

Gifted Clinical Placement and Practicum (15:294:535) Course Syllabus

Semester: Fall 2014

Course # 15:294:535

Meetings:

On campus: Sept 11; Dec. 2

On-line: as appropriate

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Course # 5: Clinical Placement and Practicum

Course Description

This course is designed to provide students who have completed the preceding four courses with the experience of working with gifted learners for 200 hours within a semester and/or summer placement. Placements may be in local schools, university settings where gifted programs are run, or private laboratory settings where there is a critical mass of gifted students who are routinely grouped for differentiated instruction. While the grouping pattern may be flexible, participants must show evidence of planning and implementing differentiated instruction for a target group of gifted learners for the entire 200 hours. It is recommended that this field experience implement a curriculum unit, program plan, needs assessment, expansion of a program, etc. that the student had developed in any of the prior four courses. Original project ideas are also acceptable. Course requirements include a portfolio, including artifacts and reflections around implementing a curriculum unit taught with pre-post assessments documenting K-12 gifted student learning, a biblio-therapy book study, a professional development session for teachers, parents, or other educators, or a program plan for gifted students and a self-analysis of the teaching experience. Additional requirements include conducting 1 external classroom observation on another teacher teaching gifted students using the COS-R. At the culminating meeting, participants will present a final presentation overview of the implementation and lessons learned.

NOTE: This course addresses NCATE Gifted Teacher Education Standards 4, 5, 6, 7, 8, 9, and 10.

Required Texts

Supplemental readings provided by instructor

Student Learning Objectives

Upon completion of the course, the student will be able to:

- Demonstrate effective interactions with families and educational and community personnel on behalf of gifted learners.
- Apply observational and formal and informal diagnostic and assessment skills to working with gifted learners.
- Demonstrate curriculum and management planning and implementation skills.
- Apply skills in working with the gifted on affective issues and concerns.
- Demonstrate use of appropriate methods and materials for teaching gifted learners.

- Collaborate with relevant school personnel, parents, and other stakeholders on student issues and classroom concerns, using culturally competent behavior.
- Reflect on best practices and relevant policies to improve teaching and guide professional growth.
- Observe a colleague using a structured classroom observation protocol and make inferences about differentiation for gifted learners.

Course Assignments

1. Self-selected culminating project
2. Complete one classroom observation of teachers working with gifted learners, using the COS-R, and develop a reflection paper on strengths and weaknesses observed and how strengths might be incorporated in my own teaching.
3. Develop a portfolio that includes key artifacts from the practicum experience including the self-assessment of teaching, the curriculum or content taught (eg curriculum unit, bibliotherapy session, etc) any pre-post student assessments of learning, pictures or videos of providing a professional development for educators, parents, or others, photos or videos of implementing aspects of the program plan. As you facilitate the implementation of your project, you must keep a log with dates and brief reflections, in order to demonstrate your professional change over time, and a summary meta-reflection about the experience.

Grading

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 the degree of insight.

- 15% Attendance: Participation in onsite class meetings (2-3 times)
- 25% Observation of colleague (COS-R)
- 20% Journal/Log
- 30% Project, including presentation, reflection, and artifacts

Academic Integrity

As a member of the Rutgers academic community, students have a responsibility to understand the Rutgers Academic Integrity Policy, which can be accessed at http://academicintegrity.rutgers.edu/files/documents/AI_Policy_9_01_2011.pdf Students who engage in plagiarism, cheating, fabrication, dishonesty, or academic sabotage are in violation of the policy. Any violations of this policy will be reported and serious consequences my result.

Students with Disabilities

Students with disabilities requesting accommodations must follow the procedures outlined at <http://disabilityservices.rutgers.edu/request.html>

Course Schedule

Date	Topic
Class 1:	

Sept 11, 2014 5-7 pm Public Safety Bldg:	<ul style="list-style-type: none"> • Overview of course expectations • Training on the COS-R
Class 2: Dec 2, 2014 5-9 pm PS Bldg. #	<ul style="list-style-type: none"> • Final presentations • Graduation celebration/presentation of certificates
Other: TBD	

REQUIRED TEXT:

Publication Manual of the American Psychological Association (6th ed.). (2010).
Washington, D.C.: American Psychological Association.

OPTIONAL SUPPLEMENTARY READING:

Bain, S., Bourgeois, S., & Pappas, D. (2003). Linking theoretical models to actual practices: A survey of teachers in gifted education. *Roeper Review*, 25, 166-172.

Callahan, C., Cooper, C., & Glascock, R. (2003). *Preparing teachers to develop and enhance talent: The position of national education organizations*. (ERIC Document Services No. ED477882)

Heller, K. A., Mönks, F. J., Sternberg, R. J., & Subotnik, R. F. (2000). *International handbook of giftedness and talent* (2nd ed.). New York: Elsevier.

Hertzog, N. (2003). *Impact of gifted programs from the students' perspectives*, *Gifted Child Quarterly*, 47 (2), 131-143.

Joffe, W. S. (2001). Investigating the acquisition of pedagogical knowledge: Interviews with a beginning teacher of the gifted. *Roeper Review*, 23, 219-226.

Noll, J. W. (2009). *Taking sides: Clashing views on controversial educational issues* (19th ed.). Guilford, CT: Dushkin/McGraw-Hill.

Walls, R. T., Nardi, A. H., von Minden, A. M., & Hoffman, N. (2002). The characteristics of effective and ineffective teachers. *Teacher Education Quarterly*, 29(1), 39-48.

Winebrenner, S. (2003). *Teaching gifted kids in the regular classroom* (2nd ed.). Minneapolis, MN: Free Spirit.