College of Charleston  
EDFS 760, Section 02 and 03: The Nature and Needs of Gifted and Talented Students:  
Historical, Philosophical, and Current Perspectives  
Spring 2017 Semester  
College of Charleston's North Campus

Three graduate hours. **Class Format, Meetings, and times:** Online course with face to face meetings at beginning and at end. Meets face to face on two **Saturdays, January 21, 2017, 9 – 2 pm, and April 22, 9 – 2 pm, 2017.**

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Faculty Contact</th>
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</table>
| Julie Dingle Swanson, Ed. D.  
Professor  
Department of Teacher Education | • Email: [swansonj@cofc.edu](mailto:swansonj@cofc.edu)  
• Cell Phone: You may request this to use for communication in emergencies. |

**Office Hours:** For questions or concerns of a personal nature, please email me at [swansonj@cofc.edu](mailto:swansonj@cofc.edu). If you wish or need to meet, office hours are by appointment and conducted (Skype) online or at the downtown or 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/](http://blogs.cofc.edu/scs/tutorials/). During or after 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 by the end of January.**

- OAKS Overview for Students - Logging in and Course Navigation  
- 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


**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).

**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 CAEP (Council for the Accreditation of Educator Preparation) in the form of the

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\(^1\)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 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 Student Computing Support on the College’s website (that is, 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 or I am away at a conference. 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. Grades are based on points earned.
  
  A= 93-100
  B+ = 89-92
  B = 85-88
  C+ = 81-84
  C = 77- 80
  F = 0 – 76

- Assignments- Details and discussion will be provided in our F2F class on Saturday, January 21, 9 – 2 pm, within each module, and in the final syllabus posted online.
  
  o Online, you will complete…
    - Individual assignments: FOUR Reflective Essays = 5% each = 20%
    - Discussion Posts in FIVE modules (Modules 1, 2, 3, 4 and 5 @ 5 points each times 5 modules)= 25%
  
  o Ongoing Assignments
    - Special Populations Project= 10 %
    - Trends and Issues Project= 15 %
    - Case Study= 20%
    - Final = 10%
  
  o TOTAL POINTS POSSIBLE = 100% or 100 points
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 6 online modules, lasting two weeks each. Each module will open (be accessible) on Sundays at 12:00 a.m. EST and will remain open for the duration of the course. Most major assignments will be due on Mondays by 11:59 p.m. EST. The modules have (with few exceptions) these parts:

• Overview
• Read/View- These are the content materials you need to be familiar with prior to completing your assignments for points.
• Individual Reflection and/or Discussion Forum
• Additional Resources- These resources will be available online to help you if you choose to use them. Use is optional.

Learning Activities for participation points that you will find within these modules includes:

• Individual Reflection: Essays
• Discussion forum posts
• Specific, ongoing assignments: Special Populations Assignment; Trends and Issues Assignment; Case Study Assignment- ****These REQUIRED ASSIGNMENTS are situated within a module, but are more involved than the Participation assignments, so need your attention from the beginning of the course. You will submit online by the due dates.
• Final

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 on OAKS (Course syllabus.) ASSIGNMENTS are expected to be completed by the due date. Points will be deducted for late completion. The instructor RESERVES THE RIGHT TO 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 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, 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:** Safari or Google Chrome (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:**
Be sure to complete the tutorials to have necessary foundations in the CofC learning management system.

If you have problems related to the course that cannot be addressed on the Course Lounge Discussion forum, 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.


**Attendance:** You must attend our FIRST face-to-face class (January 21) and be present for the final face to face on April 22- REQUIRED! The remainder of the course will be conducted online.

**Online Coursework:** 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.
## Tentative ONLINE Course Schedule and Face meetings scheduled

<table>
<thead>
<tr>
<th>Module Name</th>
<th>Assignment</th>
<th>Due Date</th>
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| Face to face session (F2F) January 21, 9 – 2 pm | OVERVIEW and Orientation to the course  
You will be introduced to the course, the goals of the course, and the requirements.  
We will explore introductory content and through individual, small group, and whole group learning activities to challenge your knowledge and understanding of the foundations of this field. | January 21, Saturday, 9 - 2 |
| January 21 | F2F session: IN CLASS WE WILL  
✓ Discuss the syllabus: course expectations: outcomes, assignments, online learning environment, content/materials, processes  
✓ Complete a pre-assessment  
✓ Log in to OAKS course home (demonstration)  
✓ Engage in a small group analysis  
✓ Introduction to definitions, models, and theories, including some Gurus in the field. Engage in small group investigations and report out to whole group.  
✓ Discuss course logistics. Grant cohort will register for the course at this time. | Complete tutorials as needed by January 30. Post any questions you have on the Course Lounge discussion board. |
| Module One: Historical and Theoretical Foundations of the field | OVERVIEW: **What is foundational knowledge in the field of gifted education?**  
In this module, you will develop awareness of the historical development of gifted education in South Carolina and the situation of that development in the nation’s history. You will explore varied definitions of intelligence, giftedness, and make sense of those theoretical influences on gifted education in practice. | Jan 30 – Feb 13 |
| | READ/VIEW: This module’s content is below.  
Videos: [Steve Hefner Interview on History of Gifted Education in SC](http://www.youtube.com/watch?v=ji5_MqicxSo)  
**You Tube video:** Randy Pausch Last Lecture: Achieving Your Childhood Dreams  
[http://www.youtube.com/watch?v=ji5_MqicxSo](http://www.youtube.com/watch?v=ji5_MqicxSo)  
**Readings:** Text and online resources:  
- Complete the required OAKS tools tutorials as needed prior to this module.  
- Read Syllabus and assignment descriptions.  
- Read Text, Chapter 1  
- **Background of GE in SC:** View Hefner video  
- **Additional Intelligence Theory readings within Module One:**  
  - Gagne's Differentiated Model of Giftedness and Talent.html  
| Essay 1: Individual Reflection | Reflective Essay 1 on Hefner video and Lord article. After viewing the Hefner video and reading the Lord article, do some reflection, analysis and discussion of the following questions. Part one: Focus on the Lord article: What is the tone of this article? On page 246 of the article, Lord poses the questions, “Why create the turmoil that accompanies change in education? Why risk scrutiny of a program that is often is perceived to be nonessential? Why disturb the status quo when present resources are already adequate?” How does Lord answer his own questions? Is your school making progress to solid ground in serving diverse gifted students? How? Part two: Look for connections between the video and the article: Compare the Hefner video perspective with the Lord article perspective. What are new insights gained about the development of gifted education in SC? Comment on some of the enablers and barriers evident in SC in providing education to gifted and talented students. From your point of view, what are the most relevant issues in gifted education in SC and why? | Complete essay by Monday, February 6, 11:59 pm. Submit to Drop box on OAKS |
| Essay 2: Individual Assignment | Reflection on “She/He doesn’t seem gifted to me” as related to other readings: Complete all readings, i.e., the E-newsletter article “But she/he doesn’t seem gifted to me,” the text chapters and the characteristics checklists and teacher characteristics. Then, respond to the teacher | Submit by February 20, 11:59 pm |

## Module Two: GT Students and Teachers

**Overview:** How do we recognize gifted and talented students? Teachers of gifted and talented

In this module, you will understand more about the identification of gifted and talented students. Specifically, you will familiarize yourself about SC regulations as related to WHO are gifted in SC and explore what is known about teacher attributes for this group of learners.

**Read/View:** This module’s content is below.
- Read Text, Chapters 2 and 3
- Read SC Regulation 43-220
- Read SC Best Practices in Gifted Education Manual, Chapter 8: Identification- Find this chapter in the SC BPM for GE found in Module 2 on Oaks
- Read Characteristics checklist
- Read E-Newsletter article in Connecting for High Potential: “But she (or he) doesn’t seem gifted to me” By Robin Schader and Rebecca Eckert
- View Voice Thread on SC’s Identification Procedure.

## Discussion Forum: Applying a Theory of Intelligence

After studying Gagne’s Developmental Model of Giftedness and Talent and the Pausch video, compare Pausch’s development with Gagne’s model. What in Gagne’s model resonates with you? If using Gagne to define giftedness, what would the definition be (in your own words)? What other theories of intelligence can you link to a real person or student? Make your post, then comment on what others in your forum think about the questions posed in the prompt.

Complete three posts to discussion forum by Monday, February 13, 11:59 pm.
and to the parent in your essay. Specifically address their concerns and share information drawn from your readings that will raise their awareness. Explicitly link your information to the readings.

### 5 POINTS Discussion Forum: Identification

After reviewing the Voice Thread mini-lecture on how students become state-identified for gifted education, chapters in the text, SC Regulation 43-220 sections on Identification, the SC BPM for GE Chapter 8, respond to the following prompt on how SC identifies academic and artistic GT students:

Compare and contrast the SC approach to identification of gifted learners to one other state of your choice. Based on what you have read, what are strengths and limitations of identification and labeling?

Complete three posts by February 27, 11:59 pm

### Module Three: Special Populations

**OVERVIEW:** What are educational considerations for special populations of high ability learners?

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.

**READ/VIEW:** This module’s content is below.

- Text: Chapters 12, 13, 14, 15
- Donna Ford- Video on You Tube on “The Achievement Gap”- link in Module Three [http://www.youtube.com/watch?v=adMFCNdbJsA](http://www.youtube.com/watch?v=adMFCNdbJsA)
- Slocumb and Payne article on poverty- See link in Module 3
- **In Module 3 in OAKS-** See the Special Populations sub-Folder- Special populations articles to use as a starting point for the Special Populations Assignment

Feb 27 – March 13

### 10 POINTS Special Populations Project assignment:

**Directions online and in syllabus. Assignment has Three parts.**

Create a Voice Thread presentation for your action plan (Part Three) and post on Oaks course page so others may view.

Parts One and Two submitted separately on Oaks.

Submit to Voice Thread by March 6, 11:59 pm. Submit Parts One and Two to Dropbox by same deadline

### 5 POINTS Essay 3: Individual Assignment:

Vignette analysis- Find Vignettes sub-folder in OAKS, Module 3.

Select one of the provided student vignettes (PDF files) found in Module 3. 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 by March 13, 11:59 pm

### 5 POINTS Module Three: Discussion Forum: Special Populations

View at least three other Special Populations assignments created by your classmates and posted for viewing on Voice

Complete three posts by March 13, 11:59 pm.
<table>
<thead>
<tr>
<th>Module Four: Curriculum, Instruction, and Program Models</th>
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<tbody>
<tr>
<td><strong>OVERVIEW:</strong> What are the curriculum and instruction basics designed to develop potential?</td>
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<tr>
<td>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.</td>
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<td>March 13 - 27</td>
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<table>
<thead>
<tr>
<th>READ/VIEW: This module’s content is below.</th>
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<tbody>
<tr>
<td>- Text- Chapters 5, 6, and 7</td>
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<td>- A Nation Deceived</td>
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<tr>
<td><a href="http://www.accelerationinstitute.org/Nation_Deceived/Get_Report.aspx">http://www.accelerationinstitute.org/Nation_Deceived/Get_Report.aspx</a> Volume 1: Summary of Key Points</td>
</tr>
<tr>
<td>- NAGC PreK-Grade 12 Gifted Programming Standards: see both Standard 3 – Curriculum Planning and Instruction and Standard 5 – Programming (PDF in Module 4)</td>
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<tr>
<td>- SC Best Practices in Gifted Education Manual- See Chapter 4: Program models- Find this chapter in the SC Best Practices in GE found in Module TWO</td>
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<tr>
<td>- View the Voice Thread Lecture on SC’s program models for gifted education programs.</td>
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<th>5 POINTS</th>
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<tr>
<td><strong>Essay 4: Individual Assignment:</strong> Reflection on Confluent Approach to teaching GT youngsters- Directions online and in syllabus</td>
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<td>Based on your readings, make the case for a confluent approach using both acceleration and enrichment for GT students. Explain the importance of grouping as an accommodation for gifted learners. How do acceleration, enrichment, and grouping connect in practice? Explain the key idea “one size does not fit all” as the idea applies to the development of potential and program models. What model of service for GT students is used in your school or district? What examples of evidence-based practice do you see used with the identified gifted and talented learners in your school?</td>
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<tr>
<td>Submit to Drop box by March 20, 11:59 pm</td>
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<th>5 POINTS</th>
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<tr>
<td><strong>Discussion Forum:</strong> Draft a rationale for gifted education program services specific to your school or district.</td>
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<tr>
<td><strong>Discussion Prompt:</strong> A rationale is a reasoned argument developed to convince a particular audience to support a point of view. Based on what you have learned about the nature and needs of gifted learners, identify a needed improvement or advancement within your own school or district’s gifted program. Develop a persuasive argument that explains the needed improvement, the reasoning underlying the need, a feasible plan to implement the improvement, and the foreseen impact the improvement will have on supporting gifted youth. Your initial post should address the prompt AND contain salient points that support your argument.</td>
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<tr>
<td>Complete three posts, your initial post in response to the prompt and two additional posts in response to others by March 27, 11:59 pm</td>
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**Module Five: Trends and Issues in Gifted Education**

**OVERVIEW:** What are key issues to consider when developing the potential of gifted and talented learners? What are current issues and trends in the field?

In this module, you will investigate a special topic that is considered a trend or issue in gifted education.

**READ/VIEW:** This module’s content is below.

- **Text chapters**- Chapter 17 – Counseling; Chapter 12 - Underachievement; Chapters 13, 14, 15- Special populations; Chapter 15- Parenting

- **Trends and Issues Resources** found in Oaks Module 5: For your review to help you select a trend or issue of interest and to serve as a starting point:

  - Mind the (Other)Gap! – Website with full report and state profiles [http://www.jkcf.org/assets/1/7/ExcellenceGapBrief_-_Plucker.pdf](http://www.jkcf.org/assets/1/7/ExcellenceGapBrief_-_Plucker.pdf)
  - Gifted Education in Rural Schools: Three Reports from Belin-Blank Center for Gifted Education (1999, 2001, 2006)- pdfs
  - Counseling Needs- pdfs
    - Colangelo(2002)
    - Greene (2002)
    - Olenchak (2001)
  - NAGC: Perfectionism
  - Underachievement: Research study from The National Research Center for the Gifted and Talented (University of Connecticut)
  - Underachievement by Siegle & McCoach

**15 POINTS**

**Trends and Issues Project** - See directions online
You will post your project for viewing on Voice Thread and participate in discussion forum. You will submit your reference list

**March 27 – April 10**
After reviewing the readings listed and exploring additional readings found on your own, identify a key issue or trend for further investigation. Compile your findings in a Voice Thread presentation to be shared with the class presenting an overview of the topic. A list of starter issues/trends and linked resources is provided in the syllabus, but you should use these as a starting point and investigate and incorporate additional resources. YOU WILL SHARE your research in a Voice Thread presentation posted on the course page during this module so that all students become familiar with each of the special topics investigated.

<table>
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<tr>
<th>5 POINTS</th>
<th><strong>Discussion Forum</strong></th>
<th>Make posts on three projects (not your own) in discussion by April 10, 11:59 pm</th>
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<tbody>
<tr>
<td><strong>Module Six: Case Study</strong></td>
<td><strong>OVERVIEW:</strong> Applying your knowledge in a Case Study</td>
<td>April 10 - 22</td>
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<tr>
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<td>In this module, you will work on your case study, posting any questions or insights on the course lounge discussion board.</td>
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<tr>
<td>20 POINTS</td>
<td>Case study- see directions online and in this syllabus</td>
<td>Due April 21 by 11:59 pm Submit to Dropbox</td>
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| April 22 Final Face to face session (F2F) | **OVERVIEW:** Bringing it all together | April 22 |
| | During this face session, we will share case studies and generate some lessons across cases. As a culmination, you will take home and complete a final activity to assess your growth and progress towards course outcomes. | |
| ✓ Online course evaluations completed in this class | ✓ Case presentations (informal sharing of highlights) | ✓ Final Activity: Exploring scenarios from an advocacy perspective |

| 10 POINTS | Take home Final Assessment Activity Completed online and submitted by final exam period due date | Date TBD: Final to be completed online and submitted during final exam period |
## Nature and Needs: Calendar Overview

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<tr>
<th>Assignment</th>
<th>Percentage of Grade</th>
<th>Due by</th>
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| **1. Individual Assignments: Reflective Essays** | 20% (Each essay @ 5%) | **Module 1:**
|                                                  |                     | Essay 1: Submit to Dropbox on OAKS by February 6, 11:59 pm.          |
|                                                  |                     | **Module 2:**
|                                                  |                     | Essay 2: Submit to Dropbox by February 20, 11:59 pm.                 |
|                                                  |                     | **Module 3:**
|                                                  |                     | Essay 3: Submit to Dropbox by March 13, 11:59 pm.                    |
|                                                  |                     | **Module 4:**                                                    |
|                                                  |                     | Essay 4: Submit to Dropbox by March 20, 11:59 pm.                  |
| **2. Discussion Forums: Preparation and Participation** | 25% (Each forum @ 5%) | **Module 1:**
|                                                  |                     | Complete three posts by February 13, 11:59 pm                       |
|                                                  |                     | **Module 2:**
|                                                  |                     | Complete three posts by February 27, 11:59 pm.                     |
|                                                  |                     | **Module 3:**
|                                                  |                     | Post comments on three projects (not your own) in discussion forum by March 13, 11:59 pm |
|                                                  |                     | **Module 4:**
|                                                  |                     | Complete three posts by March 27, 11:59 pm.                        |
|                                                  |                     | **Module 5:**
|                                                  |                     | Post comments on three projects (not your own) in discussion forum by April 10, 11:59 pm |
| **3. Special Populations Project**               | 10%                 | **Module 3**
|                                                  |                     | Post your project on Voice Thread by March 6, 11:59 pm.            |
|                                                  |                     | Post Parts One and Two to Dropbox by same deadline, March 6.       |
| **4. Trends and Issues Research and Presentation** | 15%                 | **Module 5**
|                                                  |                     | Post your project on Voice Thread by April 3, 11:59 pm.            |
|                                                  |                     | Submit your reference list to Dropbox by same deadline.            |
| **5. Case Study**                                | 20%                 | **Module 6**
|                                                  |                     | Submit to Dropbox by April 21 by 11:59 pm                         |
| **6. Final Assessment**                          | 10%                 | **TBD:** To be completed by Final exam period for this course       |
Required Assignments: Elaborated Description and Assessment
Assignment Details and how each assignment will be assessed:

1. Reflective 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>5 points total per essay</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content (3 points)</td>
<td>• Clearly addresses all components of writing prompt (1)</td>
</tr>
<tr>
<td></td>
<td>• Demonstrates a strong understanding of topic linked to readings (1)</td>
</tr>
<tr>
<td></td>
<td>• Presents evidence of thought and/or insight (1)</td>
</tr>
<tr>
<td>Format (2 points)</td>
<td>• Free from spelling and grammatical errors (1)</td>
</tr>
<tr>
<td></td>
<td>• Word-processed, double-spaced, 12 point font (.5)</td>
</tr>
<tr>
<td></td>
<td>• Is concise, two to three pages in length (two is minimum and three is maximum) (.5)</td>
</tr>
</tbody>
</table>

2. Discussion Forums: Five points per forum: For each discussion forum, you will be assessed holistically on the following:
   • Responded to all parts of the prompt (1)
   • Made three posts on the forum (1)
   • Linked to readings (2)
   • Interacted with others in your group discussion by making comments and raising questions (1)

3. Special Populations Advocacy Project
   **Point value = 10 points**
   Assignment 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 on OAKS in Module 3. Two additional credible sources must be found and included, for a minimum of three sources.

   This project has THREE parts. Turn in Parts 1 and 2 to me in Dropbox (Special Populations Assignment). Part 3, your action plan, will be posted on our course Voice Thread for others in this course (including me) to view.

   NOTE: You may use the interviews you do for this assignment for your Case study assignment if you choose.

Part 1: INTERVIEWS: Conduct a series of interviews with key persons to find out what knowledge each person 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: SOURCES AND RESOURCES: List all sources you used to learn about the special population you studied. In addition to listing your sources, provide a list of five or more local, state and national resources for teachers and parents that they can use as support.

Part 3: ACTION PLAN: Create an Action Plan for advocating for this special population. Your plan must include a presentation on this special population. This part of your project will be posted on Voice Thread.

This presentation will be shared with those in the class via Voice Thread. Guidelines for the presentation are:

- The PART 3 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.
- 12-15 slides
- Keep your audience in mind as you develop your project

Assessment of Special Populations 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 point</th>
<th>Beginning 0 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interviews of parents,</td>
<td>Student seeks input from</td>
<td>Student seeks input from</td>
<td>Student seeks input from</td>
<td>Student does not</td>
</tr>
<tr>
<td>counselors, teachers,</td>
<td>&amp; provides a</td>
<td>&amp; provides a</td>
<td>&amp; provides a</td>
<td>provide a</td>
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<tr>
<td>students &amp; others</td>
<td>comprehensive summary</td>
<td>comprehensive summary</td>
<td>comprehensive summary</td>
<td>summary of</td>
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<td>with analysis of</td>
<td>with analysis of</td>
<td>with analysis of</td>
<td>stakeholders'</td>
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<td>stakeholders' responses</td>
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<td>responses</td>
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<td></td>
<td>3 points</td>
<td>2 points</td>
<td>1 point</td>
<td></td>
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<tr>
<td>Sources and Resources</td>
<td>Student provides an</td>
<td>Student provides a list</td>
<td>Student provides a list</td>
<td>Student provides</td>
</tr>
<tr>
<td></td>
<td>annotated list used in</td>
<td>of resources used in</td>
<td>of resources used in</td>
<td>no listing of</td>
</tr>
<tr>
<td></td>
<td>researching the special</td>
<td>research and a list of</td>
<td>research only</td>
<td>resources</td>
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<td></td>
<td>population and provides</td>
<td>national resources</td>
<td>1.5 points</td>
<td></td>
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<tr>
<td></td>
<td>a comprehensive list of</td>
<td>2.5 points</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>local, state and national resources for teachers and parents</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.5 points</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Action Plan</td>
<td>Student provides detailed</td>
<td>Student provides content</td>
<td>Student provides some</td>
<td>Student provides</td>
</tr>
<tr>
<td></td>
<td>content on the special</td>
<td>on the special population</td>
<td>information on the</td>
<td>little information</td>
</tr>
<tr>
<td></td>
<td>population (who, what,</td>
<td>AND a plan for advocacy</td>
<td>special population and a</td>
<td>on the special</td>
</tr>
<tr>
<td></td>
<td>how to accommodate, etc.)</td>
<td>addressing two of the</td>
<td>plan that addresses one</td>
<td>population and a</td>
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<tr>
<td></td>
<td>AND a comprehensive action</td>
<td>three groups</td>
<td></td>
<td>plan and does not</td>
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<td></td>
<td>plan for advocacy for a</td>
<td></td>
<td></td>
<td>designate group(s)</td>
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<td>addressed</td>
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</tbody>
</table>
special population within gifted specifically addressing parents, counselors and teachers that includes a presentation

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<tr>
<th></th>
<th>2.5 points</th>
<th>of the groups 1.5 points</th>
</tr>
</thead>
</table>

4. Trends and Issues: Topic Investigation and Presentation
Point Value = 15 points

Description: What are key issues to consider when developing the potential of gifted and talented learners? What are current issues and trends in the field? In this assignment, you will investigate a special topic that is considered a trend or issue in gifted education. This project has two parts: a Voice Thread presentation (shared with the class) and a Reference list (submitted to Dropbox).

You will prepare a Voice Thread presentation that can be shared with the class presenting an overview of the topic. A list of starter issues/trends and linked resources is provided below, but you should use this list of topics as a starting point and investigate and incorporate additional resources. **YOU WILL SHARE your research in a Voice Thread presentation during the online class sessions so that all students become familiar with all special topics investigated. Please submit a word document listing your references (use APA 6th edition style) to Dropbox on Oaks: Trends and Issues Project.**

<table>
<thead>
<tr>
<th>Possible Topics for Issues and Trends</th>
<th>Starter Readings and resources are posted under Module Five</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mind the (Other)Gap! – Plucker et al.</td>
</tr>
<tr>
<td></td>
<td>Are High Flyers Maintaining their Altitude? Report from the Fordham Institute</td>
</tr>
<tr>
<td>Giftedness and talent development in rural settings</td>
<td>Three reports on Gifted Education in Rural Schools: Reports from Belin-Blank Center</td>
</tr>
<tr>
<td>Perfectionism</td>
<td>NAGC on Perfectionism</td>
</tr>
</tbody>
</table>
Underachievement and Motivation

Research from The National Research Center for the Gifted and Talented (University of Connecticut): Underachievement Study

Underachievement (Siegle and McCoach)

Connecting RTI and Gifted Education


Response to Intervention and Gifted and Talented Education – Montana Office of Public Instruction

Trends and Issues Project Assignment Components
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>15 points total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content (10 points)</td>
<td>• Relevant trend or issue selected, defined and described with clarity (2)</td>
</tr>
<tr>
<td></td>
<td>• A discussion of key aspects is provided (2)</td>
</tr>
<tr>
<td></td>
<td>• Explanation of reasons why this trend/issue is of significance (2)</td>
</tr>
<tr>
<td></td>
<td>• Conclusions drawn (2)</td>
</tr>
<tr>
<td></td>
<td>• Includes minimum of five substantive sources for further reading or research (2)</td>
</tr>
<tr>
<td>Format: Voice</td>
<td>• Twelve slides or fewer (1)</td>
</tr>
<tr>
<td>Thread (5 points)</td>
<td>• Clear, accurate, effective communication (4)</td>
</tr>
</tbody>
</table>
5. 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 the individual student’s performance data, interviews with student, teacher/s, parent; work samples, observations, types of educational services (both successful and unsuccessful) provided for this student. Do not use the student’s real name or any identifying information in this assignment.

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>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Exemplary</strong> (2 pts)</td>
</tr>
<tr>
<td><strong>Introduction</strong></td>
</tr>
<tr>
<td><strong>Family and Home Environment</strong></td>
</tr>
<tr>
<td><strong>Early Development</strong></td>
</tr>
<tr>
<td><strong>School Performance and Test Data</strong></td>
</tr>
<tr>
<td><strong>Social/ emotional development</strong></td>
</tr>
<tr>
<td>Cognitive development</td>
</tr>
<tr>
<td>-----------------------</td>
</tr>
<tr>
<td>Applied Characteristics of the gifted</td>
</tr>
<tr>
<td>Strengths and Weaknesses and recommendations</td>
</tr>
<tr>
<td>Collaborate with Sources and Maintain Confidentiality</td>
</tr>
</tbody>
</table>
sources and the student.

Spelling, typing, grammatical errors

| No more than one spelling, typing or grammatical error. | No more than three spelling, typing or grammatical errors. | More than five spelling, typing or grammatical errors. | Many errors |

6. Final Assessment:
Point Value: 10 points
Description: You will be asked to complete a final assessment activity to be submitted by the end of our final exam period. This assessment will challenge you to draw on your knowledge about the nature and learning needs of high ability learners, research-based practices to address their specialized needs, and how to apply your understanding about gifted and talented education in a simulated situation. To prepare, make sure you have completed all readings and assignments. You are allowed to use text and notes. Assessment will be completed individually and submitted online to the course Dropbox. You will be provided with rubric and description in the final F2F class. Additional information will be shared in your final module online.