College of Charleston
EDFS 760: The Nature and Needs of Gifted and Talented Students: Historical, Philosophical, and Current Perspectives
Fall 2017
College of Charleston's North Campus
Three graduate hours

<table>
<thead>
<tr>
<th>Meeting Time and place:</th>
<th>Mandatory Face-to-Face Sessions - Mondays, 9/18/17 and 12/11/17 (4:30 - 9:30), College of Charleston North Campus, Rm. TBD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Online, Asynchronous Sessions – Mondays – Fridays, 9/18/17 – 12/11/17</td>
</tr>
<tr>
<td>Sections:</td>
<td>760-01 and 760-02 (CRN#s: 14198 and 14199)</td>
</tr>
<tr>
<td>Instructor/Contact:</td>
<td>Lara Russell, PhD (540-414-3664 *emergency only, please) <a href="mailto:Kesslerla@cofc.edu">Kesslerla@cofc.edu</a> or <a href="mailto:Lara_Kessler@charleston.k12.sc.us">Lara_Kessler@charleston.k12.sc.us</a></td>
</tr>
<tr>
<td>Office Hours:</td>
<td>At North campus, Rm 214 - One hour before class and by appointment via Zoom, Skype, or our OAKS chatroom.</td>
</tr>
</tbody>
</table>

I. Course Related Information

Prerequisites: None except for Completion of the Oaks Student tutorials found at http://blogs.cofc.edu/scs/tutorials/
Prior to our first face class of the semester, you will need to view/review the tutorials on the Oaks Overview for Students on bulleted topics for each tutorial listed below. Deadline for completion of all tutorials is by the end of September. Start ASAP as each tutorial takes around 30 minutes!

- OAKS Overview for Students – Course Content
- OAKS Overview for Students – Communication Tools: Chat, Classlist, Discussions - Focus on Discussions in this segment of tutorials
- OAKS Student Overview – Grades Tools: Checklist, Dropbox, Grades, Quizzes and Surveys
- OAKS Student Overview – Management Tools: Attendance, Calendar, and Groups


Other required online readings/videos that will be available in OAKS and/or online.
Required technology listed under “Technology Expectations.”
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?

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/TAG1 CAEP Standard 6)
2. Demonstrate understanding of varied definitions of gifted/talented, and compare and contrast these definitions. (NAGC-CEC/TAG CAEP Standard 1)
3. Explore characteristics and needs of gifted students and their implications for teaching gifted students. (NAGC-CEC/TAG CAEP Standard 1)
4. Develop an understanding of conceptions of intelligence and how they shape our view of giftedness. (NAGC-CEC/TAG 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/TAG 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/TAG CAEP Standard 4)

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1 NAGC/CEC-TAG Teacher Preparation Standards in Gifted Education (2013) are the National Association for Gifted Children/Council for Exceptional Children-Talented and Gifted Group standards that specify the knowledge and skills necessary for gifted and talented educators.
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/TAG CAEP Standards 3 and 5)

8. Access technology resources and use technology as part of instruction, enabling worldwide communication and research. (NAGC-CEC/TAG 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/TAG CAEP Standard 1 and 6).

**Conceptual Framework:** All teacher preparation programs in the EHHP are guided by a commitment to Making the Teaching Learning Connection through three Elements of Teacher Competency which are at the heart of the EEHP Conceptual Framework: 1) understanding and valuing the learner, 2) knowing what and how to teach and assess and how to create an environment in which learning occurs, and, 3) understanding themselves as professionals. These three competencies underlie all learning and assessment in this course, helping you develop the knowledge, skills, and dispositions necessary to become a more effective teacher.

**NAGC-CEC TAG:** Course outcomes are derived from the national standards set forth by the CEC (Council for Exceptional Children), the NAGC (National Association for Gifted Children) and the NCATE (National Council for the Accreditation of Teacher Education) in the form of the NAGC/CEC-TAG Teacher Knowledge and Skill Standards for Gifted and Talented Education. These standards define expectations for the EHHP and are linked to the course outcomes above.

**II. Method of Contact: How to Communicate**

If you have course-related questions, please post them to the course discussion board entitled **Course Lounge in the Oaks Discussion board section.** Posting general questions in this forum will allow all to benefit from frequent questions and issues. We will use the Oaks discussion board tools for ease of communication with the whole group, small groups, and the instructor.

**Requesting technical assistance:** My area of expertise is gifted and talented education **NOT** technology, so for technical and technology assistance, go to [http://blogs.cofc.edu/scs/tutorials/](http://blogs.cofc.edu/scs/tutorials/). There you will find support you can explore yourself, as well as who to contact if you are experiencing particular problems you are unable to solve on your own.

**Response time:**

You can expect responses from me as follows:

- Email- within 24 hours, unless it is on the weekend. Then it could be as long as 36 hours.
- Discussion Posts- within 48 hours
- Assignment Feedback- within a week of the submission due date.
III. Course Assessment

- Grading- Graduate Grading Scale: Note there are no Ds in graduate courses. Grades below 77 are considered failing.
  
  A= 93-100  
  B+ = 89-92  
  B = 85-88  
  C+ = 81-84  
  C = 77- 80  
  F = 0 – 76

- Assignments- Details, discussion, and demonstration will be provided in our F2F class on Monday, September 18, 4:30 – 9:30 pm, in each module, and in the final syllabus posted online.

IV. What to Expect as a Student in an ONLINE Course

Course Organization and Flow: A Map

This course is organized into smaller bites called modules. It contains 5 online modules, lasting two weeks. Most major assignments will be due on Mondays by 11:59 p.m. EST. The modules are organized into the following sections and contain the following parts:

<table>
<thead>
<tr>
<th>Module Sections</th>
<th>Section Contents:</th>
</tr>
</thead>
</table>
| Planning & Questions  | • Overview of module objectives  
  • Place to post content-related and technical questions |
| Lectures & Readings   | • VoiceThread Lectures  
  • List of Chapters to be read within our course text (Davis, Rimm, & Siegle)  
  • Associated readings available on the internet and in .PDF form |
| Assignments           | • Reading and/or group reflections  
  • Individual Assignments |
| Additional Resources (Optional) | • Readings and presentations to add to your understanding per the module content  
  • Additional resources related to the technology used and needed within the module |

Learning Activities for participation points that you will find within these modules includes:

- Individual Reflection
- Discussion posts
- Other activities (e.g. identification activity, vignette analysis)
Required Assignments: You also have ongoing REQUIRED assignments that will be turned in online by the due dates.

Criteria/rubrics for assessment are included in this syllabus and in the online folder labeled Course syllabus and materials.

Late Assignments: ASSIGNMENTS are expected to be completed by the due date. Points will be deducted for late completion. The instructor RESERVES THE RIGHT TO not accept any work submitted a week beyond the due date, so you will want to keep up with the pacing of the course.

Community Statement: As your instructor, I will work to support and facilitate your learning and development. You can rely on me for additional resources, guidance, clarification, and enlightenment.

As students, you know your active participation, sharing your expertise and stories, and your full engagement are necessary elements for the success of the course. There will be times when you take the lead and times when you will follow. In an online environment, where we cannot read the physical cues that we see in F2F class, take care to use professional and respectful communication in the whole and small group discussion posts. Make certain we focus on discussion of ideas and issues in ways that are constructive and growth promoting. Always read through what you intend to post before you post it to ensure that we communicate in respectful and supportive ways.

We are all in this together. One benefit of an online course is that it stretches those communication skills. While most of us are used to informal, text-based communications through Face Book, texting, and tweeting, this classroom “environment” will use a more formal and professional register in communication.

Technology Expectations
Required Hardware:
Computer with high-speed Internet access, sound card, and microphone
Webcam, external speakers, headphones (all optional)

Necessary Software: Firefox (recommended browser)
Adobe Reader
Adobe Flash Player
Quick Time

Delivery Format:
The asynchronous on-line format allows self-motivated, task-driven professional students the flexibility to complete coursework over the Internet. Students must have access to a computer with high-speed Internet access throughout the course.
V. Course Policies (Technology, Attendance, & Honor Code)

**Computer failure/unavailability** does not constitute an excuse for not completing assignments by the due date. The class will be administered through OAKS, the College’s learning management system. (Log on to MyCharleston and then click the OAKS icon at the upper right; then click on EDFS 760). **You should check in at least every other day, 3-4 days a week and at least once on the weekend.**

**Technical Issues:**
If you have problems related to the course, please contact me immediately by email. If you have technical problems, please contact the Student Computing Support Desk at 843.953.5457 or email studentcomputingsupport@cofc.edu.


**Attendance:** You must attend our First (9/18/17) and Last (12/11/17) face-to-face sessions. The remainder of the courses will be conducted online.

Some may think online courses are easier than face courses and take less time. This course is as rigorous as a face course, and **may even take more time than a F2F course.** It will definitely take as much time.

The great advantage for you as a professional is that you can attend at your convenience. That advantage, however, requires great responsibility and discipline on your part. Time management is important in any coursework and that holds true for this online course. Late submissions result in points deducted, and work that is a week or more overdue will not be accepted, so plan ahead. Waiting until the last minute to prepare an assignment is not wise. You may lose power, have problems with your computer, or an emergency may arise.

**Honor Code:** 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](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](http://writing.wisc.edu/Handbook/QPA_paraphrase.html), [https://www.indiana.edu/~istd/example1paraphrasing.html](https://www.indiana.edu/~istd/example1paraphrasing.html), and [http://owl.english.purdue.edu/owl/resource/619/01/](http://owl.english.purdue.edu/owl/resource/619/01/)

In compliance with the Americans with Disabilities Act (ADA), all qualified students enrolled in this course are entitled to “reasonable accommodations.” Please notify the instructor during the first week of class of any accommodations needed for the course.
## VI. Tentative Agenda:

<table>
<thead>
<tr>
<th>Course Session</th>
<th>Overview</th>
<th>Due Dates</th>
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</thead>
</table>
| **Sept. 18, 2017 (1<sup>st</sup> Face to Face Class Session)** | **In-Class Activities:**  
✓ Discuss the syllabus: course expectations: outcomes, assignments, online learning environment, content/materials, processes  
✓ Complete a pre-assessment and explore definitions of intelligence and giftedness  
✓ Log in to OAKS course home and practice making comments within the small-group discussion board and the course lounge  
✓ Explore common myths of GTs and GT education from a variety of perspectives  
✓ Explore A History of Gifted Education | Complete OAKS tutorials before class on 9/18/17 and bring any questions to class. |
| **Module 1:** ONLINE Foundations of GT & Getting Started with Online Learning | **Lectures & Readings:**  
• Course Text (Davis, Rimm, & Siegle), Chapter 1 (Gifted Education: Matching Instruction with Needs)  
• Lord, E.W.’s *Policy and Underrepresented Students: One State’s Experience, chapter in Promising Learners from Poverty* (2010)  
• Sternberg – The Theory of Successful Intelligence  
• Gagne – Differentiated Model of Giftedness & Talent  
• Renzulli – Gifted Education, A Look Around and Ahead  
• 2005 Fall Learning Matters  
• Dr. Hefner Video  
**Assignment(s):**  
*Individual Reflection:* After viewing the Dr. Hefner video, reading the articles within Module 1, 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? What definitions of giftedness seem to prevail in SC and how does that shape who gets served and how they get served? | **9/18 – 10/01**  
**M1 Reflection** due to Dropbox by Sunday, 10/01 at 11:59 EST |
| **Module 2:** Recognizing GT Students & Teachers | **Lectures & Readings:**  
• Course Text (Davis, Rimm, & Siegle), Chapter 2 (Characteristics of Gifted Students ) and Chapter 3 (Identifying Gifted & Talented Students)  
• SC Best Practices Manual, Chapter 8  
• SC Regulations 43-220  
• VoiceThread Virtual Lectures: 1) GT Identification Process in SC and 2) Social/Emotional Side of GTs  
• E- Newsletter article in *Connecting for High Potential*: “But | **10/02 – 10/15** |
she (or he) doesn’t seem gifted to me” By Robin Schader and Rebecca Eckert

- Selected State GT Websites (Identification Comparison)

Assignments:

- **Identification Activity** – Using a chart found in M2 (assignments), the data that are presented, and the information provided in SC Regs. 43-220, determine whether or not the child is eligible for gifted services. Make sure to explain your response in addition to answering “yes” or “no.”

- **Small-group Discussion Forum** - Choose ONE:

  A) After reviewing the chapters in the text, Regulation 43-220 sections on Identifications, the SC BPM Chapter 8, and another state of your choosing, compare the approaches to GT identification. What are strengths and limitations of identification and labeling in the two states? How do the approaches likely affect who gets identified and how they get served?

  B) Take the part of an informed educator and provide some advice to Maria’s teacher and Eli’s parent related to these student’s potential gifts and talents. Use information from the SC BPM (chapter 8), the GT characteristics checklists, and the Social-emotional VT to address their concerns and share information that will raise their awareness of the many faces of giftedness.

  C) Use what you’ve learned about GT characteristics (academic and social/emotional characteristics) and the teacher traits/abilities of effective GT teachers to assess your ability to reach and teach GTs. In what areas do you excel? In what areas could you strengthen your own gifts and skills? How will you go about strengthening these areas?

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**Module 3: Special Populations & Building a Rationale**

**Lectures & Readings:**

- Course Text (Davis, Rimm, & Siegle), Chapter 12 (Underachievement: Identification & Reversal), Chapter 13 (Cultural Diversity & Economic Disadvantage), & Chapter 14 (The Cultural Underachievement of Females)
- Slocumb, *Giftedness in Poverty*
- Swanson, *Breaking Through Assumptions*
- Donna Ford video: [http://www.youtube.com/watch?v=adMFCNdbIsA](http://www.youtube.com/watch?v=adMFCNdbIsA)
- *The Varied Faces of Gifted/Talented Students*. Source: Equity in Gifted Education
- *Removing the Mask* – Chart, Payne & Slocumb
- Vignettes

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**Identification Activity** Due
10/07 by 11:59 pm EST

**M2 Discussion Forum:** Original Post due 10/09, 11:59 pm EST and response to two peers due 10/15 12:00 pm

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3 weeks:
10/16 – 11/5
• Special Populations Articles to use for research (organized by special population in M3 folders)
• View two other group’s Special Populations Presentations

Assignments:
1. Individual Reflections: Vignette Analysis. Analyze one of the provided student vignettes. Use the selected vignette to illustrate family and cultural influences and considerations of diverse students. Read the selected case and analyze the case using the information presented on syllabus, p 12

2. Special Populations Group Project: Create a VT presentation with your peers presenting a special population and post it on the OAKS course page so others may view. See extended description & rubric pages 12 - 14

3. Small group Discussion Forum: After viewing two other groups’ Special populations presentations, comment on new insights gained, making sure to relate them back to the module readings and your case study student. How might the recommendations and information presented within the Spec. Pops presentation inform a needed change or advancement in your school or school district? (See course final – p18 )

4. Take Midterm Course Evaluation (In M3 assignments)

Module 4: Program Models & Talent Development

Lectures & Readings:
• Course Text (Davis, Rimm, & Siegle) Chapter 5 (Program Planning) & Chapter 6 (Acceleration)
• NAGC PreK-Grade 12 Gifted Programming Standards: Standard 5 – Programming
• South Carolina, Best Practice Manual, Chapter 4
• A Nation Deceived, Volume 1 Summary of Key Points
• Video: Rethinking Giftedness & Gifted Education: A Proposed Direction Forward Based on Psychological Science (Subotnik, Olszewski-Kubilius, & Worrell, 2011)
• Unlocking Emergent Talent (Olszewski-Kubilius & Clarenbach, 2012)
• Young Scholars Program: http://www.jkcf.org/scholarship-programs/young-scholars/
• Fairfax County Schools, Advanced Academic Program: https://www.fcps.edu/academics/academic-overview/advanced-academic-programs

Vignette Reflection to Dropbox (Due 10/23 at 11:59 pm EST)
Special Pops VT posted by 10/30 at 11:59 pm EST
Original Discussion post due Thursday, 11/2 at 11:59 pm EST and response to peers 11/5

3 weeks: 11/05 – 11/25
<table>
<thead>
<tr>
<th>Assignments:</th>
<th>Original discussion post due Sunday, 11/12 11:59 p.m. EST and response to peers 11/22 12:00 p.m. EST</th>
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</thead>
<tbody>
<tr>
<td><strong>Small-group discussion forum:</strong> Explain the key idea “one size does not fit all’ as the idea applies to talent development and gifted programming. What model(s) of programming are prevalent in your district/school? How well are those models implemented? What improvements are needed? Be sure to defend your reasoning throughout. (<em>Note: information here can be used for our class final: Rationale for GT Programs)</em>*</td>
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**Module 5:**
**Curriculum & Instruction for GTs & Affective Needs**

<table>
<thead>
<tr>
<th>Lectures &amp; Readings:</th>
<th>11/26 – 12/10</th>
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<tbody>
<tr>
<td>• Course Text (Davis, Rimm, &amp; Siegle) <strong>Chapter 7</strong> (Curriculum Models), <strong>Chapter 8</strong> (Creativity – The Creative Person), <strong>Chapter 9</strong> (Creativity II – Teaching for Creative Growth), <strong>Chapter 10</strong> (Teaching Thinking Skills) and <strong>Chapter 11</strong> (Leadership, Affective Learning &amp; Character Education)</td>
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<tr>
<td>• NAGC PreK-Grade 12 Gifted Programming Standards: Standard 3 – Curriculum Planning and Instruction</td>
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<td>• What Works in Curriculum for the Gifted (VanTassel-Baska, 2008)</td>
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<td>• The Dos and Don’ts of Curriculum for the Gifted (Tomlinson)</td>
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**Assignments:**
- No Small-group response this module.
- Please be working on your case study!

**Monday, Dec. 11**
**(Last Face-to-Face Class)**

<table>
<thead>
<tr>
<th>In-Class Activities:</th>
<th>Case study due by 12/11/17 4:30 p.m. via Dropbox</th>
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<tbody>
<tr>
<td>✓ Case presentations (informal share out)</td>
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<tr>
<td>✓ Generalization creation (needs and issues)</td>
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<tr>
<td>✓ Course Final: A Rationale for GT (see p 19 of syllabus)</td>
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<td>✓ Course evaluations</td>
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**Assignment:**
- In-class final: exploring scenarios from an advocacy perspective and creating a rationale (open note, open book)
## VII. Required Assignments: Elaborated Descriptions & Rubrics

<table>
<thead>
<tr>
<th>Module</th>
<th>Assignment</th>
<th>Points</th>
<th>Due by</th>
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<tbody>
<tr>
<td>One</td>
<td>Reflective Essay #1 – History of GT in SC (Individual)</td>
<td>10</td>
<td>Sunday, 10/01 at 11:59 EST</td>
</tr>
<tr>
<td>Two</td>
<td>Identification Activity (Individual)</td>
<td>10</td>
<td>Due 10/07 by 11:59</td>
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<tr>
<td></td>
<td>Small Group Discussion Post: Pick one – a) But he she doesn’t appear gifted, b) Comparison of GT in SC to other states, or c) Teaching GTs self-assessment</td>
<td>15 (10 pts original post &amp; 2.5 pts per peer response)</td>
<td>Original Post due 10/09, 11:59 pm EST and response to two peers due 10/15 12:00 pm</td>
</tr>
<tr>
<td>Three</td>
<td>Vignette Analysis (Individual)</td>
<td>10</td>
<td>Due 10/23 at 11:59 pm EST</td>
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<tr>
<td></td>
<td>Special Populations Small Group VoiceThread Presentation</td>
<td>10</td>
<td>VT posted by 10/30 at 11:59 pm EST</td>
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<tr>
<td></td>
<td>Small-group Discussion: Special Population similarities and a-ha's</td>
<td>15</td>
<td>Original Discussion post due Thursday, 11/2 at 11:59 pm EST and response to peers 11/5</td>
</tr>
<tr>
<td>Four</td>
<td>Small-group Discussion forum: One Size Doesn’t Fit All as it pertains to GT programming &amp; Talent Development</td>
<td>15</td>
<td>Original discussion post due Sunday, 11/12 11:59 p.m. EST and response to peers 11/22</td>
</tr>
<tr>
<td>Five</td>
<td>No Assignments Due (Be working on Case Study)</td>
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<tr>
<td>In-person Class:</td>
<td>Case Study Due</td>
<td>20</td>
<td>12/11/17 at 4:30 PM</td>
</tr>
<tr>
<td></td>
<td>Course Final: A Rationale for GT and/or Talent Development</td>
<td>10</td>
<td>In-Class (12/11/17)</td>
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</table>

**Total Points 115**

**Individual Reflections and Small Group Discussions:** 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) |
**Vignette Analysis:**
**Point value = 10 points**

Directions: Select one of the provided student vignettes (PDF files).

Use the selected vignette to illustrate family and cultural influences and considerations of diverse students. Read the selected case, then analyze the case using the bullets below as a guide.

- Identify evidence reported in the case that indicates this student is gifted and talented. Use Module 3 course readings to support your reasoning.
- What special needs of this student can you find or infer in this case related to special population membership?
- What are the family influences on this student that you can identify from the case?
- What cultural or linguistic obstacles might this student experience? Explain your reasons.
- What supports are evident in the case? What additional supports would be important for this student and why?

<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) |

**Special Populations Advocacy Project**
**Point value = 10 points**

Directions: Select one special population to research. Use the articles provided on Oaks, the text and other sources. Only one source can come from the materials provided. Two additional credible sources must be found and included, for a minimum of three sources.

**Option** Case study student may be used.

**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 five or more 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. Use Module 3 readings to inform your action plan.

This presentation will be shared with those in the class via Voice Thread. Guidelines for the 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 3.5 – 3 points</th>
<th>Competent 2.5 – 2 points</th>
<th>Developing 1.25 - 1 points</th>
<th>Beginning 0 points</th>
</tr>
</thead>
<tbody>
<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 <strong>3 points</strong></td>
<td>Student seeks input from &amp; provides a summary of some stakeholders’ responses <strong>2 points</strong></td>
<td>Student seeks input from &amp; provides some examples but does summarize responses <strong>1 point</strong></td>
<td>Student does not provide a summary of stakeholders' responses</td>
</tr>
<tr>
<td>Resources</td>
<td>Student provides an annotated list used in researching the special population and provides a comprehensive list of local, state and national resources for teachers and parents <strong>3.5 points</strong></td>
<td>Student provides a list of resources used in research and a list of national resources <strong>2.5 points</strong></td>
<td>Student provides a list of resources used in research only <strong>1.5 points</strong></td>
<td>Student provides no listing of resources</td>
</tr>
<tr>
<td>Action Plan</td>
<td>Student provides a comprehensive action plan for advocacy for a special population within gifted specifically addressing parents, counselors and teachers that includes a presentation</td>
<td>Student provides a plan for advocacy addressing two of the three groups <strong>2.5 points</strong></td>
<td>Student provides a plan that addresses one of the groups <strong>1.5 points</strong></td>
<td>Student provides a plan and does not designate group(s) addressed</td>
</tr>
</tbody>
</table>
**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 child’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>Cognitive development</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>
</tr>
<tr>
<td>-----------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
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<td>-----------------------------------------------</td>
</tr>
<tr>
<td>Applied Characteristics of the gifted</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>Strengths and Weaknesses and recommendations</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>Collaborate with Sources and Maintain Confidentiality</td>
<td>Collaborate with 5+ sources to seek information about student. Confidentiality is maintained for sources and the student.</td>
<td>Collaboration with 3 sources. Confidentiality is maintained for sources and the student.</td>
<td>Collaboration with a single source. Confidentiality is maintained for the student.</td>
<td>No sources listed. Confidentiality is maintained for the student.</td>
</tr>
<tr>
<td>Spelling, typing, grammatical errors</td>
<td>No more than one spelling, typing or grammatical error.</td>
<td>No more than three spelling, typing or grammatical errors.</td>
<td>More than five spelling, typing or grammatical errors.</td>
<td>Many errors</td>
</tr>
</tbody>
</table>
Course Final.
Rationale For Gifted Education Project

Point Value
10 points

Assignment Description
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 or Talent Development 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/essay should contain salient points that support your argument.

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>
</tr>
</thead>
</table>
| Introduction (2 points) | • Catches interest of audience  
• States reasoned and persuasive argument  
  o Cites readings and other course related material to support argument from Modules 1-5  
  o Uses relevant data and/or statistics from school/district as evidence |
| Content (5 points) | • States and describes needed improvement or advancement  
  o Uses model or theory as cornerstone of rationale  
• Communicates the reasoning underlying the need  
• Includes a detailed, yet feasible plan to implement the improvement  
• Includes foreseen, yet objective, impact from multiple perspectives (teacher, parent, administrator, community).  
• Conclusion  
  o Includes sources for further reading or research |
| Format: Essay or PPT (3 points) | • No longer than 3 pages (double-spaced, 12 pt font) or Ten slides or fewer (PPT)  
• Grammatically correct without errors  
• Appropriate use of transitions  
• Appropriate font size and illustrations |