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COURSE #5: CLINICAL PLACEMENT AND PRACTICUM

This capstone course is designed to prepare graduate students for classroom teaching, administration, and/or those who wish to build additional areas of expertise in gifted education through a project-based intervention, activity, program, event, etc. It requires the substantive experience of an approved field activity focused on implementing differentiated instruction for a target group of gifted learners for 200 hours working within a semester and/or summer placement. Placements may be in local schools or university settings in which gifted programs are run, or private laboratory settings where there is a critical mass of gifted students. 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 the prior four courses. Original project ideas are also acceptable. Course requirements include a written proposal approved prior to the onset of the course; the field experience; a teaching/facilitating video with critiques; a reflection journal on the experience; a written Reflection Paper; and a final, formal presentation.

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

COURSE OBJECTIVES:

- Demonstrate effective interactions with families, educational, and/or community personnel on behalf of gifted learners
- Apply observational, formal, and informal diagnostic and assessment skills to gifted learners
- Demonstrate curriculum and management planning 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

Subject Matter Content Topics:

1. Orientation to practicum
 - Expectations of practicum students
 - Introduction to placement sites
 - The role of the teacher(s) and administrators of the gifted
 - The role of the college supervisor
 - Methods for evaluating performance of practicum students

2. Seminar presentations and discussion on trends and issues in gifted education such as:

- Philosophical issues in working with gifted education in the schools
- Major influences on the growth of gifted education
- Major obstacles to effective gifted education programs
- Research and development trends in gifted education
- Policy development in gifted education at local, state, and national levels
- Problems in implementing "best practices" for the gifted
- Issues in curriculum design and development
- Alternative delivery systems for gifted education services
- Effective coordination of roles and resources of the various professionals involved in providing gifted education services within schools and the community
- Instructional issues
- Use of mentors
- Use of technology

Illustrative Course Activities

- Full-time field experiences during the semester according to a predetermined arrangement with a school district or university-based program
- Participation in practicum seminar
- Observation of a variety of intervention techniques used by professional staff with gifted students
- Visitations to selected program sites

FORMATIVE AND SUMMATIVE COURSE EVALUATION STRATEGIES:

- Class attendance and participation, as well as any pre-determined meetings with professor
- Written Proposal
 - Submitted prior to the first class
 - A concise, one page descriptor of the conceptual project including who, what, where, when, how, and why
- Written journal/log
 - Accountability of the project's process
 - Dates and times of entries
 - Contact information
 - Hurdles/problems and suggested solutions
 - Pertinent ideas, thoughts, etc. with analysis and reflections
- Approved field project
 - Field work requirements (200 hours) as established by instructor and student
 - Recommended that student implement the curriculum unit, case study, program plan, etc. designed in one of the four prior program courses
 - Compliance with regulations of the cooperating participants, schools, agencies, boards, organizations, etc.
 - DVD, imovie, etc. of actual teaching, facilitating, etc. of project
 - Development of a multimedia component to be used in the final presentation – video, imovie, pictures, PowerPoint slideshow, etc.

- Written Reflection Paper on the field experience
 - APA style formatting
 - Analysis of project
 - Ability to experience and/or re-create project based on this Reflection Paper
 - Inclusive of the following:
 - Title page
 - Abstract
 - Introduction
 - Significance
 - Rationale
 - Methodology
 - Discussion with Limitation subheading
 - Conclusion
 - References
 - Appendixes comprised of surveys, participant evaluations, charts, tables, pictures, etc.
- Participation in final, formal presentation to showcase project with an opportunity for the creator to proffer explanations and answer questions from the visiting community

Requirements:

 - Poster with visuals (optional)
 - Multi-media component (ex. pictures, imovie, PowerPoint slideshow, charts, tables, etc.)
 - Interactive activity to engage and inform audience

GRADING – (see attached rubrics)

5%	Class attendance and participation
5%	Proposal
25%	Journal/log
50%	Project-based activity and Thesis Paper
15%	Presentation

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. *Roepers 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.
- 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.

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