| **Meeting Time and Place:** | College of Charleston North campus, room TBA. Fall Semester 
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Instructor:</strong></td>
<td>Julie Dingle Swanson, Ed. D., Professor</td>
</tr>
<tr>
<td><strong>Office Hours:</strong></td>
<td>An hour before class at North campus; and by appointment</td>
</tr>
<tr>
<td><strong>Office Location:</strong></td>
<td>School of Education, Health, &amp; Human Performance, Room 223</td>
</tr>
<tr>
<td><strong>Office Phone/Fax/Email:</strong></td>
<td>953-5106 953-5407 fax <a href="mailto:swansonj@cofc.edu">swansonj@cofc.edu</a></td>
</tr>
<tr>
<td><strong>Course Prerequisite:</strong></td>
<td>EDFS 761: Introduction to Curriculum for the Gifted and Talented or permission of instructor</td>
</tr>
<tr>
<td><strong>Course Description:</strong></td>
<td>This course extends basics of gifted learners’ nature and needs to in-depth study of theory and research on their social and emotional development and implications for guidance, counseling, and teaching. Students review research on affective characteristics, personality traits, family factors, special populations, and cultural and linguistic influences on student growth.</td>
</tr>
</tbody>
</table>
| **Course Text/Materials:** | Hebert, T. P. (2011). *Understanding the social and emotional lives of gifted students*. Waco, TX: Prufrock.  
Practical Strategies Series:  
| **Course Outcomes:** | 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 EHHP 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.

**Expectations of Graduate Students:** Expectations of you as a graduate student are completion of all assigned readings and projects on time; on time attendance of all classes; responsibility for all course content; responsibility for keeping up with grades and attendance; and utilization of internet, word processing, and email.

**Professional Behaviors and Dispositions:** You are expected to speak and behave as the professional that you are. Specifically, you are responsible for content and assignments. In our interactions during face classes and online classes, you are expected to demonstrate professional behaviors consistent with the following dispositions:

- The belief that all children can learn.
- Value and respect for individual differences.
- Value of respectful human interaction.
- Intellectual curiosity, enthusiasm about learning, willingness to learn new knowledge.
- A commitment to inquiry, reflection, and self-assessment.
- Value of collaborative and cooperative work.
- Sensitivity to community and cultural context.
- Fair, responsible and ethical practice.

Course outcomes are derived from the standards (2013) set forth by the CEC (Council for Exceptional Children), the NAGC (National Association for Gifted Children) and CAEP. These national standards define expectations for the EEHP. The course outcomes follow.

**Course Outcomes:** At the conclusion of this course, the student will
1. Understand how the asynchronous development and characteristics of the gifted learner are connected to his/her unique socio-emotional development (NAGC-CEC Standard 1, 2),
2. Be well-informed of the resulting socio-emotional needs of gifted students (e.g., underachievement, perfectionism, multi-potentiality) (NAGC-CEC Standard 2, 4, 6),
3. Identify differentiated guidance and counseling efforts that are key to the gifted learner’s well-being (NAGC-CEC Standard 2, 5),
4. Research special populations and the social emotional needs which may put some more at-risk of failure (NAGC-CEC Standard 1, 2, 6),
5. Demonstrate affective curricular and instructional approaches which complement the social and emotional needs of gifted students (NAGC-CEC Standard 5),
6. Match career guidance services with the needs of these youngsters (NAGC-CEC Standard 2, 5, 7), and
7. Be familiar with research on promising practices and interventions (NAGC-CEC Standard 6, 7).
| Course Requirements: | **Course Requirements**: See p. 8 in Syllabus for DETAILS.  
1. **Parent Session/Resources- 10 points.** Create a GT parent session addressing a pertinent social/emotional issue. As part of the session, compile a bibliography for parents with useful resources. Details are provided.  
2. **Reflections: Try it out and reflect: 30 points.** Drawing on the texts and other resources developed for gifted learners, you will select three to five ideas/activities/strategies and try those with gifted students/youth in your school or community. Keep summary/reflections on what you tried and what you learned during those activities relative to social and emotional development of high ability children/youth.  
3. **Online Discussion on Oaks-10 points.** Topic: Depression and Suicide in GT Students. Specific readings will be completed in preparation. Discussion will take place in specified window of time.  
4. **ONLINE Sessions Participation: 15 points @ 5 points per session.** Specific expectations are outlined for your participation in the sessions that you do not lead. **Ongoing.**  
5. **Online Sessions- Seminar Assignment: 15 points - You will read one of the assigned books from the Practical Strategies Series in Gifted Education. In online sessions using Voice Thread, your small group and you will present key understandings and conduct a discussion with the class on one of these books: 1) Motivating Gifted Students. 2) When Gifted Students Underachieve: What you can do about it. 3) Social and Emotional Teaching Strategies. 4) A Menu of Options for Grouping Gifted Student. You will “present” and lead an online discussion where you share key information for parents, educators, and students; strategies and tips to address the topic/issue; and important resources.  
6. **SE Project: 15 points- Your assignment is to create a project to support gifted students as they face unique challenges. The project is to be centered around needs/issues that are social and/or emotional and focus on gifted students. Some of those issues/needs are identity, perfectionism, anxiety and pressure, multi-potentiality, how to deal with failure, what does it mean to be gifted, to name a few of the many needs and issues high ability students face. Your project will include one (or more) suggested strategies to nurture the social and emotional characteristics in gifted students. Details are provided.  
7. **Final Assessment: 5 points- You will complete a final assessment in which you demonstrate deep and comprehensive understanding of course content.** |

Specific descriptions of assignments including **due dates and criteria** for evaluation found in assignment section of syllabus, p 8.
### Evaluation Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
</tr>
<tr>
<td>B+</td>
<td>89-92</td>
</tr>
<tr>
<td>B</td>
<td>85-88</td>
</tr>
<tr>
<td>C+</td>
<td>81-84</td>
</tr>
<tr>
<td>C</td>
<td>77-80</td>
</tr>
<tr>
<td>F</td>
<td>0 - 76</td>
</tr>
</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.

### Evaluation Criteria:

**Evaluation Criteria:** Each assignment counts as the following percentage of your grade.

- Total points possible: 100
- College of Charleston EHHP Graduate grading scale above will be used.
- Parent Session/Resources: 10%
- Reflections 3 @10 each: 30%
- Seminar Discussion Forum: 10%
- Depression and Suicide Discussion Forum: 10%
- Seminar Assignment: 15%
- SE Project: 20%
- Final: 5%
- Total: 100%

### Resource Reading List:


### Attendance 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 face-to-face 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.

### Late Assignments:

**Late Assignments:** Assignments are expected to be turned in at the beginning of class on due dates. Grade deductions will occur for each day an assignment is overdue. The professor reserves the right not to accept assignments one week past the due date.

### Honor System:

**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](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/

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.

**Tentative Course Calendar:** (date and specific topic and assignments for each course meeting)

<table>
<thead>
<tr>
<th>Date and Module</th>
<th>Tentative Topics</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Face to face session (F2F) 10/14, 9 – 2 pm,</td>
<td>OVERVIEW and Introduction&lt;br&gt;You will be introduced to the course, the goals of the course, and the requirements.&lt;br&gt;We will explore introductory content and through individual, small group, and whole group learning.</td>
<td>10/14, Saturday, 9 - 2</td>
</tr>
<tr>
<td>F2F: 10/14 9 – 2 pm</td>
<td>Introduction and course overview&lt;br&gt;Gifted children: Who they are and why Social and emotional issues may exist&lt;br&gt;Hebert, Chapters 2 and 3&lt;br&gt;Web sources: Search for SE topics related to gifted students and create a “top five” list from your search- individual then share&lt;br&gt;Social and Emotional Characteristics and Traits of Gifted Children that may pose challenges (Hebert, Cross, Reis and Moon)&lt;br&gt; NAGC Programming standards- where do we see aspects related to Social and emotional development, Guidance and Counseling&lt;br&gt;Syllabus and requirements</td>
<td></td>
</tr>
<tr>
<td>Context</td>
<td>READ/VIEW:</td>
<td></td>
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<tr>
<td>---------</td>
<td>------------</td>
<td></td>
</tr>
</tbody>
</table>
| F2F: 10/28, 9 – 2 pm | - Hebert, Chapter 1: Theories of Psychological Development guiding our understanding of gifted students  
- Hebert, Chapters 8, 9 |
| In CLASS we will: | |
| - Explore Context and Identity- Special needs populations: Gifted students with special needs: Students from poverty, CLD, ADHD, LD, Creatively gifted, African American, Gay/Lesbian/Bisexual, Males, Females (Neihart, et.al; Hebert, Chapters 8 and 9)  
- Discuss and view strategies to address issues and needs |

<table>
<thead>
<tr>
<th>10 Points</th>
<th>Reflection 1 completed</th>
<th>Submit to dropbox by 10/27, 11:59 pm</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Module Two</th>
<th>Practical Strategies: Deepening knowledge of practical strategies to address SE issues and needs</th>
<th></th>
</tr>
</thead>
</table>
| ONLINE     | READ/VIEW Seminar Presentations:  
- Seminar: Motivating Gifted Students  
- Seminar: When Gifted Students Underachieve  
- Seminar: Social & Emotional Teaching Strategies  
- Seminar: Grouping Gifted Students | Post your VT on Assigned Seminar by 10/20, 11:59 pm. |
| 10/20- 11/17 | | |

| 15 points | Seminar Presentation through Voice Thread: Using the PS materials assigned in class, read and prepare a presentation on your PS. See details on content and format under assignment description section of this syllabus. | Post your VT on Assigned Seminar by 10/20, 11:59 pm. |

| 10 points | Discussion Forum: After viewing each seminar presentation, use the discussion prompt online to discuss new understandings based on seminars. | Make first post by 10/28, 11:59 pm. Complete 2 additional posts by 11/17, 11:59 pm. |

<table>
<thead>
<tr>
<th>Module Three</th>
<th>Family and Supports</th>
<th></th>
</tr>
</thead>
</table>
| F2F: 11/18, 9 – 2 pm | Plan for this class includes  
- Hebert, chapters 6, 7  
- Panel Discussion: Invited Parents and Students  
- Strategies to address issues and needs  
- Strategies: Classroom environment  
- Counseling Needs and Strategies (Moon) | |
<table>
<thead>
<tr>
<th>Points</th>
<th>Assignment/Activity</th>
<th>Due Date/Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Parent Session/Resources Assignment</td>
<td>Submit to dropbox by 11/17, 11:59 pm</td>
</tr>
<tr>
<td>10</td>
<td>Reflection 2 completed</td>
<td>Submit to dropbox by 11/18, 11:59 pm</td>
</tr>
<tr>
<td>Module Four</td>
<td>Depression and Suicide: In this module, you will review videos and resources to raise your awareness about the serious issue of depression. You will explore options and solution-oriented approaches. You will participate in a whole group discussion of the issue.</td>
<td></td>
</tr>
</tbody>
</table>
| ONLINE | Read and view:  
- Online: VTB, Cross, & Olenchak, Chapters 8, 11, 12  
- Any three of the additional resources posted in Module 4 folder on Oaks (see also page – of this syllabus for listing) | |
| 10     | Discussion Forum- Participate in Discussion Forum: Depression and Suicide in GT Students | Make first post by 11/24, 11:59 pm. Complete 2 additional posts by 11/30, 11:59 pm. |
| 10     | Reflection 3 completed | Submit to dropbox by 11/30, 11:59 pm |
| 20     | SE Project completed | Submit Project to dropbox 12/1 by 11:59 pm |
| Module Five | Making connections and bringing it all together | |
| F2F: 12/2, 9 – 2 pm | Connecting the parts: What have you learned? Project Sharing/Presentations Critical feedback from peers Expectations: Final assessment | |
| 5      | Final assessment due in regularly scheduled final exam period | Final due TBA final exam period |
Overview and Details on Required Assignments and how they will be assessed

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Assignment</th>
<th>% of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>11/17, 11:59 pm</td>
<td>Parent Session/Resources</td>
<td>10%</td>
</tr>
<tr>
<td>Reflection 1: 10/27, 11:59 pm</td>
<td>Reflections: Trying out ideas and Reflections @ 10 points each</td>
<td>30%</td>
</tr>
<tr>
<td>Reflection 2: 11/18, 11:59 pm</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reflection 3: 11/30, 11:59 pm</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Post your VT on Assigned Seminar by 10/20, 11:59 pm. | Seminar Presentation Assignment  
  ✓ Seminar: Motivating Gifted Students  
  ✓ Seminar: When Gifted Students Underachieve  
  ✓ Seminar: Social & Emotional Teaching Strategies  
  ✓ Seminar: Grouping Gifted Students | 15%        |
| Make first post by 10/28, 11:59 pm. Complete 2 additional posts by 11/17, 11:59 pm. | Discussion Forum on Seminars | 10%        |
| Make first post by 11/24, 11:59 pm. Complete 2 additional posts by 11/30, 11:59 pm. | Discussion Forum: Depression and Suicide | 10%        |
| 12/1 by 11:59 pm                 | SE Project                                      | 20%        |
| TBA - final exam period for course | Final: Submit to Dropbox on Oaks                  | 5%         |
Parent sessions/resources- 10 points
Due 11/17, 11:59 pm
Submit to Dropbox on Oaks Course page

What can you share with parents that will help them understand and support their youngsters differently? Create a GT parent session addressing a pertinent, relevant social/emotional issue/need for gifted students in your school or district. As part of the session, compile a bibliography for parents with useful 5-7 resources that will help them support their children.

Product: Brief description that includes
1. A purpose and/or focus for your session. (3 points)
2. An outline/agenda for the session with enough detail to show the basic content of the session. (5 points)
3. A bibliography for parents with five to seven relevant (to your purpose/focus) resources. (2 points)
Reflections: Try out and Reflect on Social/Emotional Strategies

30 points

Due: Reflection 1: 10/27, 11:59 pm
Reflection 2: 11/18, 11:59 pm
Reflection 3: 11/30, 11:59 pm
Submit to Dropbox on Oaks Course page

Drawing on texts and other resources developed for gifted learners, select three to five ideas/activities/strategies related to social/emotional development and understanding and conduct those with a small group of 2-3 or more gifted students. These sessions may be integrated into your teaching and/or conducted before, after, or outside of school. After each session, write a reflection summarizing what you “tried out” and reflecting on what you learned during the activity relative to social and emotional issues of your GT students.

The specific format of your reflection follows.

- Submit each reflection on or before the date due as a word-processed document in the Dropbox on Oaks.
- Each reflection will be one to three pages.
- Each reflection should be labeled with the date, and topic(s) addressed.
- **Content** of each reflection must include but is not limited to the following:
  - **WHO**: A profile of the gifted and talented students you worked with in the activity.
  - **WHERE/WHEN**: Where and when the session was conducted.
  - **WHAT/WHY**: The activity and why you selected the idea/activity.
- **Reflection**: Each piece should include reflection on what you learned during and after the work with students.

Assessment will be based on the following criteria: 10 points each times 3 reflections = 30 points

- **Format**: length and grammar/spelling (2 points)
  - Electronically submitted with length of each entry 1 to 3 pages
  - Professionally written: accurate spelling and grammar usage
- **Content points** addressed completely (5 points)
  - Provides description of the activity and why you selected the idea/activity.
  - Provides a profile of the students you worked with in the activity and indicates where and when each session was conducted.
- **Reflection** is thoughtful and substantive (3 points)
  - Reflective comments communicate what you learned during and after the work with students.
Seminar Presentation Assignment = 15 points
Complete and post your VT on Assigned Seminar by 10/20, 11:59 pm.

You will read one of four assigned books from the Practical Strategies Series in Gifted Education. You and a partner/s will present key understandings to the class on one of the four books during an online session:
- Seminar 1) Motivating Gifted Students
- Seminar 2) When Gifted Students Underachieve: What you can do about it.
- Seminar 3) Social and Emotional Teaching Strategies
- Seminar 4) A Menu of Options for Grouping Gifted Students

You will create a PowerPoint presentation combined with spoken notes and upload it to our course page Voice Thread to share key information. You should clearly explain the relevance of the book topic to SE issues and needs of high ability students. You will share strategies and tips to address the topic/issue, including important resources.

Evaluation of this assignment is based on the following: Total 15 points
Content Summarized and Presented: 10 point value
- Define, describe, exemplify: (7)
  - A description with sufficient detail to understand the key aspects of the topic/issue is provided
  - Additional description clearly explains what makes the issue/topic important in understanding social and emotional development of GT learners
  - Strategies and tips that address the issue/topic are specified and explained
  - Concrete and practical examples provided.
- Useful, relevant aspects and resources: (3)
  - Useful, relevant aspects are shared for parents, educators, and students
  - What works in addressing this issue/topic is reported
  - Key resources are provided

Voice Thread presentation: 5 point value
- You use voice over, and communication is clear, well-planned, and flows well. (1)
- No more than 15 slides are utilized (1)
- Communication is varied, interesting and engaging. (1)
- Communication is professional and error –free. (1)
- All in the group contribute in significant ways. (1)
Discussion Forum on Seminar Presentations
Make first post by 10/28, 11:59 pm. Complete 2 additional posts by 11/17, 11:59 pm.

Discussion Forum: 10 points
For each discussion forum, you will be assessed holistically on the following:
- Responded to all parts of the prompt (2)
- Made three posts on the forum in timely way (2)
- Linked to readings/videos (3)
- Interacted with others in your group discussion by making comments and raising questions (2)
Discussion Forum on
Depression and Suicide in High Ability Students
10 points
Make first post by 11/24, 11:59 pm. Complete 2 additional posts by 11/30, 11:59 pm.

As instructor, I will pose a discussion starter on our Oaks page on the topic above. As participant, you will prepare by reading and reviewing relevant texts and video materials. Prior to the scheduled discussion, you will have read the specified chapters and text readings on the syllabus as well as three additional sources from those below that you select. You are asked to make three posts in the discussion and to link the posts to relevant texts/videos.

Discussion Forums: 10 points
For each discussion forum, you will be assessed holistically on the following:
• Responded to all parts of the prompt (2)
• Made three posts on the forum in timely way (2)
• Linked to readings/videos (3)
• Interacted with others in your group discussion by making comments and raising questions (2)

Additional Sources online
• Article by Jean Peterson
• Tracy Cross on Suicide and Gifted Students: Video
  https://video.search.yahoo.com/video/play;_ylt=A2KLqIG0I1ZVtgwAPP4snlIQ;_ylv=X3oDMTByZWc0dGJtBHNYwNzcRzbGsdmlkBHZ0aWQDBGdwb3MDMQ--?p=Tracy+Cross+on+Suicide+and+Gifted+Students&vid=a9295b58ebf063cefa03d510e41489e8&l=3%A56&turl=http%3A%2F%2Fts4.mm.bing.net%2Fth%3Fid%3DWN.eUSP%3A9Sb5COEtC1oJw%26pid%3D15.1&url=ftp%3A%2F%2Fwww.youtube.com%2Fwatch%3Fv%3DVm2QUIhdLTk&tit=Cross%3A+Suicide+and+the+gifted&c=0&sig=11b2e14qf&sig=10tv4mp&sig=11vkt5bj&age=1381411102&fr2=p%3As%2C%3Cv%3Av&fr =yhs-mozilla-002&hsimp=yhs-002&hspart=mozilla&tt=b
• Articles on depression and suicide related to gifted kids (select one)
  http://www.hoagiesgifted.org/depression.htm
• Research-based article on mental health in gifted and non-gifted youth from Gifted Child Quarterly
• PBS documentary “A Cry for Help”- a series of short video segments- be sure and watch “Stacy”, both parts one and two
  http://www.pbs.org/wnet/cryforhelp/episodes/the-film/watch-the-documentary/?p=1
• Article: Suicide Among Gifted Adolescents: How to Prevent It by Denise de Souza Fleith, University of Brasilia, Brazil
  http://www.gifted.uconn.edu/nrcgt/newsletter/spring01/sprng012.html
Gifted students have unique social/emotional needs. Your assignment is to create a project to support gifted students as they face unique challenges. The project is to be centered around needs/issues that are social and/or emotional and focus on gifted students. Some of those issues/needs are identity, perfectionism, anxiety and pressure, multi-potentiality, how to deal with failure, what does it mean to be gifted, to name a few of the many needs and issues high ability students face. Your project will include one (or more) suggested strategies to nurture the social and emotional characteristics in gifted students.

The project must have these parts addressed:

- **Rationale** - Your project will have a relevant guiding issue or focus that you clearly identify. That is, you will explain the reasoning behind your project and show the relevance to social and emotional development of GT students. What is the evidence of need?

- **Description** - You will describe which strategy you plan to employ and provide details of how you would use the strategy. Pick one of these strategies/approaches or suggest (and gain prior approval) your own:
  - Bibliotherapy
  - Biography
  - Film or video
  - Art (music, drama, visual art, other)
  - Mentor
  - Service learning

Flesh out the strategy, explaining what you would do with students. Provide enough detail so that a person with experience and knowledge of gifted students could work with your plan to provide their students with a similar experience.

- **Materials and Resources**: What will you need to accomplish this project if you actually did it? Describe the materials, resources, and time needed.

- **Expected outcomes** - What is/are your goal/s or purpose/s of this project? What do you expect the outcomes for your students to be?

For example, you might use *The Little Engine that Could* as a bibliotherapy strategy. The focus might be on persistence, sticking to it, putting in effort, and helping high ability students understand that effort is necessary for success. Using this example, my project might be a series of discussions with students focused on the issue such as, “What does it mean to be gifted? What does ability have to do with success? When have you not been
successful? What did you do?” and other leading questions and key points. What else might I include in this project? (We will discuss in class further).

**Rubric for Project**  
**20 points total**

<table>
<thead>
<tr>
<th>Project Element</th>
<th>Exemplary</th>
<th>Meets</th>
<th>Does not meet</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rationale</strong></td>
<td>Points = 4</td>
<td>Points = 3</td>
<td>Points = 2 to 1</td>
<td>**</td>
</tr>
</tbody>
</table>
|                 | - Relevant guiding issue/question/focus identified and explained with thoroughness.  
|                 | - Clear link to social and emotional needs of GT students, i.e., specific connections to research-based issues and traits.  
|                 | - Explanation/rationale provides basis for need, i.e., explanation of why the project is centered around a specific issue is grounded in local/school-based data or in general research in gifted education.  
| **Description** | Points = 4 | Points = 3 | Points = 2 to 1 | **|** |
|                 | - Description of the strategy with details of how you would use it.  
|                 | - Explanation of how the project will work with students with sufficient detail so that another can understand what and how
<table>
<thead>
<tr>
<th><strong>Materials, Resources</strong></th>
<th>Points = 4</th>
<th>Points = 3</th>
<th>Points = 2 to 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Materials, resources, and time needed are thoroughly and explicitly described.</td>
<td>Criteria met but clarity and/or detail limited</td>
<td></td>
<td>Two/one of three criteria met</td>
</tr>
<tr>
<td>• Goal/s or purpose/s of the project are detailed.</td>
<td>• Materials, resources and time included.</td>
<td></td>
<td>• Materials, resources and time included.</td>
</tr>
<tr>
<td>• Expected outcomes for your students are discussed.</td>
<td>• Goals and purpose listed.</td>
<td></td>
<td>• Goals and purpose listed.</td>
</tr>
<tr>
<td></td>
<td>• Outcomes listed.</td>
<td></td>
<td>• Outcomes listed.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expected outcomes</strong></th>
<th>Points = 4</th>
<th>Points = 3</th>
<th>Points = 2 to 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Expected outcomes for your students are discussed.</td>
<td>Outcomes listed but lack clarity and/or detail.</td>
<td></td>
<td>No outcomes specified</td>
</tr>
<tr>
<td>• Outcomes are specific and related to Social and emotional development</td>
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