

Rutgers University
15:294:531:90 - The Gifted Child
Fall 2014

Instructor: Janice Robbins, Ph. D

Online Course

Phone Number: 757-645-4407

Location: ECollege LMS

Email: drrcourse@gmail.com

Office Hrs: Online by appointment

Mode of Instruction: Online Sessions (Synchronous and Asynchronous Activities)

Course Description

This online course is designed to provide an overview of the field of gifted education and address the core cognitive characteristics of gifted children in general and domain-specific areas, their educational needs in respect to programs, services, and curricula, the support structures necessary to facilitate their talent development from families to mentors to personality variables and the foundations of the field of gifted education itself, ranging from its theoretical and research base to its grounding in legislation and administration of programs. Course assignments will feature short papers and products to be used in practice.

Course Text

Davis, G., Rimm, S., & Siegle, D. (2011). *Education of the Gifted and Talented: Sixth Edition*. NJ: Pearson.

Additional readings will be made available online.

Course Objectives

Students will be able to know and apply theories, principles, and policies of gifted education to:

- Understand the concept of giftedness and ways in which learners exhibit related cognitive and affective characteristics
- Understand the impact of the environmental influences of culture, race, and economic status on the development of talent
- Tailor intervention services to meet the needs of gifted learners in school, including those from poverty and culturally diverse backgrounds
- Use identification data to construct learning activities for classroom use that enhance gifted student learning
- Develop strategies for collaborating with families for talent support and development
- Understand counseling and guidance issues critical to gifted students' development including negative stereotyping, goal-setting, expectations, and underachievement
- Apply theories of creativity and strategies for creative thinking
- Apply instructional approaches that are inquiry-based and open-ended to stimulate interest and motivate students to learn at advanced levels
- Analyze individual profiles of gifted learners to personalize services
- Develop a plan for a classroom-based program for the gifted

NAGC-CEC Teacher Preparation Standards in Gifted and Talented Education 2013

Standard 1: Learner Development and Individual Learning Differences

Beginning gifted education professionals understand the variations in learning and development in cognitive and affective areas between and among individuals with gifts and talents and apply this understanding to provide meaningful and challenging learning experiences for individuals with exceptionalities.

Standard 2: Learning Environments

Beginning gifted education professionals create safe, inclusive, and culturally responsive learning environments so that individuals with gifts and talents become effective learners and develop social and emotional well being.

Standard 4: Assessment

Beginning gifted education professionals use multiple methods of assessment and data sources in making educational decisions about identification of individuals with gifts and talents and student learning.

Standard 6: Professional Learning and Ethical Practice

Beginning gifted education professionals use foundational knowledge of the field and professional ethical principles and programming standards to inform gifted education practice, to engage in lifelong learning, and to advance the profession.

Standard 7: Collaboration

Beginning gifted education professionals collaborate with families, other educators, related service providers, individuals with gifts and talents, and personnel from community agencies in culturally responsive ways to address the needs of individuals with gifts and talents across a range of learning experiences

Course Schedule

<i>Date</i>	<i>Time</i>
Monday, October 20	Synchronous Online Session 7:00 p.m.
Monday, October 27	Online Instruction
Monday, November 3	Online Instruction
Monday, November 10	Online Instruction
Monday, November 17	Online Instruction
Monday, December 1	Online Instruction
Monday, December 8	Online Instruction
Monday, December 15	Synchronous Online Session 7:00 p.m.

Assignments and Evaluation

<i>Assignment</i>	<i>Weight</i>	<i>Due Date</i>
Attendance and Participation	20%	Ongoing
Film or Biography Paper	20%	November 3, 2014

Identification Critique	20%	November 17, 2014
Research Presentation	20%	December 8, 2014
Synthesis Exam	20%	December 15, 2014

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. Rubrics are included to guide you in developing your assignments.

Tentative List of Topics and Readings

Date	Topics	Assignments for class
Synchronous Session Monday, October 20 7:00 p.m.	<i>Course Introduction</i> <i>What is intelligence? What is the “field” of gifted education? Who are gifted learners?</i> <i>What do you believe about giftedness?</i> <ul style="list-style-type: none"> • Introduction to Gifted Education • Myths and Realities • Syllabus Review • Theories of Intelligence • The Field of Gifted Education 	Chapters 1 Gifted Education Chapter 2 Characteristics of gifted Students
Asynchronous ONLINE Monday October 27	<i>How do you define giftedness? What are characteristics of gifted learners? Why do they need advocates?</i> <ul style="list-style-type: none"> • Conceptions and definitions of giftedness • Affective development • Ranges and types 	Chapter 3 Identifying Gifted & Talented Students
Asynchronous ONLINE Monday November 3	<i>How do schools identify gifted learners? Do the “right” students get identified? Are there different types of giftedness?</i> <ul style="list-style-type: none"> • Gifted identification policies • Identification instruments and tools • Issues in identification 	Chapter 13, 14, 15 Cultural diversity and economic disadvantaged, gender issues, disabilities Film/Biography Paper Due

<p>Asynchronous ONLINE Monday November 10</p>	<p><i>Who makes decisions about school programs? What models are used for program development? How does gifted programming get implemented? What standards exist for gifted programming?</i></p> <ul style="list-style-type: none"> • Program models and key components • Connections to general education • Alignment with identification practices <p><i>How do teachers plan for gifted learners? Do all gifted learners need similar types of modifications?</i></p> <ul style="list-style-type: none"> • Classroom differentiation • Specialized programs for gifted learners • Teachers of the gifted 	<p>Chapter 4 Program Planning</p> <p>Chapter 10 Teaching Thinking Skills</p> <p>Chapter 5 Acceleration</p> <p>Chapters 6 Grouping, Differentiation, Enrichment</p>
<p>Asynchronous ONLINE Monday, November 17</p>	<p><i>How can classroom activities support gifted learners? Is creativity the same as giftedness? Are people born creative? How can a heterogeneous classroom be effective for gifted learners? What models and strategies are recommended?</i></p> <ul style="list-style-type: none"> • Learning models and strategies • Grouping • Differentiation • Enrichment 	<p>Chapter 7 Curriculum Models</p> <p>Chapter 8 Creativity I Chapter 9 Creativity II</p> <p>Identification Critique Due</p>
<p>Asynchronous ONLINE Monday December 1</p>	<p><i>What knowledge and skills should teachers possess? Who else should support gifted student learning as well as social/emotional needs?</i></p> <ul style="list-style-type: none"> • Standards for all teachers • Standards for gifted teachers • Researched models and strategies 	<p>Chapter 16 Parenting the Gifted Child</p> <p>Chapter 12 Underachievement</p> <p>Chapter 17 Understanding and Counseling</p>

Asynchronous ONLINE Monday, December 8	<p><i>What does research say about supporting gifted learners?</i></p> <p><i>What best practices in gifted education should be supported?</i></p> <p><i>Who is responsible?</i></p> <ul style="list-style-type: none"> • Local, state, and national support • Organizations in the U.S. • Research support <p>•</p>	Research Paper and Presentation Due
Synchronous Session Monday, December 15 7:00 p.m.	<p><i>In what ways should schools be accountable for the education of gifted learners?</i></p> <p><i>What major issues confront gifted educators, parents, and administrators?</i></p> <p><i>What major issues confront gifted learners?</i></p> <ul style="list-style-type: none"> • Program standards • Evaluation models 	<p>Chapter 18 Program Evaluation</p> <p>Final Exam</p>

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 Assignments

Three project assignments related to course objectives are required in addition to class participation and a final exam.

1. Class Attendance and Participation (20 points)

Class attendance and participation are extremely important in this course. It is your responsibility to participate in both synchronous and asynchronous discussions, group assignments, and course activities. You are also responsible for all assignments on due dates. No late work will be accepted without sufficient reason AND prior discussion with the instructor.

2. Film or Biography Paper (20 points) Due November 3

Students will view a film from a suggested list or read a biography/autobiography of a gifted individual and complete a short paper connecting developmental, cognitive, social, and emotional aspects of the person's life/actions to expressed characteristics of gifted individuals. The paper should be about two pages and should include cited reference/s to some documented list/s of characteristics from the literature. Due November 3

3. Critique of a District Identification Process (20 points) Due November 17

This assignment focuses on a critique of various models of identification used by school divisions in the United States. You will be working with a partner to locate and examine identification models used in one school district and evaluating them in relation to their philosophy, definition, and program offerings. You will then prepare an overview of the identification model and any changes you might recommend based on what you have come to know about appropriate identification and programming for gifted learners. Your paper should incorporate the following steps and components:

- Choose a school division and examine its identification model related to the definition, screening, identification and programming for gifted students State their philosophy and/or definition of the gifted population. Briefly describe the program/s they offer. Next describe their screening and identification procedures.
- Write a critique in which you comment on the strengths and weaknesses of the identification model you reviewed, in terms of its consistency with their philosophy and student population. Although you will work with a partner to locate and discuss the school system's approach to identification and programming, you will write and submit your own paper describing the system and critiquing the identification process.

Rubric for Identification Plan

Your identification plan will be scored according to the degree in which you have addressed each of the required components, using a scale of 1 -4, low to high.

4 – Well-articulated, detailed attention to the component

3 – Appropriate attention to the component

2 – Partial attention to the component

1 – No attention or minimal attention to the component

Components for Identification Plan
Philosophy/Definition
Screening and Identification Process
Programs
Consistency Across Components

3. Collaborative Group Research Presentation on Gifted Learners (20 points)

Due December 8

In partnerships or groups of three, students will select a topic related to gifted education, research it using at least five different current research-based sources, and complete a brief paper describing research findings. Students will also prepare an online presentation on the topic. Each member must complete a section of the brief paper (2-3 pages), indicating their section in the final product.

Group Research Scoring: (20 points)

Your research project must contain each of the components specified. Your overall work will be individually scored according to:

- 4—The presentation/paper meets or exceed the dimension standard.
- 3—The presentation/paper mostly meets the dimension standard.
- 2—The presentation/paper inconsistently or rarely meets the dimension standard.
- 1—The presentation/paper fails to meet the dimension standard.

Group Research
Research paper provides current research findings related to the topic and its connection to gifted learners.
Individual contributions provide key (essential) components connected to the topic.
Information provides a foundation for a deeper understanding of gifted learners.
Research paper is written cohesively and adheres to APA guidelines, including references.
Online presentation engages the audience, offering a concise and clear summary of the research.

Topics for Research Project: Teachers of the Gifted

- Gifted Adults
- Giftedness and Genius
- Gifted among the Economically Disadvantaged
- Gifted among Culturally Diverse Groups

Critical Thinking Skills
Creative Thinking Skills
Research on Grouping and Gifted Learners
Topic by request

Final Exam: (20 points)

The Exam will be a written paper that asks you to synthesize your knowledge and understanding of the nature and needs of gifted learners

References

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