College of Charleston  
EDFS 762: Field Experience in Curriculum and Instruction for Gifted and Talented Students  
Spring 2014  
Three hours of graduate credit

**Course dates:** January 13, 2014 to April 21, 2014, two F2F classes are at the beginning and end (on January 13 and April 21). F2f classes at North campus, room 134.  
**Course Delivery Format:** Blended, with two F2F classes on (January 13 and April 21, Mondays, 5-8 pm, room 134, North campus) and the remaining course time online and completing fieldwork.

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Faculty Contact</th>
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</thead>
</table>
| Julie Dingle Swanson, Ed. D. | • Email: swansonj@cofc.edu  
| Professor                    | • Cell Phone: 843-886-0285- Please use this number only for emergencies.  
| Department of Teacher Education |                                                    |

**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.

In addition to the Course Lounge for course-related questions, each module will have a discussion board called *Field Experience Discussion Board: Talk It Out* for module related questions, concerns, issues, and sharing. We will use the Oaks discussion board tools for ease of communication with the whole group, small groups, and the instructor.

**Requesting 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.

**Office Hours:** For questions or concerns of a personal nature, please email me at swansonj@cofc.edu. If you wish to meet, office hours are by appointment and conducted (preferably) online. I have two other courses at North campus so could schedule a meeting with you PRIOR to those class meetings if you desire a face meeting. Use my cell phone for emergencies only, please.

**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.
Course Related Information

**Prerequisites:** EDFS 761 and Completion of the Oaks Student tutorials found at [http://blogs.cofc.edu/scs/tutorials/](http://blogs.cofc.edu/scs/tutorials/)

During our first two weeks of class, you will need to complete the tutorials on the Oaks Overview for Students on bulleted topics for each tutorial listed below. **Deadline for completion of all tutorials is January 20th. Start ASAP as each tutorial takes 30-60 minutes!**

- Logging in and course navigation: You will want to log in before the course begins as a test. **Complete by January 13.**
- Course Content Complete by **January 18.**
- Communications Tools: Discussions: You will want to post a comment in the Course Lounge in the first week of the course to ensure you can use it with ease. **Complete by January 15**
- Grade Tools: Checklist, Dropbox, Grades, Quizzes and Surveys. **Complete by January 20.**
- Management Tools: Attendance, Calendar, and Groups. **Complete by January 20.**

**Required Text:**

Other required online readings/videos that will be available in OAKS and/or online.

**Course Description:** In this course, you will demonstrate ability to design curriculum, establish learner outcomes, plan instruction, and assess planned curriculum’s efficacy on student learning. You will engage in field experiences focused on gifted/talented learners for a minimum of 40 hours, analyzing and implementing curriculum and assessing its effect on culturally and linguistically diverse gifted/talented students.

**Course Goals:** In this course, you will
- apply your understanding of the unique nature and learning needs of the talented and gifted learner,
- demonstrate your knowledge of what and how to teach and assess and how to create an environment in which learning occurs for these unique learners, and,
- conduct yourself as a professional educator.

**Course Outcomes:** You will
1. Utilize a repertoire of evidence-based curriculum and instructional strategies to differentiate for individuals with gifts and talents. (NAGC/CEC-TAG\(^1\) Standard 5)

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\(^1\) NAGC/CEC-TAG standards (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.
2. Actively create learning environments that foster value for diversity, cultural understanding, safety and emotional well-being, positive social interactions, and active engagement for gifted learners. (NAGC/CEC-TAG Standard 2)

3. Develop and implement curriculum plans anchored in both general and special curricula. (NAGC/CEC-TAG Standard 3)

4. Recognize the effects that gifts and talents can have on an individual’s learning as well as influences of language, culture, and family background. (NAGC/CEC-TAG Standard 1)

5. Understand the role of language and communication in talent development and ways in which exceptional conditions can hinder or facilitate such development. (NAGC/CEC-TAG Standard 2)

6. Utilize the profession’s ethical and professional practice standards to guide decisions and actions. (NAGC/CEC-TAG Standard 6)

7. Effectively collaborate with families, other educators, and other service providers of individuals with gifts and talents. (NAGC/CEC-TAG Standard 7).

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.

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
- Grades based on points earned- see breakdown

<table>
<thead>
<tr>
<th>Total Points earned</th>
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<tbody>
<tr>
<td>140 – 130 points</td>
<td>A</td>
</tr>
<tr>
<td>129 – 124 points</td>
<td>B+</td>
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<tr>
<td>Points Range</td>
<td>Grade</td>
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<td>----------------------</td>
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<tr>
<td>123 – 118 points</td>
<td>B</td>
</tr>
<tr>
<td>117 – 113 points</td>
<td>C+</td>
</tr>
<tr>
<td>112 – 107 points</td>
<td>C</td>
</tr>
<tr>
<td>106 points or fewer</td>
<td>F failing</td>
</tr>
</tbody>
</table>

- Assignments- Details, discussion, and demonstration will be provided in our F2F class on Monday, January 13, 5-8 pm, in each module, and in the final syllabus posted online.
  - Required Participation in each of 7 modules = 35 points total
    - Individual Reflection
    - Discussion Posts
  - Field Work Assignments = 80 points total
    - Required
    - Choice
  - Final folio – Professional goals, Self-Assessment, Link to Standards and Classroom Practice = 25 points total

What to Expect as a Student

Course Organization and Flow: A Map

The course is organized into smaller bites called modules. It contains 7 modules, with all but one lasting two weeks. Each module will open (be accessible) on Monday at 12:00 a.m. EST and will remain open for the duration of the course. Most major assignments will be due on Mondays and Wednesdays by 12:00 a.m. EST. Most modules have (with a few exceptions) these parts:

- Overview
- Read/View
- Individual Reflection
- Discuss
- Create
- Case
- Additional Resources- Use is optional.

Learning Activities that you will find within these modules includes:

- Individual Reflection
- Discussion posts
- Cases (from Text)
- Projects/Assignments (ongoing)

Each activity has a point value and due date listed in the syllabus course schedule and online in the course calendar as a guide for each module. Criteria/rubrics for assessment are included in this syllabus and in the online folder labeled Course syllabus and materials. Activities are expected to be completed by the due date. Points will be deducted for late completion. The instructor will 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 a cohort of students who has worked together for almost two years, you know each other and me well. As your instructor, I will work to support and facilitate your learning and development. You can continue to 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
Skype

**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.

**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 762). You should check in every other day, four 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.

Check for computing downloads and tutorials at blogs.cofc/scs/. Resolve problems promptly. Computer failure/unavailability does not constitute an excuse for not completing assignments by the due date.

**Attendance:**
You must attend our two face-to-face sessions - **REQUIRED!** The remainder of the course 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. 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.
# Course Schedule

<table>
<thead>
<tr>
<th>Module Name</th>
<th>Assignment</th>
<th>Due Date</th>
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<tbody>
<tr>
<td><strong>Module One: Introduction and Overview of the course</strong></td>
<td>OVERVIEW: You will be introduced to the course, the goals of the course, and the requirements.</td>
<td>Weeks of January 13 and January 20th</td>
</tr>
<tr>
<td>January 13</td>
<td>F2F session: IN CLASS WE WILL ▶ Discuss the course expectations: outcomes, assignments, online learning environment, materials, processes ▶ Log in to OAKS course home ▶ Practice making a comment in COURSE LOUNGE discussion board</td>
<td>Monday, January 13th 5-8 pm, North campus, Room 134</td>
</tr>
<tr>
<td><strong>READ/VIEW</strong></td>
<td>Complete the required OAKS tools tutorials.</td>
<td>Complete tutorials by Monday, January 20th</td>
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<tr>
<td></td>
<td>Read Syllabus and assignment descriptions.</td>
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<tr>
<td><strong>INDIVIDUAL REFLECTION: QUIZ:</strong></td>
<td>Complete the online quiz on the course syllabus (after reading and studying it).</td>
<td>Complete quiz by Wednesday, January 22</td>
</tr>
<tr>
<td><strong>DISCUSSION POST:</strong></td>
<td>Post to the <strong>Field Experience Discussion Board</strong> one assignment from the syllabus you are excited about and why it is an assignment that is highly relevant to you. Tell what you think your most difficult challenge is in this final course.</td>
<td>Post to Discussion by Wednesday, January 22</td>
</tr>
<tr>
<td><strong>CREATE:</strong></td>
<td>Show a timeline of each OAKS tools tutorials indicating what you completed and when it was completed.</td>
<td>Submit by Monday, January 27th</td>
</tr>
<tr>
<td><strong>Module Two: Professional Goals, Self-Assessment, Goals, and Plan for Field Applications</strong></td>
<td>OVERVIEW: Professional and ethical practice</td>
<td>Week of January 27th and Feb 3rd</td>
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<tr>
<td></td>
<td>READ: <strong>GCT:</strong> Developing and Sustaining Professionalism Within Gifted Education Enhancing Ethical Awareness</td>
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<tr>
<td>Topic</td>
<td>Description</td>
<td>Due Date</td>
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</tr>
<tr>
<td><strong>CASE study introduction:</strong></td>
<td>pp. 1 - 20</td>
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<tr>
<td><strong>INDIVIDUAL REFLECTION:</strong></td>
<td>Three key lessons to you as a professional from <em>GCT</em> readings. Self-assessment using the U Stars Plus chart from Professionalism article (<em>GCT</em>) How do the lessons and your self-assessment connect to your professional goals?</td>
<td>Due by February 3rd</td>
</tr>
<tr>
<td><strong>DISCUSSION POST:</strong></td>
<td>Post to the <strong>Discussion Board</strong> one of your goals in this field experience course and why it is unique to you. How does your goal relate to professional and ethical practice?</td>
<td>Post due by February 5th</td>
</tr>
<tr>
<td><strong>CREATE</strong></td>
<td>3-5 Professional Goals, a draft of your plan for meeting fieldwork requirements <em>including a timeline</em>, potential data sources for determining the degree to which your professional goals were met. You will use this document as an early draft of your final folio project.</td>
<td>Due by Monday, February 10th</td>
</tr>
<tr>
<td><strong>Module Three: Making Decisions related to Curriculum and Instruction</strong></td>
<td><strong>OVERVIEW:</strong> Effective Teachers and Teaching of gifted and talented students: Interactions in the Classroom</td>
<td>Week of Feb 10th and Feb 17th</td>
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</tbody>
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| **February 10 by 12:00 am** | **DUE:** Choice Field Experience: (see syllabus/assignment packet)  
- Plan for Action Research Project (if you choose this assignment)  
- Plan for In School Field Work (if you choose this assignment) | Due by February 10th |
| **READ** | Two *GCT* articles:  
- Differentiating Instruction  
- Analyzing Differentiation using COS R | |
| **INDIVIDUAL REFLECTION** | How has your understanding of differentiation changed based on your reading of the article *Differentiating Instruction in Response to Student Readiness, Interest, and Profile?* | Due by February 17th |
| DISCUSSION POST | CREATE: Directions include viewing Voice Thread on “Effective Learning Environments for GT Students.” Complete Analysis of two Videos of GT Teaching | Due by February 17th |
| CASE: Mr. Jackson and Miss Mendoza (Text, pp. 60 – 65) | Due by February 19th |
| Module Four: Assessing Learning Progress and Evaluating Services | OVERVIEW: Assessment of Learning and Student Growth | Week of Feb 24th (One week followed by a week of spring break) |
| READ: • NAGC’s Accountability for GT Students (PDF) • NAGC’s Position Paper on Grouping at http://nagc.org/index.aspx?id=4450 | INDIVIDUAL REFLECTION In what ways does NAGC’s position on a focus on student growth for accountability mesh (or not) with learning accountability measures used in your school and district? Due by February 26th |
| DISCUSSION POST: Comment on how the grouping NAGC advocates for in their position paper connects to student growth. Do you see possible applications of NAGC’s key ideas in your school setting? Explain why or why not. | Due by Friday, February 28th (due to spring break) |
| CASE: Eric, Assessment, and Services (Text, pp. 38 – 44) | Due by March 12th |
| CREATE: Analysis of two Videos of GT Teaching | Due by March 10th |
| C of C Spring Break-observed | March 1 – March 8 |
| Module Five: Recognizing Learning and | OVERVIEW: Student Learning and Development | March 10th week and March 17th week |
| Developmental Differences | March 10th by 12:00 am | Due: Choice Field Experience: (see syllabus/assignment packet)  
• Product for In School Field Work (if you choose this assignment) | Due by March 10 |
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<td></td>
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<td><a href="http://www.youtube.com/watch?v=eOJVCYHIkZM">http://www.youtube.com/watch?v=eOJVCYHIkZM</a></td>
<td>(unedited video of interviews)</td>
</tr>
<tr>
<td>INDIVIDUAL REFLECTION</td>
<td></td>
<td>Hassan illustrates and discusses how we underestimate the depth of thinking and understanding young people are capable of. Reflect on his views. How have you underestimated a student’s or a young person’s capabilities? What implications does Hassan’s interview have for you as a teacher?</td>
<td>Due by March 17th</td>
</tr>
<tr>
<td>DISCUSSION POST:</td>
<td></td>
<td>In order to address the educational needs of the gifted and talented learner, one must understand the individual student’s intellectual and social and emotional development. Drawing on your field experiences and readings to date, discuss some development differences you have observed among GT students. What do these differences suggest to you as a teacher?</td>
<td>Due by March 19th</td>
</tr>
<tr>
<td>CASE: Select one of your choice from these:</td>
<td></td>
<td>Wyatt (Text, pp. 26 – 31) Jessica (Text, pp. 32- 35)</td>
<td>Due by March 24th</td>
</tr>
<tr>
<td>Module Six: Challenging Diverse Gifted Learners</td>
<td>OVERVIEW: Diversity in Gifted and Talented Learners</td>
<td>Week of March 24th and 31st</td>
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</tbody>
</table>
| March 24th by 12:00 a.m. | DUE: Choice Field Experience: (see syllabus/assignment packet)  
• Product for Parent/Teacher Sessions (if you choose this assignment)  
• Additional Case Study Analyses (if you choose this assignment) | Due by March 24 |
<p>| March 31st by 12:00 a.m. | Choice Field Experience: (see syllabus/assignment packet) | Due by March 31 |</p>
<table>
<thead>
<tr>
<th><strong>Action Research Project (if you choose this assignment)</strong></th>
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<tbody>
<tr>
<td><strong>INDIVIDUAL REFLECTION</strong></td>
</tr>
<tr>
<td>Go to this link and listen to the segment from <em>To the Best of Our Knowledge</em> called “What makes a genius?” Select three relevant points that are applicable to GT classroom observations you have made. Discuss those three points and their connections to observations. How does the segment inform you about what you might do to challenge gifted and talented learners from varied backgrounds? How might this segment inform parents of your gifted/talented students?</td>
</tr>
<tr>
<td><strong>CASE: Select one of your choice from these:</strong></td>
</tr>
<tr>
<td>Raul (Text, pp. 76 – 79)</td>
</tr>
<tr>
<td>Rebecca (Text, pp. 80 – 82)</td>
</tr>
<tr>
<td>Ingrid (Text, pp. 85 – 89)</td>
</tr>
<tr>
<td><strong>DISCUSSION POST: What are the BIG questions, issues and ideas in gifted education regarding the nature of the GT learner, what and how to teach and assess gifted and talented learners, and professional/ethical considerations? Discuss the BIG ideas and comment on others’ ideas as part of the preparation work on your FINAL FOLIO PROJECT.</strong></td>
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<tr>
<td><strong>Module Seven: Showcase</strong></td>
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<td><strong>OVERVIEW: Synthesis</strong></td>
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<td><strong>Due by April 7, 12:00 a.m.</strong></td>
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<tr>
<td><strong>Field Study Product completed and turned in to OAKS course dropbox</strong></td>
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<tr>
<td><strong>READ: TBA</strong></td>
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<tr>
<td><strong>INDIVIDUAL REFLECTION: TBA</strong></td>
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<tr>
<td><strong>Due by April 14</strong></td>
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<tr>
<td><strong>DISCUSSION POST: TBA on Final Folio assignment</strong></td>
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<td><strong>Due by April 17</strong></td>
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<td><strong>Due in class April 21</strong></td>
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<td><strong>Final class: Face to Face meeting- Final Folio session</strong></td>
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<tr>
<td><strong>Due by March 31</strong></td>
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<td><strong>Due by April 7</strong></td>
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EDFS 762 ASSIGNMENTS and Assessment Information
Descriptions of assignments and assessment are provided below.

As stated earlier, course grades are based on points earned- see breakdown in the table below.

<table>
<thead>
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<th>Total Points earned on assignments</th>
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<td>C</td>
</tr>
<tr>
<td>106 points or fewer</td>
<td>F failing</td>
</tr>
</tbody>
</table>

Assignments- Details follow. Here is an overview:
  - **Required Participation in each of 7 modules = 35 points total**
    - Individual Reflection
    - Discussion Posts
  - **Field Work Assignments = 80 points total**
    - Required
    - Choice
  - **Final folio – Professional goals, Self-Assessment, Link to Standards and Classroom Practice = 25 points total**
**Required Participation in Modules: 35 points**
(5 points/module X 7 modules)

- **READ/REFLECTIVE PRACTICE (3 points each):** In each module, you will create and submit an individual reflection (in online dropbox) based on the goals of the module. Each individual reflection has a value of 3 points.
  Students earn 0 – 3 points based on 0 = Not Met to 3 = Met. Specifics on each reflection as well as due dates are explained in each module.

- **DISCUSSION POSTS (2 points each):** In each module, you will be asked to create a post on “FIELD EXPERIENCE DISCUSSION BOARD: TALK IT OUT” on a topic, issue, or questions posed. After you make your post, you are expected to read classmates’ posts and to respond with a minimum of TWO additional posts (for a total of three posts) in each discussion. Students earn 0 – 2 points based on 0 = Not Met to 2 = Met (You create a post, then respond to two classmates posts, total of three posts). Specifics and due dates provided in each module. Make your post by the due date. Respond to others’ posts before the beginning of the next module.
FIELD WORK: 80 points
The following field work assignments include REQUIRED field experiences and OPTIONAL choices for you to select relevant and growth-promoting options.

- Three Categories of REQUIRED field experiences: 60 of the 80 points
- OPTIONAL choices: 20 of the 80 points
Category One REQUIRED Field:

VIDEOS OF GT TEACHING: Observation and analysis- What is effective teaching? SC Streamline: Gifted and Talented Classes in Action: You will select, view, and analyze 4 Videos of GT classes, with at least one elementary, one middle, and one high school level observed, using COS-R, and Narrative (20 points). A listing of the videotaped classes is provided online under Resources in Module One. Access these online through http://www.scetv.org/education/streamlinesc/

Once you sign in and get to discovereducation.com, type in “Gifted and Talented Classes in Action” to access an extensive list of videotaped classes. Videos should be at least 20 minutes (or watch a combination of shorter ones adding up to 20 minutes or more). See below for product/assessment resulting from each analysis. **First two analyses due by February 24th and last two analyses due by March 10th.** You will be prompted in modules to CREATE and turn in these assignments.

**Product for each observation/analysis:** One document with Two Parts required for each of four observations. Compile the two parts into one document and submit via dropbox in Oaks.

1. COS-R: William and Mary Classroom Observation Scale revised completed on each observation.
2. Narrative analysis (3-5 pages, 12 point font, double-spaced, one inch margins)
   a. Teacher Observed, Lesson, Length
   b. Concise summary of observed lesson
   c. Processes: Instructional Strategies used that promote higher order thinking
   d. Curriculum content: What was advanced, in depth, thematic, or other GT related content considerations observed?
   e. Products and assessment of learning outcomes: What did you observe?
   f. Learning environment including grouping of students, individualization, interactions
   g. Conclusion: Was this teacher effective with GT learners? Give 3-5 research-based/observation-based reasons you reached the conclusion you did.

**Criteria for Assessment for each VIDEO of TEACHING ANALYSIS**

Points = 5 point value per Observation/Analysis

COS-R Complete = 1 point
   o W and M COS-R completed and submitted with narrative
Narrative Analysis = 4 points
   o Title of Teacher/lesson and concise summary = .5 point
   o Analysis of content, processes, products, assessments, and learning environment keyed to GT research based practices = 2 points
Conclusion of teacher effectiveness with GT learners grounded in reasoning = 1.5 points

Category Two REQUIRED Field:

FIELD STUDY: One day in GT Partner teacher’s classroom: Observation, teaching, small group interaction (20 Points). Set the date for visitation with your GT Partner teacher by the end of January! Refer to the GT Partner Teacher List found in Module One and email her/him ASAP. Completion of final product by April 7th.

Create a plan with your GT partner teacher of what you will do during the day you spend with her/him. Ideas of what you might do during your field study include:

a) Teach a lesson or do an activity with the students,
b) observe the teacher using the COS-R and debrief with her/him to understand the context of what you observed,
c) work with a small group on a project or assignment they have underway,
d) interview individual students,
e) have the partner teacher observe you as a peer teacher and debrief,
f) other.

You also are required to develop a set of 8 – 10 questions related to teaching high ability students and follow up your field study with an interview of your GT partner teacher. You can conduct the interview in person, by phone, or by email.

Your school will be reimbursed for the substitute for the visit to GT Partner teacher’s classroom. It is your responsibility to keep track of who the substitute is, the date of substitution, and the cost of substitution. Email Denise Zacherl (denise_zacherl@charleston.k12.sc.us) with this information and the GT Office will reimburse your school for the cost of your substitute for the day you are in the field.

Product for your field study: One document including:

- your Plan,
- Narrative report of what you did during the day in the field, COS-R completed (if used), and Analysis of observation and/or participation
- Follow Up Interview: what you asked and why; what you learned, and
- Conclusion: Three or more insights gained from the experience and linked to the NAGC Programming Standards (found in Appendix A, page 137 of TEXT).

Assessment of Field Study Product= 20 points
Content= 15/20 points

- Plan: Substantive activities planned ( 2 points)
o Narrative Report (5 points)
  ▪ Detailed description of Field Study, including date, timeframe for visit, and other relevant details (for example, lesson plan if you worked with a small group).
  ▪ COS-R completed (if used).

o Follow up Interview (3 points)
  ▪ what you asked and why
  ▪ what you learned

o Conclusion (5 points)
  ▪ Three or more insights gained from the experience
  ▪ Concluding comments linked to the NAGC Programming Standards (found in Appendix A, page 137 of TEXT).

Product= 5/20 points
  o Professionally prepared with no errors: Typed with 12 point font, double spacing, page numbers (2 points)
  o Effectively organized with headings and subheadings (1 point)
  o Clearly communicated, with a beginning, middle, and end (2 points)
Category Three REQUIRED Field:

CASE STUDY: Case study work from *Exploring Critical Issues in Gifted Education* – activities as assigned - chapters 2, 3, 4, 5—four assigned cases (5 points per case analysis = 20 points).

These cases are built into the modules. Specifics on your assignments related to each case analysis are below AND will be provided online within the module as well as how points are earned. Note that some additional reading and research on your own may be required to complete the analysis of cases.

Here is a list of these required cases **that are excluded from your optional activities below**.

- **Module Three**: CASE: Mr. Jackson and Miss Mendoza (Text, pp. 60 – 65)- Due by February 19
  - Discussion Questions, page 62, complete questions 1, 2, 3, and 4
  - Activities, pages 62-63: Choose one from #s 1, 3, OR 4
- **Module Four**: CASE: Eric, Assessment, and Services (Text, pp. 38 – 44)- Due by March 12th
  - Discussion Questions, page 43, complete questions 1, 2, 3, 4, 5, and 6
  - Activities, page 43: Choose one from #s 1 OR 5
- **Module Five**: CASE: Select one case of your choice from these: Due by March 24th
  - Wyatt (Text, pp. 26 – 31)
    - Discussion Questions, page 29, complete questions 1, 2, 3, 4, 5, and 6
    - Activities, page 29: Choose one from #s 2 OR 3
  - OR
    - Jessica (Text, pp. 32- 35)
      - Discussion Questions, pages 33 - 34, complete questions 1, 2, 3, and 4
      - Activities, page 34: Choose one from #s 2 OR 4
  - OR
    - Ingrid (Text, pp. 85 – 89)
      - Discussion Questions, page 87, complete questions 1, 2, 3, 4, and 5
      - Activities, page 87: Choose one from #s 1, 2 , OR 4

- **Module Six**: CASE: Select one of your choice from these: Due by April 7th
  - Raul (Text, pp. 76 – 79)
    - Discussion Questions, page 78, complete questions 1, 2, 3, 4, and 5
    - Activities, page 78: Choose one from #s 1 OR 3
  - OR
    - Rebecca (Text, pp. 80 – 83)
      - Discussion Questions, page 82, complete questions 1, 2, 3, 4, and 5
      - Activities, pages 82-83: Choose one from #s 2 OR 3
  - OR
    - Ingrid (Text, pp. 85 – 89)
      - Discussion Questions, page 87, complete questions 1, 2, 3, 4, and 5
      - Activities, page 87: Choose one from #s 1, 2 , OR 4
OPTIONS for CHOICE FIELD EXPERIENCES
Choose 20 points/two additional field projects* from options for remaining field experiences: 20 of 80 points

- **Action research project** (20 points* counts as two projects): You will design an in-depth action research project related to GT field questions of interest. Conference with the instructor via Skype and have plan developed and approved by February 10th. Project Due by March 31st. Go to [http://www.sitesupport.org/actionresearch/ses3_act1_pag1.shtml](http://www.sitesupport.org/actionresearch/ses3_act1_pag1.shtml) to see a visual representation of the process and find description and guidelines to guide you through the process.

- **In school field work** (10 points): In schools where there are GT classes being taught, you may choose to do some field work (observations, work with individual and small groups of students, interviews with students and teachers, etc.) in your school setting. Create a plan that specifies what you will do and how your products will be assessed. Submit plan by February 10th for review and approval by instructor. Due by March 10th.

- **Parent session or parent-teacher conference and Session with teachers in your team, grade level, department, school** (10 points): Plan and conduct parent and teacher sessions (one of each) that are specifically and explicitly linked to two or more of the course outcomes in this syllabus. Submit a report that provides details of each of the sessions: Who, what, when, where, why, and how. Due by March 24th.

- **Additional Case Study work of your choice from cases NOT ASSIGNED in Exploring Critical Issues in Gifted Education** – Two cases required. Complete discussion questions, one of the “Activities” of your choice from list provided after each case, and one “Extension” of your choice from list provided after the case (10 points). Due by March 24th.
FINAL Assessment: Final FOLIO: Attainment of Goals for Development of Expertise in Gifted Education- 25 points

This product will be presented in a SHOWCASE held during our final face-to-face class on April 21. It is an opportunity for you to share what you know about gifted and talented education at this point in your development. Invited guests along with your classmates will have a chance to see your poster/folio and talk with you about your expertise.

PROCESS:
In this final summative assessment, reflect back over your development, examining your early and current professional goals, self-assessment, projects, experiences, accomplishments, and learning to date. Some of the big questions you might consider in this reflection include

- Why does a GT student need specialized educational programming?
- What makes a teacher effective with a GT learner?
- How do I find and develop academic talents in students often overlooked?
- What is key in creating an optimal learning environment for GT learners?
- What are overlooked nuances related to culture and background?
- How do I bridge general education requirements with the specialized aspects of gifted education?
- What misconceptions did I have? How have they changed and why?
- How have I changed?
- What do I need to teach high ability students?

The purpose of this deep reflection is to identify and present evidence that you have attained the course outcomes. Select any four of the seven course outcomes (found on pages 2 and 3 of the syllabus and summarized below) and present evidence to show the degree of your mastery of those outcomes you select. Evidence can come in various forms (data from field experiences or other sources, artifacts from this course or other GT courses, insights grounded in facts, explanations illustrated with examples, etc.). What big question or idea does the outcome/evidence address?

Outcomes include
On completion, students in the course are able to

- Differentiate for individuals with gifts and talents. (NAGC/CEC-TAG standard 5).
- Create learning environments optimal for gifted learners. (NAGC/CEC-TAG Standard 2).
- Develop and implement curriculum plans anchored in both general and special curricula. (NAGC/CEC-TAG Standard 3).
- Recognize influences of the gifted and talented individual’s background (language, culture, family) on development and learning. (NAGC/CEC-TAG Standard 1).
- Understand the complex role of language and communication in helping or hindering talent development (NAGC/CEC-TAG Standard 2).
• Use ethical and professional practice standards to guide decisions and actions. (NAGC/CEC-TAG Standard 6)
• Collaborate effectively with families of GT individuals as well as other stakeholders.

Product: Visual
You will create a video, Poster (4 X 4 suggested, self-standing), or other visual display to show what you know and to provide evidence of your expertise in gifted education. Keep in mind that we will have an audience of peers and invited guests circulating and that your product must be viewable and understandable in a gallery-type environment. Prepare for and plan to explain your visual product with talking points.

Content
You will have to synthesize various components and determine how to present them in the product you choose (within the stated parameters). Creative expression is valued in this Final folio as is visual appeal and interest. Content components include
• The big questions or ideas arching over your understanding
• What you know and understand relative to course outcomes and evidence supporting your assertions
• What you want to continue to work on relative to professional gifted education goals and your evolving expertise
• Talking points to explain the visual product (10 minutes or less)

Assessment: Criteria for evaluation will be provided based on content and product described above and will be posted on Oaks in the Syllabus and Course materials folder. This project is worth 25 points
Due in class April 21.