College of Charleston
EDFS 760, Section 01: The Nature and Needs of Gifted and Talented Students: Historical, Philosophical, and Current Perspectives

Spring 2017
609 Colleton Loop, Walterboro, SC
Three graduate hours

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Faculty Contact</th>
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</table>
| Lara W. Kessler, PhD | Email: kesslerla@cofc.edu  
Adjunct Professor    | Cell Phone: 540-414-3664: Please use this number only for emergencies.  
Department of Teacher Education                      |

Office Hours: For questions or concerns of a personal nature, please email me at kesslerla@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: None except for Completion of the Oaks Student tutorials found at http://blogs.cofc.edu/scs/tutorials/

By January 28, you will need to view/review the tutorials on the Oaks Overview for Students on bulleted topics for each tutorial listed below. Deadline for completion of all tutorials is by the end of January. Start ASAP as each tutorial takes around 30 minutes! An optional, but highly recommended 9:00 – 11:30 Saturday class will take place on January 28 to assist you in getting up to speed with the technology in this class.

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


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

Required technology listed under “Technology Expectations.”

Course Content: Guiding Questions

- What is foundational knowledge in the field of gifted education?
- How do we recognize gifted and talented students?
- What are the curriculum and instruction basics designed to develop potential?
- What are key issues to consider when developing the potential of gifted and talented learners? What are current issues and trends in the field?
Course Description: This survey course offers foundational knowledge through study of gifted education’s historical and philosophical evolution, rationale as well as research, theory and practice of identification and program models. It focuses on gifted/talented youngsters’ unique learning, behavioral characteristics, developmental patterns, and concomitant needs and issues, including special populations and accommodations.

Goal: Upon completion of this course, students will know and understand the development, nature and learning needs of Gifted and Talented students; historical, cultural and social foundations that have influenced how we identify and serve gifted students; and special populations that reflect the diversity of giftedness. The course will enable understanding of the potential of gifted children and youth, and will better prepare course participants to teach them.

Course Outcomes: Upon completion of this course, the student will be able to
1. Provide a defensible rationale for gifted education based on knowledge of the historical context of gifted education and regular education. (NAGC-CEC/TAG\(^1\) CAEP Standard 6)
2. Demonstrate understanding of varied definitions of gifted/talented, and compare and contrast these definitions. (NAGC-CEC/TAG CAEP Standard 1)
3. Explore characteristics and needs of gifted students and their implications for teaching gifted students. (NAGC-CEC/TAG CAEP Standard 1)
4. Develop an understanding of conceptions of intelligence and how they shape our view of giftedness. (NAGC-CEC/TAG CAEP Standard 1)
5. Understand gifted education within the context of the nation, the state of South Carolina, and the local school district by examining state regulation and comparing those with national programming standards for identification, curriculum, and program models. (NAGC-CEC/TAG CAEP Standards 6 and 7)
6. Analyze and interpret objective as well as authentic student assessment data to diagnose specific strengths and weaknesses in academic areas. (NAGC-CEC/TAG CAEP Standard 4)
7. Demonstrate knowledge of a variety of instructional models and curricular options for g/t by development of strategies that modify content, process, product and the learning environment for g/t students. (NAGC-CEC/TAG CAEP Standards 3 and 5)
8. Access technology resources and use technology as part of instruction, enabling worldwide communication and research. (NAGC-CEC/TAG CAEP Standard 5)
9. Discuss and assess current research related to identification of and programming for gifted children and youth, including students from underrepresented and special populations. (NAGC-CEC/TAG CAEP Standard 1 and 6).

\(^1\) 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.
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.

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

- Assignments- Details, discussion, and demonstration will be provided in our F2F class on Saturday, January 14, 9 – 11:30, in each module, and in the final syllabus posted online.

<table>
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<tr>
<th>ASSIGNMENT &amp; MODULE</th>
<th>POINTS</th>
<th>DUE DATES</th>
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</table>
| Discussion Forums: Preparation and Participation | 18 pts total (3 Discussions @ 6 pts each) | • Monday, February 13 (Brief History of GT Education)  
• Original discussion thread due February 24 and three responses to peers by February 27  
• Review of other groups Spec. Pops VT presentations & 3 VT Comments - March 13 |
| Individual Reflections | 20 pts total (each essay @ 10pts each) | • Essay 1: Monday, February 13 (One State’s Experience)  
• Essay 2: Monday, March 27 (One Size Fits All as it pertains to GT) |
| Identification Activity (Individual) | 8 pts | • Friday, February 17, 11:59 pm |
| Vignette Analysis (Individual) | 6 pts | • Friday, March 3 by 11:59 pm |
| Special Populations Project (Group) | 10 pts | • Friday, March 10 |
| Case Study (Individual) | 20 pts | • Saturday, April 22 via PDF attachment in email or Dropbox |

TOTAL POINTS 82 pts

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 Mondays at 12:00 a.m. EST and will remain open until two weeks later on a Monday at 11:59 p.m. Most major assignments will be due on Mondays by 11:59 p.m. EST. The modules have (with a few exceptions) these parts:
- Planning & Questions
- Lectures & Readings
- Assignments (Group Discussion Forum & Individual Assignments)
- Additional Resources- Use is optional.
Learning Activities for participation points that you will find within these modules include:

- Individual Reflection
- Discussion posts

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. ASSIGNMENTS are expected to be completed by the due date. Points will be deducted for late completion.

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

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

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

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

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

Delivery Format:
The asynchronous on-line format allows self-motivated, task-driven professional students the flexibility to complete coursework over the Internet. Students must have access to a computer with high-speed Internet access throughout the course.

Computer failure/unavailability does not constitute an excuse for not completing assignments by the due date. The class will be administered through OAKS, the
College’s learning management system. (Log on to MyCharleston and then click the OAKS icon at the upper right; then click on EDFS 760). You should check in 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.


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 (January 14, 2017) AND LAST (April 22, 2017) face-to-face sessions- **REQUIRED!** An additional 9:00 – 11:30 Saturday class will be offered on January 28. This class session is optional, but highly recommended. 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](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.
### ONLINE Course Schedule and Face meetings scheduled

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<thead>
<tr>
<th>Module</th>
<th>Assignment</th>
<th>Due Date</th>
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<tbody>
<tr>
<td><strong>Face to Face Introduction</strong></td>
<td><strong>OVERVIEW:</strong> You will be introduced to the course, the goals of the course, and the requirements. We will explore content and through individual, small group, and whole group learning activities, build your knowledge and understanding of the foundations of this field.</td>
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| **January 14**                  | **F2F session: IN CLASS on 1/14 WE WILL**  
  ✓ Discuss the syllabus: course expectations: outcomes, assignments, online learning environment, content/materials, processes  
  ✓ Complete a pre-assessment (GT Students Activity)  
  ✓ View Hefner video and discuss as a group.  
  ✓ Examine Lord’s article - *One State’s Experience*  |                                               |
| **OPTIONAL (HIGHLY RECOMM.)**   | **F2F session: IN OPTIONAL CLASS on 1/28 WE WILL**  
  ✓ Log into the OAKS course homepage  
  ✓ Practice making a comment in COURSE LOUNGE and responding to others via VoiceThread & discussion board – Get to Know You (2 Lies & 1 Truth)  
  ✓ Explore how to submit an individual assignment via Dropbox on OAKS  
  ✓ Explore how to create a VoiceThread project  |                                               |
| **Module 1 – Foundational Knowledge** | **January 15 – 30**  
  **Read:**  
  • Text, Chapter 1  
  • Gagne's Differentiated Model of Giftedness and Talent.html  
  • Human Intelligence - Robert J. Sternberg.html  
  • Renzulli – Intelligence, Look Ahead  
  • 2005 Fall Learning Matters  | Complete tutorials by January 27, and bring any questions to optional Saturday class, 1/28. |
| **6 POINTS**                    | **DISCUSSION FORUM:** Participation in A Brief History of Gifted Education Lecture (in OAKS) Post three substantive comments in the lecture (2 of your own and 1 in response to a colleague). See grading rubric on page 12 or click [here](#).  | Complete by February 13.                       |
| **10 POINTS**                   | **INDIVIDUAL REFLECTION:** After reading the different orientation module articles, Lord's *One State's Experience*, and the 2005 Fall Learning Matters bulletin, discuss how S.C. GT programming has evolved over the years. How has its definition of and approach to serving the gifted changed? What were some of the enablers and barriers to its development? What are the most pressing challenges to GT education in SC today?  
  See grading rubric on page 12 or click [here](#). | Complete essay by Monday, February 13. Submit to Dropbox on OAKS. |
<table>
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<tr>
<th>MODULE 2: Recognizing GT Students and Teachers (Identification &amp; Characteristics)</th>
<th>OVERVIEW: In this module you will begin exploring how we recognize gifted and talented students in the state of SC and how other states identify and recognize GT learners. You will also explore teacher characteristics of the most effective of GT teachers, and assess how well your personal attributes and skills align with effective GT teachers.</th>
<th>ESSENTIAL QUESTION: How do we recognize gifted and talented students? How do other states recognize GT?</th>
<th>February 6 – February 27 (accounting for Presidents’ Day)</th>
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<tr>
<td><strong>READ/VIEW:</strong> Text, Chapters 2 and 3</td>
<td><strong>IDENTIFICATION ACTIVITY (Individual):</strong> Using a chart found in module 2 (assignments), the data that are presented, and the information provided in SC Regulations 43-220, determine if the child is eligible for gifted services by completing the last column in the chart for each student. Make sure to explain your response in addition to answering either yes or no.</td>
<td>Complete and submit via Dropbox by February 17, 11:59 pm</td>
<td>8 POINTS</td>
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<tr>
<td>Identification VoiceThread</td>
<td>DISCUSSION FORUM: After reviewing the chapters in the text, Regulation 43-220 sections on Identifications, the SC BPM Chapter 8, respond to the prompt on how SC identifies academic and artistic GT students. Compare that approach to one other state. What are strengths and limitations of identification and labeling?</td>
<td>Original Post due February 24 and three responses by February 27, 11:59 pm</td>
<td>6 POINTS</td>
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<td>SC Regulation 43-220</td>
<td>See grading rubric on page 12 or click <a href="http://ed.sc.gov/agency/Standards-and-Learning/Academic-Standards/old/cso/gifted_talented/gt.html">here</a></td>
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<td>E- Newsletter article in <em>Connecting for High Potential: “But she (or he) doesn’t seem gifted to me”</em> By Robin Schader and Rebecca Eckert</td>
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<tr>
<td>SC BPM Chapter 8: Identification</td>
<td><strong>DISCUSSION FORUM:</strong> After reviewing the chapters in the text, Regulation 43-220 sections on Identifications, the SC BPM Chapter 8, respond to the prompt on how SC identifies academic and artistic GT students. Compare that approach to one other state. What are strengths and limitations of identification and labeling?</td>
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<td>6 POINTS</td>
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<td><strong>MODULE 3:</strong> Recognizing GTs (Special Populations and Building a rationale)</td>
<td><strong>OVERVIEW:</strong> In this module, you will explore special populations and begin to develop a reasoned, persuasive argument for addressing the unique learning needs of gifted and talented students.</td>
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<td><strong>ESSENTIAL QUESTION:</strong> How do we recognize all gifted and talented students?</td>
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<td><strong>READ/VIEW:</strong> Text: Chapters 12, 13, 14</td>
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<td></td>
<td>Special populations articles to use for research (Organized by special population in Module 3 Readings)</td>
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<td>Donna Ford- Video on You Tube on “The Achievement Gap” <a href="http://www.youtube.com/watch?v=adMFCNdbIsA">http://www.youtube.com/watch?v=adMFCNdbIsA</a></td>
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<td><strong>6 POINTS</strong></td>
<td><strong>INDIVIDUAL ASSIGNMENT - VIGNETTE ANALYSIS</strong></td>
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<td><strong>See details on page 15 or click here.</strong></td>
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<td><strong>10 POINTS</strong></td>
<td><strong>GROUP PROJECT:</strong> Special Population’s assignment: Create as a Voice Thread presentation and post on Oaks course page so others may view.</td>
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<td><strong>Submit to VT by Friday, March 10</strong></td>
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<td><strong>6 POINTS</strong></td>
<td><strong>DISCUSSION FORUM:</strong> View at least two other Special Populations assignments created by your classmates and posted for viewing on Voice Thread. Comment on new insights gained. Connect insights to the special population readings/videos and study you did, referencing readings.</td>
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<td>Why does knowledge and understanding of needs of special populations help you build a rationale for gifted education?</td>
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<td><strong>Complete three posts by March 13</strong></td>
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<td><strong>See grading rubric on page 12 or click here.</strong></td>
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## MODULE 4: Curriculum, Instruction, and Program Models

**OVERVIEW:** In this module, you will investigate program models of service and curriculum and instruction basics for gifted and talented learners, including pre-assessment, curriculum compacting, acceleration, enrichment, and grouping.

**ESSENTIAL QUESTION:** What are the curriculum and instruction basics designed to develop potential?

### READ/VIEW:

- **Text:** *A Nation Deceived*

- **NAGC PreK-Grade 12 Gifted Programming Standards:**
  - Standard 3 – Curriculum Planning and Instruction

- **NAGC Pre-K-Grade 12 Gifted Programming Standards:**
  - Standard 5 – Programming

- **SC BPM Chapter 4:**
  - Program models

By March 20 - Take the Mid-term Course Survey (see under M4 Assignments)

### NO DISCUSSION FORUM this module

**PLEASE BE WORKING ON YOUR CASE STUDY!**

### 10 POINTS

**INDIVIDUAL REFLECTION:** Explain the key idea “one size does not fit all” as the idea applies to the development of potential. What model for service for GT students is used in your school or district? What examples of evidence based practice do you see used with GTs? What more could be done?

See rubric on page 12 or click [here](#).

Submit via Dropbox by March 27, 11:59 P.M.

### NO TRENDS & ISSUES MODULE DUE TO TECHNOLOGY PROBLEMS
**Module 5 - Case Study & Final F2F Class (4/22)**

<table>
<thead>
<tr>
<th>OVERVIEW: In this portion of the class, you will be given time to work on your case study assignment. A detailed assignment and rubric can be found on pages 20-22 of this syllabus or by clicking <a href="#">here</a>.</th>
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<tbody>
<tr>
<td>March 27 – April 22 <strong>Accounting for 1 week of Spring Break</strong></td>
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<table>
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<tr>
<th>Specifics regarding the submission of your case study.</th>
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<tbody>
<tr>
<td>Your case study should be saved as a PDF with all supporting documents included in it. It should then be submitted to Dropbox by April 22 <strong>by or before</strong> 9 AM.</td>
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<tr>
<td>Due April 22 by 9 am</td>
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<tr>
<th>In class activities</th>
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</table>
| • Online course evaluations complete in this class  
• Case Study presentations (Informal –share out)  
• Exploring scenarios from an advocacy perspective: Discussion of a Rationale for GT Education |
| In-class on April 22 |
Nature and Needs:
Required Assignments: Elaborated Description and Assessment Rubrics

Discussion Forums:
Throughout this course, you will be asked to read and respond to your peers work. Typically, you will be asked to comment on three of your peers’ projects or essays. You will receive 2 points per substantive post for a total of 6 points per assignment.

The platform for these discussions will vary from VoiceThread to Discussion posts. To do well in this course, it’s imperative that you read and respond to your peers’ work in a substantive manner. What does this look like?

<table>
<thead>
<tr>
<th>Looks like:</th>
<th>Doesn’t Look Like:</th>
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<tbody>
<tr>
<td>• I enjoyed the way that you …., but I have a question about your comment/statement that ….</td>
<td>• Good job</td>
</tr>
<tr>
<td>• Encouraging the other person to take a different point of view</td>
<td>• Nice work</td>
</tr>
<tr>
<td>• Offering additional evidence or justification</td>
<td>• Awesome</td>
</tr>
<tr>
<td>• Asking probing questions</td>
<td>• I don’t understand</td>
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Individual Reflections/Essays:
Reflective writing responses are evaluated based on content, quality, and professionalism. Your work will be evaluated on how well you have identified and addressed each of the components listed below.

<table>
<thead>
<tr>
<th>Component</th>
<th>10 pts total</th>
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<tbody>
<tr>
<td>Content (8 points)</td>
<td>• Clearly addresses all components of writing prompt (2)</td>
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<td></td>
<td>• Demonstrates a strong understanding of topic linked to readings (2)</td>
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<td>• Presents evidence of thought and/or insight (2)</td>
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<td>• Is concise, two to three pages in length (two is minimum and three is maximum) (2)</td>
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<tr>
<td>Format (2 points)</td>
<td>• Free from spelling and grammatical errors (1)</td>
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<td></td>
<td>• Word-processed, double-spaced, 12 point font (1)</td>
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</tbody>
</table>
Module 3: Special Populations Advocacy Project

Point value = 10 points

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

Option* Case study student may be used.

Part 1: You will conduct a series of interviews with key persons to find out what knowledge each has about the special population under study. Include interviews with each of the following:
- Parent
- Guidance Counselor
- Student
- Regular teacher
- Teacher of gifted

Summarize your findings across the interviews. What insights did you gain from the interviews?

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

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

This presentation will be shared with those in the class via VoiceThread. Guidelines for the presentation are:
- 12-15 slides
- Keep your audience in mind
- The content is an action plan advocating for your special population: who are they, what are their special needs as distinctive from other GT students, what are key considerations and accommodations, etc.

Special Populations: Advocacy Project

<table>
<thead>
<tr>
<th></th>
<th>Exemplary 3.5 – 3 points</th>
<th>Competent 2.5 – 2 points</th>
<th>Developing 1.25 - 1 points</th>
<th>Beginning 0 points</th>
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</thead>
<tbody>
<tr>
<td><strong>Interview of parents,</strong></td>
<td>Student seeks input from &amp; provides a comprehensive summary with analysis of stakeholders' responses</td>
<td>Student seeks input from &amp; provides a summary of some stakeholders’ responses</td>
<td>Student seeks input from &amp; provides some examples but does not summarize responses</td>
<td>Student does not provide a summary of stakeholders' responses</td>
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<tr>
<td><strong>regular teachers,</strong></td>
<td>3 points</td>
<td>2 points</td>
<td>1 point</td>
<td></td>
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<tr>
<td><strong>administrators &amp; community members</strong></td>
<td></td>
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<tr>
<td><strong>Resources</strong></td>
<td>Student provides an annotated list</td>
<td>Student provides a list of</td>
<td>Student provides a list</td>
<td>Student provides no listing of</td>
</tr>
<tr>
<td></td>
<td>used in researching the special population and provides a comprehensive list of local, state and national resources for teachers and parents</td>
<td>resources used in research and a list of national resources</td>
<td>of resources used in research only</td>
<td>resources</td>
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<td><strong>3.5 points</strong></td>
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<td><strong>1.5 points</strong></td>
<td><strong>resources</strong></td>
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**Action Plan**

<table>
<thead>
<tr>
<th></th>
<th>Student provides a comprehensive action plan for advocacy for a special population within gifted specifically addressing parents, counselors and teachers that includes a presentation</th>
<th>Student provides a plan for advocacy addressing two of the three groups</th>
<th>Student provides a plan that addresses one of the groups</th>
<th>Student provides a plan and does not designate group(s) addressed</th>
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<tr>
<td><strong>3.5 points</strong></td>
<td><strong>2.5 points</strong></td>
<td><strong>1.5 points</strong></td>
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<td><strong>resources</strong></td>
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Module 3: Vignette Analysis

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

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

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

Submit your analysis via Dropbox

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<tr>
<th>Component</th>
<th>6 pts total</th>
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| Content (5 points) | • Demonstrates a strong understanding of topic linked to readings and addressing all questions (2)  
• Presents evidence of thought and/or insight (2)  
• Is concise, two to three pages in length (two is minimum and three is maximum) (1) |
| Format (1 point)   | • Free from spelling and grammatical errors (.5)  
• Word-processed, double-spaced, 12 point font (.5) |
Module 5 - Course Capstone Project: Case Study

Point value = 20 points

Description - In this assignment, you will select a diverse student and conduct a case study on this student. Diversity is based on the definition of diversity formulated by the Special Populations group of NAGC and is as follows:

“Special populations include children who have additional aspects that need to be addressed in order to more fully develop their abilities and talents. These aspects include, but are not limited to:

- Cultural and Linguistic Diversity (CLD)
- Gifted/Lesbian/Transgendered/Bisexual (GLTB)
- Twice-exceptional, or gifted children with disabilities (2e)
- Highly gifted
- Gender issues
- Socio-economic issues (SES)
- Geographic issues, such as urban and rural settings. “

Your research should include review of student performance data, interviews with student, teacher/s, parent; work samples, observations, types of educational services (both successful and unsuccessful) provided for this student.

The case study process demands that you spend considerable time looking closely at the characteristics of one student. You will answer the questions:

- What makes him or her gifted and talented?
- What makes him/her different from the general population of gifted and talented children and youth? How can accommodations be made for these differences?
- How does the school contribute to the development of the child’s gifts? How do the child’s parents contribute to the development of this child’s gifts?
- In what ways does the school hinder this student? How might the parents perhaps hinder his or her development?
- What are the best available options for this child?
- What considerations should be given to this child?
<table>
<thead>
<tr>
<th>Case Study Rubric of a Diverse Gifted Learner</th>
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<tbody>
<tr>
<td><strong>Exemplary</strong> (2 pts)</td>
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<tr>
<td><strong>Introduction</strong></td>
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<tr>
<td><strong>Family and Home Environment</strong></td>
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<tr>
<td><strong>Early Development</strong></td>
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<tr>
<td><strong>School Performance and Test Data</strong></td>
</tr>
<tr>
<td><strong>Social/ emotional development</strong></td>
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<tr>
<td><strong>Cognitive development</strong></td>
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<tr>
<td><strong>Applied Characteristics of the gifted</strong></td>
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<tr>
<td><strong>Strengths and Weaknesses and recommendations</strong></td>
</tr>
<tr>
<td><strong>Collaborate with Sources and Maintain Confidentiality</strong></td>
</tr>
<tr>
<td><strong>Spelling, typing, grammatical errors</strong></td>
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