Syllabus
EDFS 760.01: The Nature and Needs of Gifted and Talented Students: Historical, Philosophical, and Current Perspectives
Spring 2016
College of Charleston's North Campus - 843 953 6684
Three graduate hours


Course Instructor: Della Jo Marshall, B.A., M.A.T., M.L.S.
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Office and Hours: 111 Cartright Street  Daniel Island, SC  29492
4:00 p.m. to 5:00 p.m.

Course Prerequisites: While there is no prerequisite for this course, basic technology skills are necessary for your success.

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.

Course Goals: 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 will better prepare course participants to teach them.

CD-Rom for T-3 course developed by the SC State Department of Education
Selected Readings – accessed through C of C library databases
Other readings on the nature and needs of gifted children and youth assigned and distributed by the instructor when needed for class activities and additional reading assignments.

Equipment & Technology: Regular access to a computer with Internet is a requirement for this course. You are encouraged to use the College of Charleston North Campus’
computing centers or those downtown, however, it is recommended that you have access at home or work as well as this is a hybrid course. **VoiceThread** is used for all of the designated online classes. VoiceThread will be accessed through OAKS on the C of C website and will be accessible to you only after your official registration in this class.

**Course Outcomes:** **Teaching and Learning:** School of Education, Health, and Human Performance (EHHP) Elements of Teacher Competency: All courses in the School of Education (EHHP) are guided by a commitment to “Making the Teaching Learning Connection” through three Elements of Teacher Competency (ETCs) which are at the heart of the SOE 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 and demonstrate the knowledge, skills, and dispositions necessary to become a more effective teacher.

**Professional Behaviors and Dispositions:** You are responsible for content and assignments. You are expected to demonstrate professional behaviors consistent with the following dispositions: The belief that all students can learn. Value and respect for difference. Value of positive human interaction. Intellectual curiosity and willingness to learn new knowledge. A commitment to inquiry, reflection, and self-assessment. Value of responsible, collaborative, and cooperative work. Sensitivity to community and cultural context. Responsible and ethical practice.

Course outcomes are derived from the standards set forth by the CEC-TAG (Council for Exceptional Children, The Association for Gifted) and NAGC (National Association for Gifted Children) and NCATE (National Council for the Accreditation of Teacher Education). These standards define expectations for the School of Education, Health, and Human Performance. The course outcomes follow:

**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.
2. Demonstrate understanding of varied definitions of gifted/talented, and compare and contrast these definitions.
3. Explore characteristics and needs of gifted students and their implications for teaching gifted students.
4. Develop an understanding of conceptions of intelligence and how they shape our view of giftedness.
5. Understand gifted education within the context of the nation (NAGC), the state of South Carolina, and your local school district by examining state regulation and comparing those with national programming standards for identification, curriculum, and program models.
6. Analyze and interpret objective as well as authentic student assessment data to diagnose specific student strengths and weaknesses in academic areas.
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.
8. Access technology resources and use technology as part of instruction, enabling worldwide communication and research.
9. Discuss and assess current research related to identification of and programming for gifted children, including students from underrepresented and special populations.

ETC #1: outcomes related to Understanding and valuing the learner: Course Outcomes 1, 2, 3, 6, and 9
ETC #2: outcomes related to Knowing what and how to teach and assess and how to create environments in which learning occurs: Course outcomes 3, 4, 5, 6, 7, 8

ETC #3: Outcomes related to Understanding yourself as a professional: Course outcomes 5, 9

Course Requirements and Brief Description of Projects/Assignments:

1. Expectations of you as a graduate student are completion of all assigned readings and projects on time; responsibility for all course content; responsibility for keeping up with grades and attendance; and utilization of internet, word processing, and emailing through Google docs. **You must attend at least 85% of class time.**

2. **Class Learning Activities – total of 25 points** – Each learning activity is worth 3 points for each of the first eight class meetings with the final point being given for cooperative completion of class requirements during the final class. You will complete these assignments in class, but your successful completion means that you will be prepared with all required readings and your notes on the readings. Each class activity will be based on one or more of our readings and discussions. These activities will include Socratic Seminar, Simulation, Boundary Breaking, Consensus Finding in Group Discussion and Peer Analysis and Feedback. You will be asked to reflect on each activity in writing and this writing reflection will be included in your grade. Your attitude toward acquiring new skills in serving the needs of gifted learners will be noted by the instructor and feedback on your professional disposition during these learning activities will be provided. Rubrics will be distributed only when needed; criteria will often be developed during class time and sometimes by individual groups.

3. **Major Assignments – total of 55 points**

   **Sessions One - Three:** VoiceThread (Rationale for Gifted Program In Your School - including a timeline of relevant historical events) - 10 points

   **Session Four - Six:** Workshop on Special Populations – 15 points
Sessions Seven - Eleven: Reflective Essay which includes your ideas about a gifted and talented leader of your personal choice to be researched by you and your reflections on related class activities – 10 points

Sessions One – Ten: Case Study on a Special Populations student - a thorough coverage of this cumulative, culminating assignment is required for course credit. You will choose an individual student from a special population of gifted and talented found among your school’s total population. – 20 points

4. Video Reflection Assignments – total of 10 points
Each reflection is worth 3-4 points and is due the class meeting after the video is shown in class

5. Written Analysis Essays – total of 10 points
You will individually complete an analysis on each of the following topics and turn in word-processed responses in time for the class meeting each day they are due. Please bring a hard copy of your response to class with you on each due date.

Session 3
Definitions of Gifted - Similarities and Differences – to include your own perspective on various definitions and/or legal issues - 3 points

Session 6
Analysis of Workshop Presentations answering the question: How Are They Relevant in Your School? - 3 points

Session 9
Your Own Evaluation of the Viability of Various Models for Teaching Gifted and Talented Students - 4 points

Evaluation Scale:

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

A grade of 76 or below is considered a failing grade for all graduate courses. There are
Each assignment counts as the following percentage of your grade.

*Class Learning Activities – 25 points or 25% of grade* 2 points for each of eleven classes (Possible 3 points extra credit)

*Major Assignments – 55 points or 55% of grade

*Voice Thread *History and Rationale for Gifted Program in your school* – worth 10 points.
*Workshop on Special Populations – worth 15 points (electronic presentation)
*Special Population Student Case Study – worth 20 points
*Final Research-Based Reflective Essay and Course Wrap-Up - worth 10 points (to be completed in class)

*Video Reflection Assignments – 10 points or 10% of grade* 3-4 points for each assignment.

*Analyses of Assigned Readings, Course Materials and Presentations – 10 points or 10% of grade*

Total points possible: 100

**Assignment Due Dates:** Please note that late assignments lose points for each day beyond the due date. The instructor will go over all due dates prior to class two and you will find them on the course schedule. Please do not ask for extensions due to social engagements, previously scheduled doctor’s appointments, other professional obligations, family holidays, etc. Please schedule an appointment with the instructor to discuss any necessary accommodations on or before the second day of class.

**Attendance Policies:** You must attend at least 85% of the 45 contact hours. To receive a passing grade in the class (77-100) you must have attended at least 85 percent of the duly scheduled class time. Attendance is noted including arriving late, leaving early and lack of presence on Voice Thread responses.

**College of Charleston 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.

**Tentative Course Calendar:** (date and tentative topics and assignments for each course meeting)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Assignment</th>
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</thead>
<tbody>
<tr>
<td>Class One</td>
<td>Introduction and Overview Readings Syllabus Chapter 1: The Field of Gifted and Talented Accessing information for case study student</td>
<td>Class Participation and assigned readings Create Macro and Micro Timelines Complete video reflection on Dr. Hefner Open Voice Thread account and G Mail account</td>
</tr>
<tr>
<td>1/7/16</td>
<td></td>
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<tr>
<td>Class Two</td>
<td>Chapter 2: Characteristics of Gifted and Talented</td>
<td>Voice Thread presenting your Rationale for Gifted Education You must have submitted Gmail addresses and set up Voice Thread exchange. Apply Characteristics to Perspective Gifted and Talented Case Study Student</td>
</tr>
<tr>
<td>1/14/16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>*Class Three</td>
<td>Chapter 3: definitions, Theories, and Legal Questions</td>
<td>On line Presentation and Collegial Participation and assigned readings Class Participation and assigned readings Respond to Voice Thread of Colleagues Joyce Van Tassel-Baska Power Point from CD-ROM Using class instruction/discussion, text and JVTB Power Point write an Analysis/essay on Definitions of Gifted</td>
</tr>
<tr>
<td>*1/21/16</td>
<td></td>
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<tr>
<td>Class</td>
<td>Chapter 4: Identification of</td>
<td>Analysis/essay on Joyce Van Tassel-Baska</td>
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<tr>
<td>Class</td>
<td>Chapter</td>
<td>Topic</td>
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<tr>
<td>Five</td>
<td>5</td>
<td>Acceleration</td>
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<td>Six</td>
<td>6</td>
<td>Enrichment</td>
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<tr>
<td>Seven</td>
<td>7</td>
<td>Grouping</td>
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<tr>
<td>Eight</td>
<td>9</td>
<td>Models</td>
</tr>
<tr>
<td>Nine</td>
<td>12</td>
<td>Problems and Counseling Needs</td>
</tr>
<tr>
<td>3/31 or 5/5</td>
<td>Student Assessment and Instructor Evaluation</td>
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EDFS 760 Nature and Needs: Major Assignments - Description and Assessment

*Case Study Assignment – 20 points*

For this assignment, select a gifted student whom you have identified with in a special population of gifted and talented at your school. You will conduct a case study on this student.

Special populations include groups of gifted children and youth who are different in some significant way than the general population of gifted. The designation special populations includes many, varied unique groups; these groups have been described as the diversity of gifted and talented. The NAGC’s Special Populations division describes special populations 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.”

The case study process demands that you spend considerable time looking closely at the characteristics of one child. 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 do the school and the student’s parents contribute to the development of this child’s gifts?
- How do they 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 Special Accommodations Needs/Diverse GT Student**

<table>
<thead>
<tr>
<th></th>
<th>Exemplary (4 pts)</th>
<th>Competent (3 pts)</th>
<th>Developing (2 pts)</th>
<th>Beginning (1 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong> (2, 7%) NAGC-CEC.1.K5</td>
<td>Includes detailed description of student and his family, why he/she was</td>
<td>Includes brief description of student</td>
<td>Inadequate introduction, lacks any details</td>
<td>No introduction</td>
</tr>
<tr>
<td>Category</td>
<td>Description</td>
<td>Elements Discussed</td>
<td>Family and Home Environment (3, 10%)</td>
<td>Early Development (2, 7%)</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>------------------------------------------------------------------------------</td>
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<td>---------------------------</td>
</tr>
<tr>
<td>Thorough discussion of culture, SES, language proficiency parents' levels of education, occupations, etc.</td>
<td>Only two elements discussed.</td>
<td>NAGC-CEC.2.K2, NAGC-CEC.2.K3, NAGC-CEC.6.K2, NAGC-CEC.6.K3</td>
<td>Thorough discussion of culture, SES, language proficiency parents' levels of education, occupations, etc.</td>
<td>Little information included</td>
</tr>
<tr>
<td>Discussion of three of the elements.</td>
<td>No information about the family.</td>
<td>NAGC-CEC.2.K1, NAGC-CEC.2.K4, NAGC-CEC.6.K2, NAGC-CEC.6.K3</td>
<td>Information on physical development and language development, behavior and early interests.</td>
<td>Little information included</td>
</tr>
<tr>
<td>Discussion of only three areas of cognitive development.</td>
<td>No information on cognitive development.</td>
<td>NAGC-CEC.2.K1, NAGC-CEC.2.K2, NAGC-CEC.2.K3</td>
<td>Description of the following factors: responsibility, use of time, independence, motivation, perseverance, interaction with others, engagement in extracurricular activities</td>
<td>Addresses one to two areas of cognitive development</td>
</tr>
</tbody>
</table>

chosen as representative of a special population.
### Applied Characteristics of the Gifted (3, 10%)

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Examples of Associated Behaviors</th>
<th>Little Discussion of the Characteristics</th>
<th>No Discussion of the Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creative thinking; problem solving and intellectual interests.</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 includes few if any 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>
</tbody>
</table>

### Strengths and Weaknesses and Recommendations (4, 14%)

<table>
<thead>
<tr>
<th>Category</th>
<th>Provides in-depth recommendations with strategies to address strengths and weaknesses. These include strategies for oral and written communication.</th>
<th>Provides basic recommendations related to strengths and weaknesses with some strategies.</th>
<th>Provides incomplete recommendations unrelated to strengths or weaknesses.</th>
<th>No recommendations are included</th>
</tr>
</thead>
</table>

### Collaborate with Sources and Maintain Confidentiality (3, 10%)

<table>
<thead>
<tr>
<th>Category</th>
<th>Collaborate with 5+ sources to seek information about student. Confidentiality is maintained for sources and the student.</th>
<th>Collaboration with 3 sources. Confidentiality is maintained for sources and the student.</th>
<th>Collaboration with a single source. Confidentiality is maintained for sources and the student.</th>
<th>No sources listed. Confidentiality is maintained for the student.</th>
</tr>
</thead>
</table>

### Spelling, typing, grammatical errors (2, 7%)

<table>
<thead>
<tr>
<th>Category</th>
<th>No more than one spelling, typing or grammatical error.</th>
<th>No more than three spelling, typing or grammatical errors.</th>
<th>More than five spelling, typing or grammatical errors.</th>
<th>Many errors</th>
</tr>
</thead>
</table>

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**Rationale for Gifted Education with Timeline Project**

Please note that this major assignment is due first in the course schedule.
Voce Thread required

**Point value = 10**

The following guidelines for completion of this project should be carefully considered.

- Number of screens = 10 screens or fewer
- Must be shared with all class colleagues via Voice Thread.
- Must provide evidence of the need for improvement in your school program.
- Must show reasoning behind what should be done and why your school should sign on to do it.
- Must answer the question, “What are the specific improvement/s/advancements within your gifted program/school program for which you are advocating?”
- Explicitly state what type of persuasive argument/s you are using.
- Base one or more of your arguments within the current school program.
- Use data and statistics from school/district where relevant.

**Special Populations Workshop – 15 points**

This assignment requires teachers to develop a workshop to assist classroom teachers in identifying students from special populations. The workshop program should provide information from professional and other sources as to how teachers can most effectively serve gifted children from a specific diverse population. The workshop should be both directly informative and interactive. Either Voice Thread or other multiple media should be part of the presentation.

Holistic Guidelines for this **Special Populations Workshop** include the following:

<table>
<thead>
<tr>
<th>Information/Research</th>
<th>Exemplary</th>
<th>Competent</th>
<th>Developing</th>
<th>Beginning</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>All information is scrupulously accurate, complete and derived from appropriate sources. At least four sources or resources are referenced and citations are provided in APA format.</td>
<td>Much information is provided. Additional information may be needed. Source material is appropriate but there may be one or two omissions.</td>
<td>Effort has been made to navigate the data but significant information is missing.</td>
<td>Many omissions. There is a pervasive lack of confidence in the reliability of the information provided.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Presentation</th>
<th>The presenter maintains style and confidence.</th>
<th>The presenter shows good preparation but may be unable to maintain a</th>
<th>Effort is shown but there is a lack of continuity and enthusiasm in the</th>
<th>Little or no effort to use strategies to engage the audience.</th>
</tr>
</thead>
<tbody>
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<td></td>
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</tbody>
</table>
Directions: Teachers should try to work in pairs or triads on this project. Select three special populations to research. Use the articles on the CD, the text and other reliable sources, especially the NAGC website. Only one source can come from the materials provided. Two other sources, professionally creditable, must be found in the library or on the Internet.

Option only - Insights and information from case study students may be used within this presentation.

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
- School Guidance Counselor and SENG website
- Student
- Regular teacher
- Teacher of gifted (AP, SAIL, GATE, etc.)
Summarize your findings across the interviews. What insights did you gain from the interviews?

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

Part 3: Create an Action Plan for advocating for this special population. Your plan must include a presentation on this special population.

Special Populations Workshop Rubric

<table>
<thead>
<tr>
<th></th>
<th>Exemplary 5 points</th>
<th>Competent 4 points</th>
<th>Developing 3-2 points</th>
<th>Beginning 1 – 0 points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Interview of parents, regular teachers, admin. &amp; com. members</strong> NAGC-CEC.10.K1 NAGC-CEC.10.S1 NAGC-CEC.10.S2 NAGC-CEC.10.S4 NAGC-CEC.10.S6</td>
<td>Candidate seeks input from &amp; provides a comprehensive summary with analysis of professional/co ncerned caregivers’ responses</td>
<td>Candidate seeks input from &amp; provides a summary of some stakeholders’ responses</td>
<td>Candidate seeks input from &amp; provides some examples but does not summarize responses</td>
<td>Candidate does not provide a summary of stakeholders' responses</td>
</tr>
<tr>
<td><strong>Resources</strong> NAGC-CEC.10.S2</td>
<td>Candidate creates annotated list used in researching the special population and provides a comprehensive list of local, state and national resources for teachers and parents</td>
<td>Candidate provides a list of resources used in research and a list of national resources</td>
<td>Candidate provides a list of resources used in research only</td>
<td>Candidate provides no listing of resources for this type of G&amp;T student</td>
</tr>
<tr>
<td><strong>Action Plan</strong> NAGC-CEC.10.S1 NAGC-CEC.10.S3 NAGC-</td>
<td>Candidate provides a comprehensive</td>
<td>Candidate provides a plan for</td>
<td>Candidate provides a plan that</td>
<td>Candidate provides a plan and does</td>
</tr>
</tbody>
</table>
Final Assessment: You and Your Gifted Guru: Point Value: 10

- This essay may be no longer than two and half pages to three pages formatted in APA style. Information on the sources may be included within the essay. A separate bibliography is not required.

- You must include at least 3 sources other than the text. Each source should provide insight into the contribution your guru has made to the field of gifted education. You are required to include an interview from Roeper Review or some other C of C accessed professional publications as one of your sources.

- Elaborate on ways in which your guru’s vision for G/T is similar to your own. Explain the ways that the leader inspires you to work for gifted children. Share examples of 760 activities that helped you choose and then learn more about this leader in the field of education for the gifted and talented.

Written Analysis Essays – 10 points total

- These 3 essays may be no longer than two and one half pages formatted in APA style. (This instructor requests the briefest treatment possible.)
- Written Analysis Essays must be submitted on the assigned day.
- These essays will be graded on insights and understanding shown and correctness and accuracy where necessary.

Video Reflections (total of 10 points)
These are informal reflections (opinions and reactions) on the content of the videos that are to be shown during class.

- No more than a page in length.
- Turned in on the assigned day.
- Graded on honesty and authenticity of the participant’s response.
- Both positive and negative responses encouraged.
- Word-processed!