

RUTGERS GIFTED EDUCATION CERTIFICATE PROGRAM

15:297:534:T1 Gifted Program Development
Summer 2014

COURSE INSTRUCTOR

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COURSE DESCRIPTION:

This course is designed to provide practitioners with readings and tools to develop programs and services for the gifted that are based on best practices and research. Specifically, it focuses on understanding that: (1) gifted programs are systems made up of critical components including, for example, a program model, an identification system, program goals, program services and an evaluation plan and, (2) that these components are interdependent and must blend with the regular curriculum to be sustainable over time. Participants will work collaboratively online and in class, complete weekly postings related to the assigned readings, and create three assignments related to planning/refining gifted program components.

COURSE OBJECTIVES:

Upon completion of this course, participants will be able to:

1. Trace the history of gifted education programming in the United States and understand the current state of programs in the field in elementary, middle and high schools.
2. Articulate the role of teacher leaders in the nation's schools and perceive themselves as one of these teacher leaders and change agents.
3. Compare and contrast two or more program models for gifted education and how either compares/contrasts to the model (s) used within their respective school districts.
4. Understand the continuum of identification practices, ranging from reliance on a single data point to those exemplary practices that include a multi-faceted and ongoing approach to locate students who currently manifest abilities and talents as well as those who have the potential to manifest these qualities.
5. Using a four-point rubric, enhance gifted and talented program goals.
6. Use a framework to develop a continuum of services, K-12 that is internally consistent with program goals and identification procedures.
7. Design a strategic plan for a program evaluation that is internally consistent with other program elements.
8. Analyze the relationship among: program models (s), the definition of giftedness, identification practices and instruments, program goals, the educational services for students, and program evaluation.
9. Apply systematic procedures for evaluating and modifying existing curricula to meet the needs of gifted learners.

10. Differentiate curricula—using a particular curriculum model—to individualize for gifted learners with special needs as well as cluster groups of gifted learners.
11. Critique professional development plans that would support program implementation and growth.
12. Demonstrate important knowledge about state and national document, policies and practices that affect gifted education.
13. Demonstrate an understanding of the change process and that teachers of the gifted have a critical role to play in shaping this process and its outcomes.
14. Communicate and collaborate thoughtfully and respectfully with other class participants to heighten awareness of critical issues in the education of the gifted and to sharpen the thinking of all class members.

CONTENT TOPICS

Systems and Models for Gifted Education

- What are the “theoretically sound” models in the field?
- What makes a model a model?
- Is it advisable to combine models?

Principles of Program Development for the Gifted

- What makes a program internally consistent?
- What makes a program comprehensive?

Components of Program Design

- What is our definition of giftedness?
- How will we identify these students?
- What are the program goals for our identified population?
- What program services will ensure that we reach our program goals?
- How can we strategically plan a program evaluation to assess the extent to which we achieve our program goals?
- What professional development will be required to help sustain our program over time?
- In what ways can a gifted education program align with the regular curriculum?

Change Agency

- What is Fullan’s model of educational change?
- What are the current trends and issues that are shaping gifted education programs in the 21st century?
- How can gifted education personnel support and programs enhance the likelihood that the school addresses critical issues and trends?

ILLUSTRATIVE COURSE ACTIVITIES

- Reading and analyzing readings
- Online discussion of assigned readings

- Simulation activities related to program development components
- Analysis of state and national policies and procedures
- Small group collaboration in activities during face-to-face meetings

MINIMAL STUDENT REQUIREMENTS

- Attend all class sessions, May 30-31 and August 8-9
- Satisfactorily participate in small group activities during face-to-face meetings
- Completion of all three products according to the rubrics delineated for each: (1) Systems and Models: Refining My District's Program Model; (2) Position Paper: Internally Consistent or Not? (3) Remodeled Curriculum Lessons/Unit (See the COURSE SCHEDULE below as well as the accompanying rubric for each assignment.)
- Satisfactorily post and interact with postings each week. (See the accompanying rubric.)

COURSE READINGS AND MATERIALS:

Required Texts:

Colangelo, N., Assouline, S. G., & Gross, M. U. M. (2004). *A nation deceived: How schools hold back America's students: The Templeton national report on acceleration* (Volumes I & II). Iowa City, IA: University of Iowa, Belin-Blank Center. Downloadable free of charge:

http://www.accelerationinstitute.org/Nation_Deceived/Get_Report.aspx

Purcell, J. H. & Eckert, R. D. (2006). *Designing Programs and Services for High Ability Learners: A Guidebook for Gifted Education*. Thousand Oaks, CA: Corwin Press. Available from Amazon-New from \$36.71; used from \$22.29 at the time of this writing.

Renzulli, J. S., Gubbins, E. J., McMillen, K. S., Eckert, R. D. & Little, C. A. (2009). *Systems and Models for Developing Programs for the Gifted and Talented* (2nd Ed.). Mansfield Center, CT: Creative Learning Press. . Available from Amazon-New from \$94.95; used from \$84.97 at the time of this writing.

Supplementary Reading

Each week will require readings in addition to those assigned in the required texts. For the most part, these readings are downloadable. Please see the COURSE SCHEDULE, below, for each week's supplementary readings.

Optional Texts

Plucker, J. & Callahan, C. M. (2008). *Critical Issues and Practices in Gifted Education: What the Research Says*. Waco: TX. Available from Amazon-New from \$59.98; used from \$60.00 at the time of this writing.

COURSE OUTLINE

Summer, 2014 COURSE SCHEDULE		
DATE	TOPICS	READINGS/ASSIGNMENT
Week 1 Face-to-Face 5/30-5/31	Introductions, course overview, brief history of programs for the gifted and talented (G/T), the current status of G/T programs, conceptions of giftedness, developing a definition of giftedness, systems and models in gifted education	Preparation for Week 1 Bring to class: <ol style="list-style-type: none"> 1. Purcell, J. H. & Eckert, R. D. (2006). <i>Designing Services and Programs for High-Ability Learners</i>. Thousand Oaks, CA: Corwin Press. 2. Renzulli, J. S., et al. (2009). <i>Systems and Models for Developing Programs for the Gifted and Talented</i>. Mansfield Center: Creative Learning Press. Read and be prepared to discuss in class: <ol style="list-style-type: none"> 1. U.S. Department of Education (1993). <i>National Excellence: A Case for Developing America's Talent</i>. Washington, D.C.: U.S. Department of Education. https://www.ocps.net/cs/ese/programs/gifted/Documents/National%20Excellence_%20OA%20Case%20for%20Developing%20America's%20Talent_%20Introduction.pdf 2. Callahan, C. M., Moon, T. R., & Oh, S. (2014). National Surveys of Gifted Programs. Charlottesville, VA: University of Virginia. http://nagc.org/uploadedFiles/Information_and_Resources/2014%20Survey%20of%20GT%20programs%20Exec%20Summ.pdf 3. Subotnik, R.F., Olszewski-Kubilius, P., & Worrell, F.C. (2011). Rethinking giftedness and gifted education: A proposed direction forward based on psychological science. <i>Psychological Science in the Public Interest</i>, 12(1), 3-54. 4. ASCD. (2014). Teacher leaders: Going outside the classroom—and beyond. <i>Policy Briefs</i> 20 (1). Alexandria, VA: ASCD. (Provided in class) 5. Chapter 1: Purcell, J. H. & Eckert, R.D. (2006). <i>Designing Services and Programs for High-Ability Learners</i>. Thousand Oaks, CA: Corwin Press. 6. Renzulli, J. S., et al. (2009). <i>Systems and Models for Developing Programs for the Gifted and Talented</i>. Mansfield Center: Creative Learning Press. 7. Review the 2005 New Jersey gifted and talented regulations related to identification, curriculum and instruction. http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm 8. The FAQs related to this state document: http://www.state.nj.us/education/genfo/faq/faq_gandt.htm 9. NAGC Pre-K-12 Programming Standards, 2010 http://www.nagc.org/uploadedFiles/Information_and_Resources/Gifted_Program_Standards/K-12%20programming%20standards.pdf 10. The national-level NAGC standards, 2000 https://www.nagc.org/uploadedFiles/PDF/Standards_PDFs/k12%20GT%20standards%20brochure.pdf
Week 2 Online 6/6-6/7	Systems and Models, continued	Preparation for Week 2 <ol style="list-style-type: none"> 1. Identify two systems or models that are of particular interest to you from the Renzulli text, <i>Systems and Models</i>. The models/systems may be noteworthy models for your district's students and that you have decided warrant further investigation or simply ones that appeal to you. 2. Conduct a google search on your two models. 3. Locate and read two additional articles on each of your models. The articles may be descriptions, an adopter's reaction to facets of the model, etc. These articles do not have to be research-based. Note that well known models will have numerous articles; less well known ones will have fewer articles. <p><i>Posting Prompt:</i> Your assistant superintendent called you and spoke about the need to review the program model (s) currently being used by your district. Local parents have been seeking information on the rationale for the existing model (s). She asked you to prepare a one-page brief that she can use when she speaks to parents and, in all likelihood, board members. Prepare this brief. It should identify the salient features of the existing model and why it was selected for the high-achieving students in your district.</p>

		<p>Assignment 1: Due Week 4, June 21</p> <p>Part I. Identify and describe the program model used in your district. Analyze its strengths and challenges.</p> <p>Part II: Explain which other model (s) might hold promise if adopted—in part or in whole—for students in your district.¹</p>
<p>Week 3 Online 6/13- 6/14</p>	<p>Identification: Multiple Criteria approach to identification; What are the different kinds of identification instruments? Norm referenced achievement tests, ability tests, creativity measures, teacher rating scales</p>	<p>Preparation for Week 3</p> <p>Read:</p> <ol style="list-style-type: none"> Chapter 5, <i>Guidebook</i>: Constructing Identification Procedures, pp. 49-61. NAGC position papers: <ul style="list-style-type: none"> Use of the WISC IV for Gifted Education http://www.nagc.org/index.aspx?id=2455 The Role of Assessments in the Identification of Gifted Students http://www.nagc.org/index.aspx?id=4022 Ensuring Gifted Children With Disabilities Receive Appropriate Services: Call for Comprehensive Assessment http://www.nagc.org/index2.aspx?id=10834 Identifying and Serving Culturally and Linguistically Diverse Gifted Students http://www.nagc.org/index.aspx?id=9430 Grantham, T. C. (2012). Eminence-focused gifted education: Concerns about forward movement void of an equity vision. <i>Gifted Child Quarterly</i>, 56: 215-220. Supplied in Week 1. Olszewski-Kubilius, P. & Clarenbach, J. (2012). <i>Unlocking emergent talent: Supporting high achievement of low-income, high-ability students</i>. Washington, D.C.: NAGC. https://www.nagc.org/uploadedFiles/Conventions_and_Seminars/National_Research_Summit/Unlocking%20Emergent%20Talent%20FULL%20No-Tint.pdf Review the 2005 New Jersey gifted and talented regulations related to identification, curriculum and instruction. http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm The FAQs related to this state document: http://www.state.nj.us/education/genfo/faq/faq_gandt.htm 2010 Pre-K-Grade 12 Gifted Programming Standards, Standard 2, Assessment U.S. Department of Education (1993). https://www.ocps.net/cs/ese/programs/gifted/Documents/National%20Excellence_%20A%20Case%20for%20Developing%20America's%20Talent_%20Introduction.pdf The national-level NAGC standards on identification https://www.nagc.org/uploadedFiles/PDF/Standards_PDFs/k12%20GT%20standards%20brochure.pdf Table 7 of 7 <p><i>Posting Prompt:</i> Critique your district’s identification procedures or a set of identification procedures that you locate through a google search. Your critique should be no more than four paragraphs that parallel the four attributes on page 51-52 of the <i>Guidebook</i>: comprehensive approach, student characteristics, Objective and subjective tools, and defensive and inclusive criteria. Next, explain how you would strengthen the procedures to make them more aligned with best practices. Organize your explanation by the same four categories. Your strategies should be bulleted.</p>
<p>Week 4 Online 6/20- 6/21</p>	<p>Creating and Articulating Program Goals</p>	<p>Preparation for Week 4</p> <p>Read:</p> <ol style="list-style-type: none"> Chapter 6, <i>Guidebook</i>: Articulating Gifted Education Program Goals, pp. 62-72. Assignment 1 is due. <p><i>Posting Prompt:</i> Search google for a set of program goals for a gifted and talented program in New Jersey. Analyze the set for its strengths and challenges. In a one-page brief to the school district g/t coordinator, explain how you would increase the quality of the program goals.</p> <p style="text-align: center;"><i>OR</i></p>

¹ This is graded assignment #1. See the accompanying rubric in this document.

		Critique your district's gifted and talented program goals. In a one-page letter to your principal, district gifted and talented coordinator, assistant superintendent or superintendent, explain how you would revise them to increase their overall quality. In an interview with him or her, share it and invite feedback about your recommendations. Post your recommendations and feedback.
Week 5 Online 6/ 27- 6/28	Connecting Students to Program Services Who are my students? What enrichment and acceleration options are currently available? What enrichment options should be added? What acceleration options should be added?	<p>Preparation for Week 5</p> <p>Read:</p> <ol style="list-style-type: none"> Chapter 7, <i>Guidebook: Comprehensive Program Design</i>, pp. 73-86. <i>A Nation Deceived</i> Volumes I and II Downloadable from: http://www.accelerationinstitute.org/Nation_Deceived/Get_Report.aspx Volume 1 is 82 pages; Volume 2, the supporting evidence, is 190 pages. NAGC Position Paper on Acceleration http://www.nagc.org/index.aspx?id=383 2010 Pre-K-Grade 12 Gifted Programming Standards, Standard 1, Learning and Development http://www.nagc.org/uploadedFiles/Information_and_Resources/Gifted_Program_Standards/K-12%20programming%20standards.pdf The national-level NAGC standards, 2000 https://www.nagc.org/uploadedFiles/PDF/Standards_PDFs/k12%20GT%20standards%20brochure.pdf Tables 1 and 3 of 7 OPTIONAL: Guidelines for Developing an Academic Acceleration Policy http://www.nagc.org/uploadedFiles/Advocacy/Acceleration%20Policy%20Guidelines.pdf <p><i>Posting Prompt:</i></p> <p>Overview the PowerPoint created for this week's work on program services: Continuum of Services for G/T. Pay particular attention to the array of services that could be provided to students, K-12. It is important to note that the services mentioned do not constitute an exhaustive list. There are many others, especially now that technology is opening online options. Please add your own. Make sure to pay special attention to the list of services on pages 78-79 of the <i>Guidebook</i>.</p> <p>Collect and display needs assessment information from your district's program, using slides, 8-10 as appropriate. Based on your data, develop a logical argument for adding/deleting 2-3 services: acceleration, enrichment, guidance and counseling. Post your argument</p> <p>Assignment 2: Position Paper-Gifted Programs: Internally Consistent or Not? Due Week 8, July 18-19</p> <p>In a 2-page paper, synthesize your beliefs about the relationship among a district's gifted and talented students; definition of giftedness; identification criteria, including choice of instrumentation; program model(s); and it's continuum of services for enrichment, acceleration and the affective needs of gifted and talented students.²</p>
Week 6 Online 7/4-7/5	Assignment 2	<p>Preparation for Week 6</p> <ol style="list-style-type: none"> Catch up on your readings Prepare Assignment 2, due Week 9 Enjoy the Fourth of July holiday!
Week 7 7/11- 7/12	Program Evaluation	<p>Preparation for Week 7</p> <p>Read:</p> <ol style="list-style-type: none"> Chapter 15, <i>Guidebook: Developing a Plan for Evaluating a Program in Gifted Education</i>, pp. 195-206. 2010 Pre-K-Grade 12 Gifted Programming Standards, Standard 2-Assessment http://www.nagc.org/uploadedFiles/Information_and_Resources/Gifted_Program_Standards/K-12%20programming%20standards.pdf The national-level NAGC standards on program evaluation, Table 4 of 7 https://www.nagc.org/uploadedFiles/PDF/Standards_PDFs/k12%20GT%20standards%20brochure.pdf

² This is graded assignment #2. See the accompanying explanation and rubric in this document.

		<p><i>Posting Prompt</i></p> <ul style="list-style-type: none"> Your superintendent asked you to begin preparations for an evaluation of your gifted and talented program that will be conducted in the next school year. She has asked you to locate and review the most recent evaluation and in a one-page brief, outline, in bulleted form: (1) the strengths of the past evaluation, and (2) the changes you would make in next year's evaluation to ensure that the funding for this assessment will be well used. You can use the attributes of a high quality program evaluation as a guide. <p style="text-align: center;"><i>OR</i></p> <ul style="list-style-type: none"> Your superintendent asked you to begin preparations for an evaluation of your gifted and talented program that will be conducted in the next school year. Since there has never been an evaluation conducted of your program, she has asked you to: (1) complete the template on page 203 of the Guidebook, thereby assessing the strengths of your district's ability to conduct a high-quality evaluation and, (2) make a list of recommendations—rank ordered—that she can act upon to improve the likelihood of a high quality program evaluation in 2014-2015.
<p>Week 8 Online 7/18- 7/19</p>	<p>Professional Development</p>	<p>Preparation for Week 8</p> <p>Read:</p> <ol style="list-style-type: none"> Chapter 14, <i>Guidebook</i>: "Developing a Professional Development Plan," pp. 183-194. The national-level NAGC standards on professional development https://www.nagc.org/uploadedFiles/PDF/Standards_PDFs/k12%20GT%20standards%20brochure.pdf Table 6 of 7 NAGC 2010 Pre-K-12 Gifted Programming Standards-Standard 6, Professional Development http://www.nagc.org/uploadedFiles/Information_and_Resources/Gifted_Program_Standards/K-12%20programming%20standards.pdf <p><i>Posting Prompt</i></p> <ul style="list-style-type: none"> The goal of this posting is to create, share and reflect upon needs assessment questionnaires. On page 193 of the Guidebook, find Table 14.1. It delineates how to design a professional development plan, and one of the eight tasks is to create and administer a needs assessment. Your task for this week is to create a needs assessment document that can be administered to your faculty and administrators sometime in the future. The purpose of the needs assessment is to determine the most useful topics that faculty members believe are most critical to the learning needs of gifted and talented students. Conduct a google search to locate several examples of needs assessments. You might begin with the following key words: "needs assessments for teacher professional development." A long list of web sites will emerge, and you will need to review each site to select needs assessment templates for serious consideration. For example, you might collect a template that contains an introduction that you like, a format that is particularly clear, or a closing that is personal and sincere. When you have sufficient examples, cut and paste to create a needs assessment template that will provide you with the information you need to create a professional development plan. Remember that your needs assessment is designed to elicit information about the topics that <i>respondents believe</i> are critical to the learning needs of gifted and talented students. While you may cut and paste introductions and closings, you will need to flesh out the different professional development topics from which they can select (e.g., what is the definition of gifted and talented students, acceleration options, identification procedures, curriculum differentiation). Post your needs assessment questionnaire. Review each class member's needs assessment questionnaire and reflect on the

		<p>similarities and differences. Finally, return to your own needs assessment document. In your final post for this week, explain what you: (1) will modify in your own document and (2) will keep. Your final posting should be no more than two paragraphs, one delineating the modifications and the other explaining what aspects you will keep.</p>
<p>Week 9 Online 7/25- 7/26</p>	<p>Chapter of Choice</p>	<p>Preparation for Week 9 Assignment 2 is due.</p> <p>Read a chapter of your choice from the <i>Guidebook</i>.</p> <p><i>Posting Prompt</i></p> <ul style="list-style-type: none"> • Read your chapter in the guidebook. • In less than one half of a page, summarize the key points. • In less than half a page, formulate a list of reasons why your classmates should read this chapter. Bullet the reasons. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • Identify your topic. • Google for two noteworthy articles on the topic and its impact of gifted education and/or its students. • In one page: (1) Identify the issue, (2) explain its effect—positive or negative—on the field, and (3) how your classmates can capitalize on the issue or mitigate its impact.
<p>Week 10 Online 8/1-8/2</p>	<p>Curriculum Development</p>	<p>Preparation for Week 10 Read:</p> <ol style="list-style-type: none"> 1. Chapter 8, <i>Guidebook</i>: “Curriculum for Gifted and Talented Students,” pp. 87-111. 2. Bridging the gap: Supplied in Week 1 3. The NAGC Pre-K-12 Programming Standards, Standard 3-Curriculum Planning and Instruction http://www.nagc.org/uploadedFiles/Information_and_Resources/Gifted_Program_Standards/K-12%20programming%20standards.pdf 4. The national-level NAGC standards on curriculum, Table 4 of 7 https://www.nagc.org/uploadedFiles/PDF/Standards_PDFs/k12%20GT%20standards%20brochure.pdf <p><i>Posting Prompt</i> Identify a unit/set of lessons in need of revision for use with gifted and talented students. In a brief paragraph or two, describe the unit’s objectives and where it aligns with the regular curriculum for G/T students. Then, using the tool described in “Bridging the Gap,” assess the unit for its strengths and weaknesses. A bulleted list of strengths and weaknesses is sufficient. Post the description and the strengths and weaknesses.</p>
<p>Week 11 Face-to- Face 8/8-8/9</p>	<p>Final Class: Curriculum Revisions and Oral Presentations</p>	<p>Preparation for Week 11 Bring your unit, posting from Week 10 and your laptops.</p> <p>Assignment 3 Due³ and Prepared in Class in Small Groups</p>

³ This is graded assignment # 3. See the rubric at the end of this document.

REQUIRED PRODUCTS

Date Due	Product Description	Assessment
Week 4: June 20-21	Program Models: 8 points	Rubric 1
Week 8: 7/19	Position Paper 18 points	Rubric 2
Week 12: 8/8-8/9	Revised Curriculum and Oral Presentation 24 points	Rubric 3
Weeks: 6/7, 6/14, 6/21, 6/28, 7/12, 7/19, 7/26, 8/2	On-line postings: 6points each: 48 points	
TOTAL POINTS		98

COURSE POLICIES

Attendance: Attendance is required at all classes. It will be important to notify the instructor should a personal emergency arise. It is the responsibility of class participants to make-up any missed assignments.

Class participation: Much of the learning in this class will result from collaboration among class participants and the instructor, both in class and online. Therefore, active participation is strongly suggested.

Grading: Grading will be framed by the two major components of this hybrid class: online participation and class projects. The six required projects are worth a potential 50 points as determined by the rubrics included in this syllabus; online participation is worth a potential 48 points as determined by the rubric included in the Protocol for Online Discussion.

96 points-98 points:	A+
90-95:	A
86-89:	B+
80-85:	B
76-79:	C+
70-75	C

ASSIGNMENT RUBRICS

Assignment 1: Considering Program Models

Rubric 1: Program Model (8 points)

Attribute	Novice	Intermediate	Exemplary
Accuracy (2 points)	One or more of the program models are misrepresented	The program models considered in the assignment are understood clearly	The program models considered in the assignment are understood clearly; the assignment demonstrates insights into the nuances of the model
Description of Current School Model (2 points)	The key features are misrepresented and/or not described	The salient features of the model are highlighted and elaborated upon; strengths and weaknesses are noted	The salient features of the model are highlighted and elaborated upon; strengths and weaknesses are explained in depth; subtle nuances among the model's components are detected
Other Program Model (s) (2 points)	Some of the key features of the targeted program model are described; little description provided about the integration of the current school program model with the one (s) targeted	The salient features of the targeted program model are highlighted and elaborated upon; satisfactory explanation of how the strengths of the targeted program model (s) will enhance the weaknesses of the current one	The salient features of the targeted program model are highlighted and elaborated upon; exemplary explanation of how the strengths of the targeted program model (s) will enhance the weaknesses of the current one and the students it serves
Clarity (2 points)	The explanation lacks clarity in one or more places; inferences have to be made regarding the description	The explanation is basically clear for any practitioner; inferences need to be made for only minor points	The explanation is clear; no ambiguities exist

Assignment 2: Position Paper-Gifted Programs: Internally Consistent or Not?

In this assignment you will be creating a two-page, tightly organized position paper. Specifically, you will be organizing your thinking about gifted programs, their respective program components and the extent to which they relate/not relate to one another.

To set the stage for your thinking, you will be responding to and taking a position related to a quotation from the executive summary from *National Surveys of Gifted Programs* by Carolyn Callahan, Tonya Moon, and Sarah Oh. The assignment has four parts and each is explained, in turn, below. The rubric for this assignment is included at the end of this section.

“A gifted program can be thought of as one sub-system within a larger system (the district) that provides the context for the gifted program. Factors...have an impact on the quality of the program. First, the gifted program should be guided by a belief statement about giftedness. This belief undergirds all subsequent components—from defining what it means to be gifted in a particular district to the identification procedures employed to assess giftedness. These two components, definition and identification, in theory, should directly guide the type of services that are delivered to students within the program, the curriculum, instruction and supporting resources that are used for instruction...In addition, the philosophical belief also guides the evaluation component...This organized scheme for a gifted program outlines how each component is connected to form the whole...and it highlights that weaknesses and/or strengths in one component have implications for all the other components.

Based on the data collected for this study, the typical gifted program does not operate within an aligned system like the one described above.”

Callahan, C. M., Moon, T. R., & Oh, S. (2014). *National Surveys of Gifted Programs- Executive Summary*. Charlottesville: VA: National Research Center on the Gifted and Talented-University of Virginia, p. 10.

Part I-Gathering Evidence

Read the selected quotation carefully. The quotation is troubling, so give yourself plenty of time to digest its essence. As you mull it over, begin to think of evidence that supports or refutes the authors' claims. You can draw evidence from personal experiences from your own G/T program and/or other local programs across New Jersey. It may be helpful to categorize your evidence by program components e.g., definition of gifted and talented, identification procedures, identification instrumentation, program goals, program services, program communication, professional development, alignment with the regular curriculum. A sample organization strategy is illustrated below.

Program	Definition	ID Procedures	ID Instrumentation	Program Goals	Program Services	Professional Development	Alignment with Regular Curriculum
Program X							
Program Y							
Program Z							

Part II-Determining Internal Consistency or the Lack Thereof

Review your evidence by looking across the components of each program on your list. Your review should reveal areas of alignment or internal consistency and areas where there are disconnects. For example: Do the identification practices align with the definition of giftedness or is there a misalignment? Will the program services address the learning needs of the targeted population or will they miss the mark? Does the current evaluation reflect the written program goals? Perhaps the evaluation component is nonexistent. Note areas of alignment, as well as areas in which there is a disconnect or missing program components. Finally, look for trends and patterns across your programs.

Part III-The Writing

With your evidence in hand, agree or disagree with the authors in a position paper. Make sure to cite personal evidence to support your position. You should have a minimum of three claims to make your case. Your position paper should contain:

- An *introduction* in which the thesis is stated.
- A *body* in which you present evidence and data that supports your thesis.
- A *conclusion* that summarizes and restates the thesis.

Rubric 2: Gifted Programs: Internally Consistent or Not? (18 points)

Attribute	Novice	Intermediate	Exemplary
Introduction (3 points)	No introduction	Introduction presents the topic clearly and effectively	Introduction presents the topic clearly effectively and in an engaging manner
Assertion of Thesis (3 points)	No assertion	Thesis is stated	Thesis is stated effectively and in a compelling manner
Evidence (3 points)	Argument is supported with opinion	Argument is supported with 2-3 pieces of evidence cited clearly and accurately	Argument is supported with more than 3 logically connected pieces of evidence cited clearly and accurately
Organization (3 points)	No introduction or conclusion; illogical organization of ideas	Introduction and conclusion are present, body is not fully developed, clear or compelling; evidence is presented in a reasonably organized fashion	Gripping and linked introduction and conclusion; logical and convincing sequencing of evidence and ideas; transitions are used to enhance the clarity and organization
Clarity (3 points)	The explanation lacks clarity in one or more places; inferences have to be made regarding the position taken	The explanation is basically clear; inferences need to be made for only minor points	The explanation is clear; no ambiguities exist
Mechanics (3 points)	Errors present in sentence structure, spelling and punctuation; weak vocabulary	Few errors in sentence structure, spelling and punctuation; vocabulary is acceptable	Error free paper; accurate spelling and punctuation; variety of sentence structure is evident that lends credibility to the author; rich vocabulary

Assignment 3: Remodeling Curriculum for the Gifted and Talented and Oral Presentation

Attribute	Novice	Intermediate	Exemplary
Strengths of the Unit (4 points)	Two or more of the unit's strengths were not addressed	One of the unit's strengths was not addressed	All the strengths were identified; they were addressed in detail
Weaknesses of the Unit (4 points)	Two or more of the unit's weaknesses were not addressed	One of the unit's weaknesses was not addressed	All the weaknesses were identified; they were addressed in detail
Alignment between the Weaknesses Identified and Recommended Improvements (34points)	One or more of the recommendations for improvement are not aligned with the weaknesses targeted	The recommendations for improvement tie to the identified weaknesses; the linkages are mostly clear	The recommendations for improvement tie one-to-one with the weaknesses; the linkages are clearly apparent
Quality of the Recommendations for Improvement (4 points)	One or more of the recommendations for improvement is/are superficial; the curriculum component in question lacks rigor	The recommendations for improvement are substantive; taken together, the recommendations improve the rigor of the unit	The recommendations for improvement are substantive; they address creatively the nuances of each curriculum component; the rigor of the unit has been increased comprehensively and in a substantive way
Ease-of-Use/Practicality (e.g., cost effectiveness, time consuming) (4 points)	Inferences about the recommendations for improvement have to be made; some of the recommendations are difficult to implement	The recommendations for improvement are clear and reasonably easy to implement	The recommendations for improvement are clear for any practitioner; they require little time and/or money to implement
Oral Presentation (4 points)	Content is presented, but requires some inferences to be made; information presented conveys some of the successes and challenges involved with creating rigorous curriculum for G/T students; no visuals or graphics	Content is presented in a reasonably clear and concise manner; information presented conveys most of the successes and challenges involved with creating rigorous curriculum for G/T students; visuals are mostly clear and underscore important points	Content is presented in a clear and concise manner; information presented conveys the successes and challenges involved with creating rigorous curriculum for G/T students; any visuals are clear and underscore important points

Protocol for Posting Online Gifted Program Development

Gifted Program Development is referred to as a “hybrid” course because it is a combination of face-to-face meetings—as is done in typical graduate classes—and online sessions. The online sessions will be conducted as follows: 6/7, 6/14, 6/21, 6/28, 7/5, 7/12, 7/19, 7/26 and 8/2. The following information includes guidelines to assist you participate successfully in the online portion of this hybrid course.

ASSIGNMENTS

Each online class consists of a prompt that builds upon class work and readings that are explained in the syllabus. Each online class will require participants to spend approximately 3-4 hours in a combination of reading, thinking about readings and class discussions, posting to prompts/assignments, reading other participants postings, and/or making final reflections.

Each online class will have a limited time frame. Although participants can elect to spend as much time *before* the online class completing readings, assignments and thinking, the postings and reflections, however, must be conducted within a two-day frame as outlined below:

Online Class 2: June 6-7

On-line Posting (Program Models): Your assistant superintendent called you and spoke about the need to review the program model (s) currently being used by your district. Local parents have been seeking information on the rationale for the existing model (s). She asked you to prepare a one-page brief that she can use when she speaks to parents and, in all likelihood, board members. Prepare this one-page brief. It should identify the salient features of the existing model and why it was selected for the high-achieving students in your district.

Online Class 3: June 13-14

On-line Posting (Identification Procedures): Critique your district’s identification procedures or a set of identification procedures that you locate through a google search. Your critique should be no more than four paragraphs that parallel the four attributes on page 51-52 of the *Guidebook*: comprehensive approach, student characteristics, objective and subjective tools, and defensive and inclusive criteria. Next, explain how you would strengthen the procedures to make them more aligned with best practices. Organize your explanation by the same four categories. Your strategies should be bulleted.

Online Class 4: June 20-21

On-line Posting (Program Goals):

Search google for a set of program goals for a gifted and talented program in New Jersey. Analyze the set for its strengths and challenges. In a one-page brief to the school district g/t coordinator, explain how you would increase the quality of the program goals.

OR

Critique your district's gifted and talented program goals. In a one-page letter to your principal, district gifted and talented coordinator, assistant superintendent or superintendent, explain how you would revise them to increase their overall quality. In an interview with him or her, share it and invite feedback about your recommendations. Post your recommendations and feedback.

Online Class 5: June 27-28

On-Line Posting (Program Services): Overview the PowerPoint created for this week's work on program services: Continuum of Services for G/T. Pay particular attention to the array of services that could be provided to students, K-12. It is important to note that the services mentioned do not constitute an exhaustive list. There are many others, especially now that technology is opening online options. Please add your own.

Collect and display needs assessment information from your district's program, using slides, 8-10 as appropriate. Based on your data, formulate a bulleted list of three services that you would add to your existing continuum. Provide a brief rationale (1 paragraph) for each addition you would make to your current services.

Online Class 6: July 4-5

Prepare Assignment 2

Online Class 7: July 11-12

On-line Posting (Program Evaluation): Overview the short PowerPoint created for this week's work on program services: "Continuum of Services for G/T." Pay particular attention to the array of services that could be provided to students, K-12. It is important to note that the services mentioned do not constitute an exhaustive list. There are many others, especially now that technology is opening online options. Please add your own. Make sure to pay special attention to the list of services on pages 78-79 of the *Guidebook*.

OR

Collect and display needs assessment information from your district's program, using slides, 8-10 as appropriate. Based on your data, develop a logical argument for adding/deleting 2-3 services: acceleration, enrichment, guidance and counseling. Post your argument.

Online Class 8: July 18-19

- **On-Line Posting (Professional Development):** I The goal of this posting is to create, share and reflect upon needs assessment questionnaires. On page 193 of the Guidebook, find Table 14.1. It delineates how to design a professional development plan, and one of the eight tasks is to create and administer a needs assessment. Your task for this week is to create a needs assessment document that can be administered to your faculty and administrators sometime in the future. The purpose of the needs assessment is to determine the most useful topics that faculty members believe are most critical to the learning needs of gifted and talented students.
- Conduct a google search to locate several examples of needs assessments. You might begin with the following key words: “needs assessments for teacher professional development.” A long list of web sites will emerge, and you will need to review each site to select needs assessment templates for serious consideration. For example, you might collect a template that contains an introduction that you like, a format that is particularly clear, or a closing that is personal and sincere.
- When you have sufficient examples, cut and paste to create a needs assessment template that will provide you with the information you need to create a professional development plan.
- Remember that your needs assessment is designed to elicit information about the topics that *respondents believe* are critical to the learning needs of gifted and talented students. While you may cut and paste introductions and closings, you will need to flesh out the different professional development topics from which they can select (e.g., what is the definition of gifted and talented students, acceleration options, identification procedures, curriculum differentiation).
- Post your needs assessment questionnaire.
- Review each class member’s needs assessment questionnaire and reflect on the similarities and differences. Finally, return to your own needs assessment document. In your final post for this week, explain what you: (1) will modify in your own document and (2) will keep. Your final posting should be no more than two paragraphs, one delineating the modifications and the other explaining what aspects you will keep.

Online Class 9: July 25-26

- **On-Line Posting (Guidebook Chapter of Choice):** Read your chapter in the guidebook.
- In less than one half of a page, summarize the key points.
- In less than half a page, formulate a list of reasons why your classmates should read this chapter. Bullet the reasons.

OR

- Identify your topic.
- Google for two noteworthy articles on the topic and its impact of gifted education and/or its students.
- In one page: (1) Identify the issue, (2) explain its effect—positive or negative—on the field, and (3) how your classmates can capitalize on the issue or mitigate its impact.

Online Class 10: August 1-2

- **Online Posting (Curriculum):** I Identify a unit/set of lessons in need of revision for use with gifted and talented students. In a brief paragraph or two, describe the unit's objectives and where it aligns with the regular curriculum for G/T students. Then, using the tool described in "Bridging the Gap," assess the unit for its strengths and weaknesses. A bulleted list of strengths and weaknesses is sufficient. Post the description and the strengths and weaknesses.

The two-day timeframe for on-line postings is designed purposefully. It provides a clear and distinct timeframe for participants to interact with each other in a learning community, make meaningful connections with others' thinking, and refine their own thinking as a result of the interaction.

I will act as a moderator during each of these two-day timeframes. I will make every effort to read all the postings and occasionally provide commentary as well.

GENERAL GUIDELINES

1. Each assignment requires initial thinking by each participant, a posting, peer reading of the postings and/or commentary, as well as a final reflection piece if you so desire. Thus, your postings should span the two days, an initial posting and one toward the end of the second day.
2. Respond directly to the assignment questions; avoid wandering.
3. Postings should be short.
4. Make sure to build on others' comments/responses/reflections. Your posting should show evidence that you considered other points of view. Feel free to reference others' thinking.
5. Use proper language, spelling and other grammatical conventions.

ASSESSMENT

Use the following rubric to assess the overall effectiveness of your online contributions.

Online Discussion Rubric				
Attribute	Beginning	Average	Good	Exemplary
Promptness and Initiative (1 point)	Does not respond to most postings within the two-day window; rarely shares	Responds to some of the prompts—initial and reflection—within the two day window	Responds to most prompts—initial and reflection—within the two day window	Consistently responds to all prompts—initially and later with reflection—within the two-day window
Relevance of post (2 points)	Makes short and/or irrelevant responses; assignments do not show evidence of the consideration of other's thinking; postings wander off assignment topics	Most posts are short; assignments show little evidence of thoughtful consideration of other's thinking; occasionally posts off assignment topics	Posts are mostly substantive; assignments show evidence of thoughtful consideration of others' thinking	Posts are consistently substantive; assignments show evidence of thoughtful consideration of others' thinking; evidence that other citations/references have been considered
Contribution to the Learning Community (2 point)	Little consideration of others' thinking; very little connection with the online learning community	Occasional attempts to offer discussion points and reflect on other's thinking; some connection with the online learning community	Frequent attempts to offer discussion points and reflect on other's thinking; presents clear and relevant viewpoints; interacts freely and with consideration of others' viewpoints in the online learning community	Frequent attempts to offer discussion points and reflect on other's thinking; presents clear and relevant viewpoints; interacts freely and with consideration of others' viewpoints; presents creative approaches to the assignment/post; helps to motivate the learning community
Technical Expression (1 point)	Utilizes poor spelling; little attention to grammatical conventions; ideas are not expressed clearly	Errors in spelling and grammar are evident in several posts; some ideas are unclear	Few spelling and grammatical errors; most ideas and opinions are stated clearly	Consistently uses grammatically correct posts with rare misspellings; ideas are expressed clearly and concisely