 76 or below is considered a failing grade for all graduate courses.
- There are no grades of D in graduate courses.
- There are no minus grades in graduate courses.
Nature and Needs:
Required Assignments: Elaborated Description and Assessment

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage of Grade</th>
<th>Due by</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparation and Participation</td>
<td>10%</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Reflective Essays</td>
<td>30% (each essay @ 10%)</td>
<td>Essay 1: 9/9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Essay 2: 9/23</td>
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<tr>
<td></td>
<td></td>
<td>Essay 3: 10/7</td>
</tr>
<tr>
<td>Special Populations Project</td>
<td>10%</td>
<td>9/30</td>
</tr>
<tr>
<td>Trends and Issues Research and Presentation</td>
<td>10%</td>
<td>10/14 or 10/21</td>
</tr>
<tr>
<td>Rationale for Gifted Education</td>
<td>10%</td>
<td>10/28</td>
</tr>
<tr>
<td>Case Study</td>
<td>20%</td>
<td>11/18</td>
</tr>
<tr>
<td>Final Assessment</td>
<td>10%</td>
<td>12/9</td>
</tr>
</tbody>
</table>

Assignment # 1. Participation in in-class/and/or on-line activities

**Point Value = 10 points maximum**

To truly understand the material in this course, you need to fully participate in all of the in-class or online activities. The instructor will keep a record of your participation to be able to assign a score (10 points maximum). The following is a list of the activities in each class you may be assigned:

**Classes one and two (2 points)**
- Timeline
- Wayne Lord article w/ questions
- Definitions (personal, operational and conceptual) w/ questions
- Guru list and exploration on the Web

**Classes three and four ONLINE (3 points)**
- Identification Simulation Learning Activity
- Response to parents of child NOT identified
- ONLINE work on VT Class 4

**Class five and six ONLINE (2 points)**
- Ford, Slocumb articles w/ questions
- Student vignettes (cultural influences)
- Active participation in each Voice Thread presentation (three or more comments and/or questions of substance)

**Classes eight and nine ONLINE (3 points)**
- Active participation in each Voice Thread presentation (three or more comments and/or questions of substance)
Assignment # 2. Three Reflective Essays = 10 points each 30 points total

- **Essay One:** Reflection on Steve Hefner’s video and Lord’s article on Gifted education in SC- 10 points
  After viewing the video, reading and discussing the article, what are new insights gained about the development of gifted education in SC? Comment on some of the enablers and barriers evident in SC. What are the most relevant issues in gifted education in SC and why?

- **Essay Two:** Reflection on “She/He doesn’t seem gifted to me”- 10 points
  After reading the E-newsletter article “But she/he doesn’t seem gifted to me,” the chapter and the characteristics checklists, respond to the teacher and to the parent in your essay. Specifically address their concerns and share information that will raise their awareness.

- **Essay Three:** Reflection on Confluent Approach to teaching GT youngsters- 10 points.
  Based on your reading, make the case for a confluent approach using both acceleration and enrichment for GT students. Explain the importance of grouping as an accommodation for gifted learners. How do acceleration, enrichment, and grouping connect in practice?

**Assessment Components for Essays:** Reflective writing responses are evaluated based on content, quality, and professionalism. *Your work will be evaluated on how well you have identified and addressed each of the components listed below.*

<table>
<thead>
<tr>
<th>Component</th>
<th>10 pts total</th>
</tr>
</thead>
</table>
| Content (8 points) | • Clearly addresses all components of writing prompt (2)  
| | • Demonstrates a strong understanding of topic linked to readings (2)  
| | • Presents evidence of thought and/or insight (2)  
| | • Is concise, two to three pages in length (two is minimum and three is maximum) (2)  |
| Format (2 points) | • Free from spelling and grammatical errors (1)  
| | • Word-processed, double-spaced, 12 point font (1)  |
Assignment #3. Special Populations Advocacy Project

Point value = 10 points

Directions: You may work in pairs or triads on this project.
Select one special population to research. Use the articles provided from the CD Rom, the text and other sources. Only one source can come from the materials provided. Two other sources (credible ones) must be found in the library or on the Internet.

Option* Case study student may be used.

TURN in Parts, 1, 2, and 3 to professor.

Part 1: You will conduct a series of interviews with key persons to find out what knowledge each has about the special population under study. Include interviews with each of the following:

- Parent
- Guidance Counselor
- Student
- Regular teacher
- Teacher of gifted

Summarize your findings across the interviews. What insights did you gain from the interviews?

Part 2: List all resources and sources you used. Provide a list of local, state and national resources for teachers and parents.

Part 3: Create an Action Plan for advocating for this special population. Your plan must include a presentation on this special population. This presentation will be shared during the online session on 9/30 via Voice Thread. Guidelines for the online presentation are:

- 12-15 slides
- Keep your audience in mind
- The content is an action plan advocating for your special population: who are they, what are their special needs as distinctive from other GT students, what are key considerations and accommodations, etc.

Special Populations: Advocacy Project

<table>
<thead>
<tr>
<th></th>
<th>Exemplary</th>
<th>Competent</th>
<th>Developing</th>
<th>Beginning</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3.5 – 3 points</td>
<td>2.5 – 2 points</td>
<td>1.25 - 1 points</td>
<td>0 points</td>
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<tr>
<td>Interview of parents, regular teachers, administrators &amp; community members</td>
<td>Student seeks input from &amp; provides a comprehensive summary with analysis of stakeholders' responses</td>
<td>Student seeks input from &amp; provides a summary of some stakeholders’ responses</td>
<td>Student seeks input from &amp; provides some examples but does summarize responses</td>
<td>Student does not provide a summary of stakeholders' responses</td>
</tr>
<tr>
<td>Resources</td>
<td>Student provides an</td>
<td>Student provides a list</td>
<td>Student provides a</td>
<td>Student provides no</td>
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<tr>
<td>annotated list used in researching the special population and provides a comprehensive list of local, state and national resources for teachers and parents</td>
<td>of resources used in research and a list of national resources</td>
<td>list of resources used in research only</td>
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<tr>
<td><strong>3.5 points</strong></td>
<td><strong>2.5 points</strong></td>
<td><strong>1.5 points</strong></td>
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</table>

**Action Plan**

<table>
<thead>
<tr>
<th>Student provides a comprehensive action plan for advocacy for a special population within gifted specifically addressing parents, counselors and teachers that includes a presentation</th>
<th>Student provides a plan for advocacy addressing two of the three groups</th>
<th>Student provides a plan that addresses one of the groups</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3.5 points</strong></td>
<td><strong>2.5 points</strong></td>
<td><strong>1.5 points</strong></td>
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</table>

Student provides a plan and does not designate group(s) addressed
Assignment #4. Trends and Issues - Topic Investigation and Presentation - Classes eight and nine as online sessions

Point Value = 10 points

Small group (2-3 students)

**Description:** What are key issues to consider when developing the potential of gifted and talented learners? What are current issues and trends in the field? In this assignment, students, in pairs or triads, will investigate a special topic that is considered a trend or issue in gifted education. You will prepare a Voice Thread presentation that can be shared with the class presenting an overview of the topic. The topic may or may not tie in with the Gifted Guru project. A list of starter issues/trends and linked resources is provided below, but you should use these as a starting point and investigate and incorporate additional resources. YOU WILL SHARE your research in a presentation during the online class sessions so that all students become familiar with all special topics investigated.

<table>
<thead>
<tr>
<th>Possible Issues and Trends: Content Topics</th>
<th>Readings, Videos, web resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading from VTB from poverty book</td>
<td><strong>Mind the (Other)Gap!</strong> – Website with full report and state profiles <a href="http://ceep.indiana.edu/mindthegap/">http://ceep.indiana.edu/mindthegap/</a></td>
</tr>
<tr>
<td>High-Fliers Report from the Fordham Institute</td>
<td><a href="http://ceep.indiana.edu/mindthegap/">http://ceep.indiana.edu/mindthegap/</a></td>
</tr>
<tr>
<td><strong>Guidance and counseling of GT students</strong></td>
<td><strong>Davis Text</strong> Chapter 12</td>
</tr>
<tr>
<td>Component</td>
<td>10 pts total</td>
</tr>
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</tbody>
</table>
| **Content (8 points)** | • Relevant trend or issue selected, defined and described with clarity  
• A discussion of key aspects is provided  
• Explanation of reasons why this trend/issue is of significance  
• Conclusion  
  o Includes a minimum of five substantive sources for further reading or research  
| **Format: Voice** | • Twelve slides or fewer  
| **Thread (2 points)** | • Clear, accurate, effective communication  
• Leadership evidenced in online discussion  

**Assignment Components**
Your work will be evaluated on how well you have identified and addressed each of the components listed below.
Assignment #5. Rationale For Gifted Education Project  
Point value = 10 points
Assignment Description
Small group: This assignment may be done with a small group (2-4) of students who have a common focus.

A rationale is a reasoned argument developed to convince a particular audience to support a point of view. Based on what you have learned about the nature and needs of gifted learners, identify a needed improvement or advancement within your own school or district’s gifted program. Develop a persuasive argument that explains the needed improvement, the reasoning underlying the need, a feasible plan to implement the improvement, and the foreseen impact the improvement will have on supporting gifted youth. Your presentation should contain salient points that support your argument.

This assignment has two iterations: First, you will post (via VT) your rationale during our first online class (9/16). This posting should represent your best thinking at this early point in the course. You will receive critical feedback, comments, and questions from your peers, allowing you to use the input to improve your persuasive argument. These comments will allow you to improve the rationale and turn in the final product during our class 10 on 10/28.

Assignment Components
Your work will be evaluated on how well you have identified and addressed each of the components listed below.

<table>
<thead>
<tr>
<th>Component</th>
<th>10 pts total</th>
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<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td></td>
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<tr>
<td>(2 points)</td>
<td></td>
</tr>
<tr>
<td>• Catches interest of audience</td>
<td></td>
</tr>
<tr>
<td>• States reasoned and <strong>persuasive</strong> argument</td>
<td></td>
</tr>
<tr>
<td>o Cites readings and other course related material to support argument</td>
<td></td>
</tr>
<tr>
<td>o Uses relevant data and/or statistics from school/district as evidence</td>
<td></td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td></td>
</tr>
<tr>
<td>(5 points)</td>
<td></td>
</tr>
<tr>
<td>• States and describes needed improvement or advancement</td>
<td></td>
</tr>
<tr>
<td>o Uses model or theory as cornerstone of rationale</td>
<td></td>
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<tr>
<td>• Communicates the reasoning underlying the need</td>
<td></td>
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<tr>
<td>• Includes a detailed, yet feasible plan to implement the improvement</td>
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<tr>
<td>• Includes foreseen, yet objective, impact from multiple perspectives (teacher, parent, administrator, community).</td>
<td></td>
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<tr>
<td>• Conclusion</td>
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<tr>
<td>o Includes sources for further reading or research</td>
<td></td>
</tr>
<tr>
<td><strong>Format: PPT or Voice Thread</strong></td>
<td></td>
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<tr>
<td>(3 points)</td>
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<tr>
<td>• Ten slides or fewer</td>
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<tr>
<td>• Appropriate use of transitions</td>
<td></td>
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<tr>
<td>• 5-7 minute presentation</td>
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<tr>
<td>• Appropriate font size and illustrations</td>
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</table>
Assignment # 6. Case Study
Point value= 20 points
Individual
Description - In this assignment, you will select a diverse student and conduct a case study on this student. Diversity is based on the definition of diversity formulated by the Special Populations group of NAGC and is as follows:

“Special populations include children who have additional aspects that need to be addressed in order to more fully develop their abilities and talents. These aspects include, but are not limited to:

- Cultural and Linguistic Diversity (CLD)
- Gifted/Lesbian/Transgendered/Bisexual (GLTB)
- Twice-exceptional, or gifted children with disabilities (2e)
- Highly gifted
- Gender issues
- Socio-economic issues (SES)
- Geographic issues, such as urban and rural settings. “

Your research should include review of student performance data, interviews with student, teacher/s, parent; work samples, observations, types of educational services (both successful and unsuccessful) provided for this student.

The case study process demands that you spend considerable time looking closely at the characteristics of one student. You will answer the questions:

- What makes him or her gifted and talented?
- What makes him/her different from the general population of gifted and talented children and youth? How can accommodations be made for these differences?
- How does the school contribute to the development of the child’s gifts? How do the ‘s parents contribute to the development of this child’s gifts?
- In what ways does the school hinder this student? How might the parents perhaps hinder his or her development?
- What are the best available options for this child?
- What considerations should be given to this child?
## Case Study Rubric of a Diverse Gifted Learner

<table>
<thead>
<tr>
<th></th>
<th>Exemplary (2 pts)</th>
<th>Competent (1 pt)</th>
<th>Developing (.5 pts)</th>
<th>Beginning (0 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td>Includes detailed description of student and his family, why he/she was chosen, etc.</td>
<td>Includes brief description of student</td>
<td>Inadequate introduction, lacks any details</td>
<td>No introduction</td>
</tr>
<tr>
<td><strong>Family and Home Environment</strong></td>
<td>Thorough discussion of culture, SES, language proficiency parents' levels of education, occupations, etc.</td>
<td>Discussion of three of the elements.</td>
<td>Only two elements discussed.</td>
<td>No information about the family</td>
</tr>
<tr>
<td><strong>Early Development</strong></td>
<td>Information on physical development and language development, behavior and early interests.</td>
<td>Some information on development with no elaboration</td>
<td>Little information included</td>
<td>No developmental information included</td>
</tr>
<tr>
<td><strong>School Performance and Test Data</strong></td>
<td>Analysis of performance in classroom and G/T Program: discussion and analysis of grades, test scores, quality of work, achievement levels and behavior</td>
<td>Includes a discussion with elaboration in only one setting</td>
<td>Little information on school performance; little elaboration</td>
<td>No information on school performance</td>
</tr>
<tr>
<td><strong>Social/ emotional development</strong></td>
<td>Description of the following factors: responsibility, use of time,</td>
<td>Discussion of only four to five elements social/emotional</td>
<td>Discussion of three elements of social/emotional development</td>
<td>No Discussion of social/emotional development</td>
</tr>
<tr>
<td><strong>Cognitive development</strong></td>
<td>Includes a thorough description of cognitive development in logical, critical, creative thinking; problem solving and intellectual interests.</td>
<td>Addresses only three areas of cognitive development.</td>
<td>Addresses one to two areas of cognitive development</td>
<td>No information on cognitive development</td>
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<tr>
<td><strong>Applied Characteristics of the gifted</strong></td>
<td>Descriptions of the characteristics of the gifted that the subject possesses and examples of associated behaviors.</td>
<td>Descriptions of the characteristics of the gifted that the subject possesses, but weak or no associated behaviors</td>
<td>Little discussion of the characteristics of the gifted that the subject possesses</td>
<td>No discussion of the characteristics of the subject</td>
</tr>
<tr>
<td><strong>Strengths and Weaknesses and recommendations</strong></td>
<td>Provides in-depth recommendations with strategies address to strengths and weaknesses. These include strategies for oral and written communication.</td>
<td>Provides basic recommendations related to strengths and weaknesses with some strategies.</td>
<td>Provides incomplete recommendations unrelated to strengths or weaknesses.</td>
<td>No recommendations are included</td>
</tr>
<tr>
<td><strong>Collaborate with Sources and Maintain Confidentiality</strong></td>
<td>Collaborate with 5+ sources to seek information about student. Confidentiality is maintained for sources and the source.</td>
<td>Collaboration with 3 sources. Confidentiality is maintained for sources and the source.</td>
<td>Collaboration with a single source. Confidentiality is maintained for the source.</td>
<td>No sources listed. Confidentiality is maintained for the source.</td>
</tr>
<tr>
<td></td>
<td>maintained for sources and the student.</td>
<td>sources and the .</td>
<td>Spelling, typing, grammatical errors</td>
<td>No more than one spelling, typing or grammatical error.</td>
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Assignment #7. Final Assessment: You and Your Gifted Guru
Point Value: 10
Individual

**Description:** You are to select a “guru” from the field of gifted education whose work and vision interests and inspires you. Throughout the course, you will read and explore print and electronic media to find out all you are able to about your selected “guru”. From your investigation and as a culmination to your study of the nature and needs of gifted learners, you will synthesize your new knowledge about your “guru” with your own beliefs and attitudes about gifted education, elaborating on ways in which your guru’s vision for G/T is similar to your own. Your synthesis will take the final form of the product of your choice. In your final product, explain the ways that the leader inspires you to work for gifted children.

In your investigation, locate and *include at least 3 sources* on your guru (other than the text). Each source should provide insight into the contribution your guru has made to the field of gifted education. Sources should be listed as a separate bibliography. You are encouraged to include an interview (if available) from *Roeper Review* or *Journal of Advanced Academics* as one of your sources.

**In addition, generate three questions for your guru related to the nature and needs of gifted and talented students that remain unanswered after your research is completed. Explain why these are questions are interest to you.**

**Assignment Components**
You work will be evaluated on how well you have identified and addressed each of the components listed below.

<table>
<thead>
<tr>
<th>Components</th>
<th>10 pts</th>
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</table>
| Content = 5 | • States the name of Guru and contribution to Gifted Education  
• Shares how the work and/or vision of guru is source of interest and/or inspiration  
• Synthesizes what was known about the guru before the course, what you learned about the guru during the course, and how the guru has shaped your beliefs and attitudes about gifted education.  
• Cites readings and/or content from course to support what was learned about the guru. |
| Sources = 3 | • Listed as a separate bibliography using APA style, most current edition  
• A minimum of three substantive sources other than text  
• Each source is relevant, i.e., provides insight into the contribution your guru has made to the field of gifted education |
| Format = 2 | • Product chosen is a good match, concise, and to the point  
• Product is professionally prepared  
• Product is free from errors |