

8. Implement effective communication, supervision, and evaluation systems for gifted programs.
9. Monitor implementation of programs and services, including classroom observation of teachers, student assessment results on appropriate measures, and formal and informal communication channels.
10. Communicate and collaborate with relevant groups in the operation of gifted programs.
11. Demonstrate an understanding of the change process in order to effect program improvement.
12. Design a program plan for gifted education that highlights need, relevant research, goals, outcomes, roles and responsibilities, and assessment approaches.

Course catalogue description

This course is designed to provide educators with the basic tools to design and develop research-based programs and services for the gifted. It focuses on the development of systems necessary to start gifted programs and keep them operating over time in school contexts, including an identification system, curriculum and instructional management systems, guidance and counseling, and an assessment and evaluation system. The role of grouping and acceleration as supportive aspects of gifted programming will also be featured. Participants in collaborative groups will develop a gifted plan for their school district as a part of the course, using a problem-based learning scenario as the basis for their work. This course addresses the NCATE Gifted Teacher Education Standards 5,6,8,9, and 10.

Please confirm at http://catalogs.rutgers.edu/generated/gse_current/pg195.html

Class materials/ Textbooks:

- Course Text: *Best Practices in Gifted Education*, 2007 (Robinson, Shore & Enersen, eds.). ISBN#: 978-1-59363-210-6
- Additional Readings will be assigned

State or Professional Organization Standards:

This course addresses the NCATE Gifted Teacher Education Standards 5,6,8,9, and 10.

Grading and Activities:

Minimal Student Requirements

1. Satisfactorily participate in class and online discussion and activities.
2. Satisfactorily complete needs assessment analysis.
3. Satisfactorily complete course project/program plan and presentation to class.
4. Satisfactorily complete final exam.

Formative and Summative Course Evaluation Strategies:

All student evaluation is based on accuracy, clarity, and creativity of thought. Accuracy addresses the comprehensiveness and accuracy of the material; clarity addresses the writing style, organization, and flow of ideas; and creativity speaks to the uniqueness of the ideas and degree of insight.

Mid-Term Quiz: Students will complete a mid-term quiz consisting of essay questions addressing topics covered to the mid-point in the course. Student papers are assessed on the basis of reflection of course content, synthesis of ideas, clarity of writing, and reference to key resources. As appropriate to question content, student responses are assessed for balance of theory, research, and practice discussion.

Needs Assessment: Students will conduct a needs assessment of stakeholders in an existing gifted program or educational setting considering gifted programming. Students will design an instrument with key questions for assessing current status and needs, conduct the assessment with a reasonable sample, analyze results, and synthesize findings across categories to drive recommendations for program planning. Students will submit a copy of instrument, summary of results, and synthesis of suggestions and recommendations. Student papers are assessed based on quality of instrument design, alignment of recommendations with results obtained, and clarity of presentation.

Program Plan: Students will complete a program proposal based on results from needs assessment data, approximately 20 pages in length, consisting of the following major sections: Rationale and documentation of need, review of research, description of proposed program with goals and objectives identified, target population to be served, key tasks to be completed with role responsibility assigned, timeline, and budget. Students are assessed based on written plan and class presentation. Papers are assessed based on clarity of writing, reference to key resources, completion of all relevant sections, logical organization of ideas and recommendations, and potential practicality of plan. Students are also assessed on in-class presentation of proposal; presentation grade is based on organization, clarity, and cogency.

Course Evaluation

Attendance and participation onsite: 25%

Online participation and responses: 25%

Mid-semester quiz: 15%

Program plan, including needs assessment tool: 35%

Academic Integrity Policy:

The Office of Student Conduct supervises issues related to violations of academic integrity (see <http://academicintegrity.rutgers.edu>). Please familiarize yourself with the university policy on academic integrity at http://academicintegrity.rutgers.edu/files/documents/AI_Policy_2013.pdf

Office of Disability Services:

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

Course Schedule:

Tentative list of topics for discussions (by week)

Week	Date/Time/Location	Topic	Assignment/Reading
1	Nov 1, 2013 5:00-8:30 pm PSB # 205B Nov 2, 2013 8:30-12:00 pm Conf. Rm 211	Pre-assessment Trends/Issues Discussion of course requirements NAGC program standards as framework: <i>NAGC-CEC P-12 Program Standards</i> Nonnegotiables in program development ppt. (discussion/activity) Conducting a needs assessment Creating questionnaires for use with stakeholder groups on needs	Introduction Chapters 24 and 26 Chapters 27 and 28 Feng chapt: Constructing and Implementing Surveys
Wks 2-6	Nov 2- Dec 5 (on-line)	Readings and Discussion Board Assignments Construct needs assessment and distribute	
Wk 6	Dec. 6, 2013 5:00-8:30 Dec. 7, 2013	The system of identification: Key considerations & issues (case study)	Chapters 13, 14, and 25 (In class) mid point Quiz

	8:30-12:00 PSB #205 B	<p>Myths of acceleration, enrichment and grouping ppt.</p> <p>Research-based programs & services</p> <p>Discussion and analysis of grouping models activity</p> <p>Scenario on program choices</p> <p>Teacher competencies, selection, program facilitation</p>	
Wks 7-10	Dec 7-Jan. 2 (on-line)	<p>Readings and Discussion Board Assignments</p> <p>Collect needs assessment data & analyze results. Write plan proposal</p>	
Wk 10	<p>January 3, 2014 5:00-8:30</p> <p>January 4, 2014 8:30-12:00</p> <p>PSB # 205B</p>	<p>Supporting Program Implementation: Program Evaluation, Advocacy, & Leadership</p> <p>Presentation and discussion of program plans</p>	