College of Charleston
EDFS 762, Section 01: Field Experience in Curriculum and Instruction for Gifted and Talented Students
Spring 2016
Three hours of graduate credit

Course dates: January 12, 2016 to April 19, 2016, two required F2F classes are at the on January 19 and April 19; an optional F2F class in on March 1. F2F classes at North campus, room 214.

Course Delivery Format: Blended, with three F2F classes on January 19, March 1 (optional) and April 19, Tuesdays, 5-8 pm, Room 214, North campus and the remaining course time online and completing fieldwork.

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

Office Hours: For questions or concerns of a personal nature, please email me at swansonj@cofc.edu. If you wish or need to meet, office hours are by appointment and conducted (Skype) online or at North campus. Use my cell phone for emergencies only, please.

Course Related Information
Prerequisites: EDFS 761 and Completion of the Oaks Student tutorials found at http://blogs.cofc.edu/scs/tutorials/
Prior to our first face class of the semester, you will need to view/review the tutorials on the Oaks Overview for Students on bulleted topics for each tutorial listed below.
Deadline for completion of all tutorials is January 19th, our first face to face class.
Start ASAP as each tutorial takes around 30 minutes!
  • OAKS Overview for Students – Course Content
  • OAKS Overview for Students – Communication Tools: Chat, Classlist, Discussions - Focus on Discussions in this segment of tutorials
  • OAKS Student Overview – Grades Tools: Checklist, Dropbox, Grades, Quizzes and Surveys
  • OAKS Student Overview – Management Tools: Attendance, Calendar, and Groups

Required Texts/Readings: These will be available to you either online (Links will be provided in modules) or on OAKS under Content.
Other required online readings/videos that will be available in OAKS and/or online.
Required technology listed on page 5 under “Technology Expectations.”

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 Standard 5)
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.

---

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

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

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

Response time:
You can expect responses from me as follows:
• Email- within 24 hours, unless it is on the weekend. Then it could be as long as 36 hours.
• Discussion Posts- within 48 hours
• Assignment Feedback- within a week of the submission due date.

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

<table>
<thead>
<tr>
<th>Total Points earned on assignments</th>
<th>Grade equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>130- 121 points</td>
<td>A</td>
</tr>
<tr>
<td>120 - 116 points</td>
<td>B+</td>
</tr>
<tr>
<td>115- 111 points</td>
<td>B</td>
</tr>
<tr>
<td>110 – 105 points</td>
<td>C+</td>
</tr>
<tr>
<td>104 – 100 points</td>
<td>C</td>
</tr>
<tr>
<td>99 points or fewer</td>
<td>F failing</td>
</tr>
</tbody>
</table>
• Assignments- Details, discussion, and demonstration will be provided in our F2F class on Tuesday, January 19, 5-8 pm, in each module, and in the final syllabus posted online.
  o Required Participation in each module = 30 points total
    ▪ Individual Reflection or Discussion Posts (6 points each, Five modules)
  o Field Work Assignments = 70 points total
    ▪ Field Work with GT Partner Teacher (Category A) = 20 points
    ▪ GT Teaching Videos (Category B) = 20 points
    ▪ Case Study Analysis (text cases in CASE FILE) (Category C) =
      20 points
    ▪ Choice Field work (Category D) = 10 points
  o Final folio and FLASH talk – Professional goals, Self-Assessment,
    Link to Standards and Classroom Practice = 30 points total
  o TOTAL POINTS POSSIBLE = 130 MAXIMUM

What to Expect as a Student in an ONLINE Course

Course Organization and Flow: A Map
The course is organized into smaller bites called modules. It contains 5 online modules, lasting two weeks. Each module will open (be accessible) on Tuesdays at 12:00 a.m. EST and will remain open for the duration of the course. Most major assignments will be due on Tuesdays by 11:59 p.m. EST. The modules have (with a few exceptions) these parts:
  • Overview
  • Read/View
  • Individual Reflection or Discuss with group
  • Additional Resources- Use is optional.

Learning Activities for participation points that you will find within these modules includes:
  • Individual Reflection OR
  • Discussion posts

FIELD WORK ASSIGNMENTS: You also have ongoing field experience/work assignments in four categories that will be turned in online by the due dates.

Each learning 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, 3-4 days a week and at least once on the weekend.

Technical Issues:
If you have problems related to the course, please contact me immediately by email.

If you have technical problems, please contact the Student Computing Support Desk at 843.953.5457 or email studentcomputingsupport@cofc.edu.
Check for computing downloads and tutorials at http://blogs.cofc.edu/scs/tutorials/. Resolve problems promptly. Computer failure/unavailability does not constitute an excuse for not completing assignments by the due date.

**Attendance:**
You must attend our FIRST AND LAST face-to-face sessions- REQUIRED! The F2F session in March is OPTIONAL. 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.
<table>
<thead>
<tr>
<th>Module Name</th>
<th>Assignment</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 19: Face to face session (F2F)</td>
<td><strong>OVERVIEW:</strong> You will be introduced to the course, the goals of the course, and the requirements.</td>
<td>January 19</td>
</tr>
<tr>
<td>Introduction and Overview of the course</td>
<td>F2F session: <strong>IN CLASS WE WILL</strong>  ✓ Discuss the syllabus: course expectations: outcomes, assignments, online learning environment, content/materials, processes  ✓ Log in to OAKS course home  ✓ Practice making a comment in COURSE LOUNGE discussion board  ✓ Discuss your GT partner teacher and how to make decisions on your other field work assignments.  ✓ Make a plan for your field work.</td>
<td>Tuesday, January 19th 5-8 pm, North campus, Room 214</td>
</tr>
<tr>
<td></td>
<td><strong>READ/VIEW</strong>  • Complete the required OAKS tools tutorials.  • Read Syllabus and assignment descriptions.</td>
<td>Complete tutorials before class Tuesday, January 19. Bring any questions to class.</td>
</tr>
<tr>
<td></td>
<td><strong>INDIVIDUAL REFLECTION:</strong> <strong>QUIZ:</strong> Complete the online quiz on the course syllabus (after reading and studying it).</td>
<td>Complete online quiz by Tuesday, January 26</td>
</tr>
<tr>
<td></td>
<td><strong>OVERRIDE:</strong> Professional and ethical practice</td>
<td>Week of January 26th and Feb 2nd</td>
</tr>
<tr>
<td></td>
<td><strong>READ:</strong> Two Articles below on OAKS from Gifted Child Today:  • Developing and Sustaining Professionalism Within Gifted Education  • Enhancing Ethical Awareness</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6 points <strong>INDIVIDUAL REFLECTION:</strong> See specific assignment on OAKS. Synopsis below. Key lessons to you as a professional from GCT readings. Self-assessment using the U Stars Plus chart from Professionalism article (GCT) Professional Goals- You revisit these goals in your final folio project. How do the lessons and your self-assessment connect to your professional goals?</td>
<td>Due by February 2nd submit in dropbox</td>
</tr>
<tr>
<td></td>
<td>No points COURSE Lounge: DISCUSSION POST: Post to the Course Lounge Discussion Board 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></td>
<td>No points</td>
<td></td>
</tr>
<tr>
<td>Module Two: Open Jan 27</td>
<td><strong>OVERVIEW:</strong> Effective Teachers and Teaching of gifted and talented students: Interactions in the Classroom</td>
<td>Week of Feb 9 and Feb 16</td>
</tr>
<tr>
<td>Decision-making related to Curriculum and Instruction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>READ on OAKS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two <em>GCT</em> articles:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Differentiating Instruction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Analyzing Differentiation using COS R</td>
<td></td>
<td></td>
</tr>
<tr>
<td>VIEW on OAKS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- PPT on “The Common Tiering” from CEC-TAG</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Video: <a href="https://www.teachingchannel.org/videos/persist-through-challenges-perts">https://www.teachingchannel.org/videos/persist-through-challenges-perts</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Background – teacher is leading a demanding number sense lesson and highlighting the ways in which she encourages students to persist in difficult tasks. The students are reflecting on their work throughout the lesson.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 6 points

**DISCUSSION POST:** See specific assignment on OAKS. Synopsis below.

How has your understanding of differentiation changed based on your reading of the article *Differentiating Instruction in Response to Student Readiness, Interest, and Profile*?

Comment on benefits and drawbacks to use of the COS R. What other tools might be used to assess the degree of differentiation of instruction and curriculum?

What connections do you see regarding tiering? Any connections to what motivates learners?

**Your post due by February 16; Two responses completed by Feb 23**

<table>
<thead>
<tr>
<th>Module Three: Open Feb 9 Assessing Learning Progress and Evaluating Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>OVERVIEW: Assessment of Learning and Student Growth</td>
</tr>
</tbody>
</table>

READ on OAKS

- NAGC’s Accountability for GT Students (PDF)

### 6 points

**INDIVIDUAL REFLECTION:** See specific assignment on OAKS. Synopsis below.

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?

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 MARCH 1 - submit in dropbox**

<p>| March 1, Tuesday | OPTIONAL FACE TO FACE CLASS MEETS AT 5 PM, NORTH CAMPUS, ROOM 214 |</p>
<table>
<thead>
<tr>
<th>Module Four: Recognizing Learning and Developmental Differences</th>
<th>OVERVIEW: Student Learning and Development</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><a href="http://www.youtube.com/watch?v=eOJVcYHlkZM">http://www.youtube.com/watch?v=eOJVcYHlkZM</a> (unedited video of interviews)</td>
</tr>
<tr>
<td>DISCUSSION POST: See specific assignment on OAKS. Synopsis below.</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>
</tr>
<tr>
<td>Your post due by March 22. Two responses completed by March 29.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module Five: Challenging Diverse Gifted Learners</th>
<th>OVERVIEW: Diversity in Gifted and Talented Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>READ/LISTEN</td>
<td>• Radio broadcast from To the Best Of Our Knowledge</td>
</tr>
<tr>
<td></td>
<td>• Teacher speech (read or view): A student told me I ‘couldn’t understand because I was a white lady.’ Here’s what I did</td>
</tr>
</tbody>
</table>
then. - The Washington Post

https://urldefense.proofpoint.com/v2/url?u=https-3A__www.washingtonpost.com_news_answer-2Dsheets_wp_2015_11_24_teacher-2Da-2Dstudent-2Dtold-2Dme-2Di-2Dcouldnt-2Dunderstand-2Dbecause-2Di-2Dwas-2Da-2Dwhite-2Dlady-2Dheres-2Dwhat-2Di-2Didd-2Dthen-3Ftid-3Dpm-5Flocal-5Fpop-5Fb&d=CwIFaQ&c=7MSSWy9Bs2yocjNOzurxQQ&r=lkG-BSaykFXpZeQyrFA9K46mFCqiqunnnXCvu_636v4&m=wiTKd50As1Qserhp4ntdlzK3Bqu78l4wMAwZ1ihkc&s=iUEf2o1Zc3L7BlMmSKdRBL2AgDEdvT9AunSA5ymZ7iU&e=

- NAGC position paper (read) on SUPPORTING GIFTED STUDENTS WITH DIVERSE SEXUAL ORIENTATIONS AND GENDER IDENTITIES

<table>
<thead>
<tr>
<th>6 points</th>
<th>INDIVIDUAL REFLECTION: See specific assignment on OAKS. Synopsis below.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Listen to the segment from To the Best of Our Knowledge called “What makes a genius?” View to or read the teacher’s speech. Then read the NAGC position paper.</td>
</tr>
<tr>
<td></td>
<td>Select some relevant points that are applicable to GT classroom observations you have made. Discuss those points and their connections to observations. How does the module content (read/listen/view) inform you about what you might expect as you challenge gifted and talented learners from varied backgrounds? How might this segment inform parents of your gifted/talented students?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FIELD WORK DUE IN APRIL</th>
<th>Category D Field Work due <strong>APRIL 5</strong>.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning and middle of April (see dates to the right)</td>
<td></td>
</tr>
<tr>
<td>Category A Field Work due <strong>APRIL 12</strong>.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WEEK OF APRIL 5 and 12</th>
<th>SUBMIT IN dropbox</th>
</tr>
</thead>
<tbody>
<tr>
<td>F2F Showcase APRIL 19</td>
<td>IN CLASS, FACE TO FACE</td>
</tr>
<tr>
<td></td>
<td>April 19</td>
</tr>
<tr>
<td>Final class: Face to Face meeting- FLASH TALK session Complete course evaluations online</td>
<td>April 19, 5 – 8 pm</td>
</tr>
<tr>
<td><strong>FINAL EXAM DUE APRIL 26</strong></td>
<td>Final Folio (Part Two of Final) due Submit to dropbox in OAKS by deadline</td>
</tr>
<tr>
<td></td>
<td>Tuesday, April 26, 7:30 pm- submit to dropbox</td>
</tr>
</tbody>
</table>
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>
<tr>
<th>Total Points earned on assignments</th>
<th>Grade equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>130 - 121 points</td>
<td>A</td>
</tr>
<tr>
<td>120 - 116 points</td>
<td>B+</td>
</tr>
<tr>
<td>115 - 111 points</td>
<td>B</td>
</tr>
<tr>
<td>110 – 105 points</td>
<td>C+</td>
</tr>
<tr>
<td>104 – 100 points</td>
<td>C</td>
</tr>
<tr>
<td>99 points or fewer</td>
<td>F failing</td>
</tr>
</tbody>
</table>

Overview of assignments- Details follow.

- **Required ONLINE Participation in each of 5 modules @ 6 points = 30 points total**
  - Read or view
  - Individual Reflection OR Discussion Posts
- **ONGOING: Field Work Assignments from each category = 70 points total**
  - **Category A:** GT Partner Teacher Observation = 20 points
  - **Category B:** View/ analyze two videos of GT teaching = 20 points
  - **Category C:** CASE ANALYSIS: Read and respond to questions on two cases from the CASE FILE = 20 points
  - **Category D:** Select one of the CHOICE FIELD EXPERIENCES and complete it as described = 10 points
- **Final folio Project (20) AND Flash Talk (10) – Professional goals, Self-Assessment, Link to Standards and Classroom Practice = 30 points total**

<table>
<thead>
<tr>
<th>Due Dates for ongoing Field work and final folio project</th>
<th>Assignment: SUBMIT TO DROPBOX except flash talk</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 7</td>
<td>Field work - Category B: Videos of GT Teaching</td>
</tr>
<tr>
<td>March 29</td>
<td>Field work - Category C: Case Study Analysis</td>
</tr>
<tr>
<td>April 5</td>
<td>Field work - Category D: Choice Field Experience</td>
</tr>
<tr>
<td>April 12</td>
<td>Field work - Category A: GT Partner Teacher Observation</td>
</tr>
<tr>
<td>April 19</td>
<td>Final Folio- Part One: Flash Talk</td>
</tr>
<tr>
<td>April 26</td>
<td>Final Folio- Part Two- Folio Project</td>
</tr>
</tbody>
</table>
**Required ONLINE Participation in Modules: 30 points**

(6 points/module X 5 modules) In each module, you will read or view some materials/content and process those materials/content by either an individual reflection or a small group discussion.

- **INDIVIDUAL REFLECTION (6 points each):** In SELECTED modules, you will create and submit an individual reflection (in OAKS dropbox) based on the goals of the module. Each individual reflection has a value of 6 points. **Students earn 0 – 6 points based on 0 = Not Met to 3 = Partially Met to 6 = Met.** Specifics on each reflection as well as due dates are explained in modules.

- **DISCUSSION POSTS (6 points each):** In SELECTED modules, you will be asked to create a post on “DISCUSSION BOARD” 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 – 6 points based on 0 = Not Met to 3 = Partially Met to 6 = Met.** **(You create a post, then respond to two classmates posts, total of three posts).** Specifics and due dates provided in modules. Make your post by the due date. Respond to others’ posts before the beginning of the next module.
FIELD WORK: 70 points- Four Categories of Field Experiences

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Field Work Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 7</td>
<td>Category B: Videos of GT Teaching</td>
</tr>
<tr>
<td>March 29</td>
<td>Category C: Case Study Analysis</td>
</tr>
<tr>
<td>April 5</td>
<td>Category D: Choice Field Experience</td>
</tr>
<tr>
<td>April 12</td>
<td>Category A: GT Partner Teacher Observation</td>
</tr>
</tbody>
</table>

Category A: GT Partner Teacher Observation and Write up: = 20 Points.
SUBMIT TO OAKS BY APRIL 5.

One day in GT Partner teacher’s classroom: Observation, teaching, small group interaction
Set the date for visitation with your GT Partner teacher by the end of January! Refer to the GT Partner Teacher List found in COURSE RESOURCES on Oaks and email her ASAP. Completion of final product by April 5th.

Create a plan with your GT partner teacher of what you will do during the day you spend with her. 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) have the partner teacher observe you as a peer teacher and debrief,
e) 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 and Narrative report of what you did during the day in the field,
- COS-R completed (In Course Resources on OAKS, if used), and Analysis of observation/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 Pre-K – Grade 12 Programming Standards (found in COURSE Resources on Oaks or at NAGC.org).

Assessment of GT Partner Field Work Product= 20 points
Content= 15/20 points
  o 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.

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 B: View and Analyze two VIDEOS OF GT TEACHING: Observation and analysis- What is effective teaching? = 10 points each TOTAL 20 POINTS
SUBMIT TO OAKS BY March 7

You are provided with a list of online videos (see VIDEOS OF TEACHING FILE on Oaks) and can choose from the options the classes you wish to spend time viewing and analyzing. I request that you view at least five of the videos and choose two of those to analyze. More information will be shared at our first face class. See VIDEOS OF TEACHING FILE on our OAKS page about your options.

You will select and view five videos and analyze 2 Videos of GT classes using COS-R and Narrative (10 POINTS EACH/20 points).

Potential option include (see Videos of Teaching File, OAKS)
Gifted and Talented Classes in Action: Access these online through http://learn360.infobase.com/p_Search.aspx?rd=a&q=gifted+and+talented

For each observation/analysis: Two Parts required for each observation. Compile the two observations 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 (2-3 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 research-based/observation-based reasons you reached the conclusion you did.

Criteria for Assessment for each VIDEO of TEACHING ANALYSIS
Points = 10 point value per Observation/Analysis
COS-R Complete = 4 points
  o W and M COS-R completed and submitted with narrative
Narrative Analysis = 6 points
  o Title of Teacher/lesson and concise summary = 1 point
  o Analysis of content, processes, products, assessments, and learning environment keyed to GT research based practices = 3 points
  o Conclusion of teacher effectiveness with GT learners grounded in reasoning = 2 points

Category C: CASE STUDY: SELECT any two cases to complete your case study work. You will find the cases and questions/activities in the CASE FILE on OAKS. Each case worth 10 points = 20 points total
SUBMIT TO OAKS BY MARCH 29.

Several cases from Exploring Critical Issues in Gifted Education have been selected for you to examine. You are asked to choose any two of the following case scenarios and complete the discussion questions and one of the activities on each case scenario.

CASE: Eric (Text, pp. 38 – 44)
  - Discussion Questions, page 43, complete questions 1, 2, 3, 4, 5, and 6
  - Activities, page 43: Choose one from #s 1, 3, OR 5
CASE: 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
CASE: 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
CASE: 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
CASE: 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
CASE: 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

Category D: OPTIONS for CHOICE FIELD EXPERIENCE- Select one of the following and complete it as described = 10 points
SUBMIT TO OAKS BY APRIL 5

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 for review and approval by instructor via dropbox. I will read and give you feedback and approval. COMPLETE and submit your product by April 5.

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. COMPLETE and submit to OAKS by April 5.
**FINAL Folio Project Assessment:** This assessment has two parts.
Criteria for evaluation will be provided based on content and product described below and will be posted on Oaks in the Course Resources folder. This project is worth **30 points and has two parts.**

**Part One** is a “FLASH” talk that will be shared during our final face to face class on **April 19.** Part One is due in class April 19 = **10 points**

**Part Two** is the Final FOLIO, your “final exam,” which will be submitted to OAKS on or before the final exam period for this course, **April 26.**
Part Two is due at your **final exam period (submitted on OAKS), April 26, by 7:30 pm** = **20 points**

**PURPOSE AND PROCESS:** In this final summative assessment, reflect back over your development, examining your early and current professional goals, projects, experiences, accomplishments, and learning to date. **TAKE A BIG PICTURE PERSPECTIVE** in this final reflection. 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 and/or special 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?
- More….

**DIRECTIONS**

**PART ONE: Flash Talk  due April 19 in class**
This product is a ten minute or less FLASH TALK (modeled after TED Talks) AND will be shared in a SHOWCASE held during our final face-to-face class on **April 19.** It is an opportunity for you to share (in a snapshot) your professional goals in gifted education and what you know and have attained at this point in your development.

For your FLASH TALK in class on April 19\textsuperscript{th}, you will have to synthesize and summarize the various components of the final folio project and determine how to communicate those ideas orally (within the ten minute time frame as stated). **Creative expression** is valued in this FLASH TALK. Feel free to speak with or without notes, with or without visual support or props.

Content components of the FLASH TALK (and final folio) include

- The big questions or ideas arching over your understanding, your perspective, your point of view
• What you know and understand relative to course outcomes and evidence supporting your assertions that you know what you know
• What you will continue to work on relative to professional gifted education goals and your evolving expertise
• So what? Why does what you say to us matter?

PART TWO: Final Folio Project  Due April 26, 7:30 pm (Final Exam Period)
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. Create a video, ppt, prezi, or other visually appealing product to show what you know and to provide evidence of your expertise in gifted education. Keep in mind that this must be a product you can submit electronically.

Content components of your Final Folio Project include
• Overarching Question/s or ideas and Knowledge and Skills linked to your professional goals (set at the beginning in module one) and specific course outcomes
• Evidence to support development and mastery of knowledge and skills in the field of gifted education and
• Reflection on your evolving expertise in gifted education over time

Product should
• Include Visual Representation of what you know
• Provide Explanation and/or Talking Points to elaborate and explain
• Reflect Creative Expression

The purpose of this deep reflection is to identify and present evidence that you have attained the course outcomes. Select any of the course outcomes (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.