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Fall, 2015
Gifted Program Development
15:294:534:90 (index# 18472)
3 credits
online, http://ecollege.rutgers.edu (9/1/15-10/16/15)

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Office Hours: By appointment	Prerequisites or other limitations:
Mode of Instruction: ___ Lecture ___ Seminar ___ Hybrid _X_ Online ___ Other	Permission required: _x_ No __ Yes Directions about where to get permission numbers: gifteded@docs.rutgers.edu

Learning goals:
Upon completion of this course, students will be able to:
- Analyze the relationship of theories of program development to practice in gifted education.
- Analyze the relationship among conceptions of giftedness, definitions, and identification criteria, and choice of instrumentation.
- Develop an appropriate identification model for a gifted program, using appropriate national and state standards as a guide.
- Analyze strengths and weaknesses of alternative program models within a continuum of services for gifted learners at elementary and secondary levels, based on defining characteristics of the learner.
- Design and implement a needs assessment (incorporating formal and informal measures) for assessing gifted students and/or program needs.
- Demonstrate knowledge of important legal provisions, standards, policies, and issues that affect gifted education, and analyze their educational implications.
- Critique appropriate professional development plans that would support a comprehensive program implementation and growth.
- Implement effective communication, supervision, and evaluation systems for gifted programs.
- Communicate and collaborate with relevant groups in the operation of gifted programs.
- Demonstrate an understanding of the change process in order to effect program improvement.
- Design a program plan for gifted education that highlights need, relevant research, goals, outcomes, roles and responsibilities, and assessment approaches.

Course catalog 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 of three 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.

NOTE: The course will address the Teacher Preparation Standards in Gifted and Talented Education and the Advanced Standards in Gifted Education Teacher Preparation developed by the National Association for Gifted Children (NAGC), the Council for Exceptional Children (CEC), and The Association for the Gifted (TAG). This course addresses Standards 1,2,3,5,6 & 7.

Class materials/ Textbooks:

Required Texts:

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.

Optional Readings

Besnoy, K. (2006) How do I do that? Integrating web sites into the gifted education classroom. *Gifted Child Today*, 29, 1, 28-34.

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

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.

Garet, M. S., Porter, A. C., Desimone, L., Birman, B. F., & Yoon, K. S. (2001). What makes professional development effective? Results from a national sample of teachers. *American Educational Research Journal, 38*(4), 915–945.

Gentry, M., & Keility, B. (2004). Rural and suburban cluster grouping: Reflections on staff development as a component of program success. *Roeper Review, 26,* 147–155.

Grantham, T. C. (2012). Eminence-focused gifted education: Concerns about forward movement void of an equity vision. *Gifted Child Quarterly*, 56: 215-220.

Gubbins, E. J., Westberg, K. L., Reis, S. M., Dinnocenti, S. T., Tieso, C. L., & Muller, L. M., et al. (2002). *Implementing a professional development model using gifted education strategies with all students*. (Report RM02172). Storrs: University of Connecticut, National Research Center on the Gifted and Talented.

Guskey, T. R. (2000). *Evaluating professional development*. Thousand Oaks, CA: Corwin Press.

Guskey, T. R. (2002). Does it make a difference? Evaluating professional development. *Educational Leadership, 59*(6), 45-51.

Guskey, T. R. (2002). Professional development and teacher change. *Teachers and Teaching: Theory and Practice, 8*(3/4), 381-391.

Johnson, A. (2008.) Internet strategies for gifted students. *Gifted Child Today,*31, 2, 58-64.

Matthews, D. & Foster, J. (2005). A dynamic scaffolding model of teacher development: The gifted education consultant as catalyst for change. *Gifted Child Quarterly*, 49(3), 222-230.

National Association for Gifted Children and Council of State Directors of Programs for the Gifted. (2003). *The 2007-2008 state of the states gifted and talented education report.* Washington, DC: Author.

Hany, E. & Grosch, C. (2007). Long term effects of enrichment summer course on the academic performance of gifted adolescents. *Educational Research and Evaluation,* 13, 6, 521-537.

Moon, T., Brighton, C. Callahan, C. & Robinson, A. (2005). Development of authentic assessments for the middle school classroom*. Journal of Secondary Gifted Education, 16, 2/3, 119-133.*

NAGC *Pre-K- Grade 12 Gifted Education Programming Standards.* (2010). National Association for Gifted Children. Washington, D.C.

Neihart, M. (2007) The socioaffective impact of acceleration and ability grouping: Recommendations for best practice. *Gifted Child Quarterly,* 51, 4, 330-341.

Noble, K., Vaughan, R., Chan, C., Childers, S. et al. (2007) Love and work: the legacy of early university entrance. *Gifted Child Quarterly,* 51, 2, 152-166.

Olszewski-Kubilius, P. & Clarenbach, J. (2012). *Unlocking emergent talent: Supporting high achievement of low-income, high-ability students.* Washington, D.C.: NAGC.

Plucker, J. & Callahan, C.M. (2008). *Critical Issues and Practices in Gifted Education: What the Research Says.* Waco, TX.

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

Reid, C., Romanoff, B., Algozzine, B., & Udall, A. (2000) An evaluation of alternative screening procedures. *Journal for the Education of the Gifted, 23*, 378–396.
Revital, T. & Miedijensky, S. (2005) A model of alternative embedded assessment in a pull-out enrichment program for the gifted. *Gifted Education International, 20, 166-186.*
Robinson, A., & Moon, S. M. (2003). A national study of local and state advocacy in gifted education. *Gifted Child Quarterly, 47*(1), 8-25.

Swanson, J. (2007). Policy and practice: a case study of gifted education policy implementation. *Journal for the Education of the Gifted,* 31, 2, 131-164.

Swiatek, M. (2007). The talent search model: Past, present and future. *Gifted Child Quarterly, 51, 4, 320-329.*

U.S. Department of Education (1993*). National Excellence: A Case for Developing America's Talent.* Washington

VanTassel-Baska, J. (2002). Assessment of gifted student learning in the language arts. *Journal of Secondary Gifted Education, 13*, 67–72.

VanTassel-Baska, J. & Stambaugh, T. (Eds.) (2008). *What works: 20 years of curriculum development and research for advanced learners.* Williamsburg, VA: Center for Gifted Education. Available online at http://cfge.wm.edu/Documents/What%20Works.pdf

VanTassel-Baska, J., Quek, C. & Feng, A. (2007). Developing structured observation scales for instructional improvements in classrooms accommodating gifted learners. *Roeper Review, 29*(2), 84-92.

Van Tassel-Baska, J. ed. (2007) *Assessment of Gifted Students.* Waco, TX: Prufrock Press.

VanTassel-Baska, J. (2002). Considerations in evaluating gifted programs. *Gifted Education Communicator, 33*(2), 20-24.

Other description of course purposes, context, methods, etc:

ILLUSTRATIVE COURSE ACTIVITIES
- Reading and analyzing readings
- Online discussion of assigned readings
- Analyze strengths and weaknesses of alternative program models for gifted learners at elementary and secondary levels, based on defining characteristics of the learner.
- Simulation activities related to program development components
- Analysis of state and national policies and procedures
- Small group collaboration in real-world simulation activities on program development topics
- Group problem-solving on educational issues
- Implementing and analyzing a needs assessment instrument for a selected stakeholder group
- Analyzing data about the strengths and weaknesses of a particular g/t program and preparing an action plan to enhance the services provided to gifted and talented students.

Grading policy:
Class participation: Much of the learning in this class will result from collaboration among class participants and the instructor. Therefore, active participation is strongly suggested.
Grading: Grading will be framed by the two major components of this online class: online participation and class projects. The three required projects are worth a potential 58 points as determined by the rubrics included in this syllabus; online participation is worth a potential 42 points as determined by the rubric included in the Protocol for Online Discussion.

96 points-100 points: A+
90-95:   A
86-89:   B+
80-85:   B
76-79:   C+
70-75   C

Assignments:

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	Mission Statement	Definition of GIftedness	ID Procedures and 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 (3points)	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: Gifted Program Needs Assessment and Analysis
In this final project, you will be conducting a Needs Assessment of the gifted program in you school or district. It is due on Week 7, October 13th by 5:00PM, is worth 24 points, and will be assessed with Rubric 3, which is included at the end of this section. Reviewing the rubric now will help to ensure that you include all the necessary information.

A needs assessment is a systemic approach to studying the state of knowledge of a defined population about a particular topic. In this case, you want to know the public's perceptions of the gifted and talented program in your school/district. In all likelihood, the needs assessment data will reveal the strengths of critical program components, as well as any "gaps" between what exists and what is needed. We have been studying these program components in this class.

By extension, the goals of a needs assessment are nearly always the same. The first goal is to learn what the target audience already knows and thinks about the g/t program. The second goal is to document your program and service needs, which are always helpful in advocating or lobbying for your cause. The final reason is to collect essential data for future action. The data from the needs assessment will be used to create a list of recommendations and/or actions to enhance your services for gifted and talented students. As such, your actions will always be in line with the needs expressed within your community, and you will garner more community support for the actions you will soon undertake on behalf of all students, especially those who are gifted and talented.

There are a number of steps involved in conducting a needs assessment, and they are outlined below. Know ahead of time that several of these tasks have already been completed for you, and they are so noted. This project remains, however, a time consuming project, so the best advise is to start early. Develop a plan with a timeline and follow it so that you finish the project in time.

1. **Write the Objectives.** What is it that you want to learn from the needs **assessment?** This task is done and the objectives are listed above.

2. **Select the Audience. Who is the target audience? To whom will you give the final report?** This step contains a number of sub-steps and they are enumerated below.

   a. **Sample Design.** Determining who will respond to your survey is called the sampling procedure. Practically speaking, you will not be able to query everyone, so you must be intentional about the clientele who will respond to your survey. For your results to be valid and reliable, your sample must be representative of the whole population, as well as subgroups within that population.

   When one encounters multiple subgroups within a specified population, a stratified, random sampling technique is used. This method of sampling involves the division of the entire population into smaller groups known as strata, which are formed based on members' shared characteristics. In this case, your strata will include, but are not limited to: regular classroom teachers, building administrators and central office personnel, parents of students who have received program services, parents whose children have not participated in program services, former and current students, and board of education members.

   Then, a random number of respondents are selected from each group. Based on your district's size, you may be able to sample the entire group of administrators and board of education members because they are generally small groups. You will have to randomly sample the other much larger groups. Remember: Your sampled parents and students should match the demographics of the district (e.g., African Americans. Latino, Asian American, Native American, Caucasian.) When all the subsets are pooled, they form your entire stratified sample. Clearly, this technique guards against: (1) an unrepresentative sample (e.g., an all male sample from a mixed population) and (2) resulting data that would be suspect.

   b. **Sample Size.** The number of respondents needed to provide data will depend upon the size of the entire population and the subgroups within each of the large groups. As above, your building administrators and board of education members should be easy because you can sample the entire group. Remember the recommended sample size is based on the number of RETURNED SURVEYS, not the number you send out, so follow up to all groups will be especially important here.

   It is important to note that response rate is very important in surveys. Understandably, when you have less than 100% of respondents, one unwittingly introduces the potential for bias; non-responders have

different characteristics than those who choose to submit data. When response rates are below 50%, it is likely that statistical integrity is compromised. Generally, response rates of 75% or better are preferred to speak confidently about any resulting data.

c. **To Whom Will You Give the Results?** You will need to decide who receives your final analysis, besides me, the instructor in this course. You will clearly benefit in many ways if you share your data, analysis and findings with the leadership in your school and district. Your students and program will benefit in the long-term; your professionalism will surely be enhanced!

3. **Collect the Data.** This step also contains a number of sub-steps and they are enumerated below.
   a. **Survey methodology.** A variety of options are available to survey populations and they include, but are not limited to: telephone surveys, focus groups, and interviews. In your case, you will use a written survey (or survey monkey or email) because it: is relatively cost effective, less time consuming than oral surveys or interviews, can be used with relatively large numbers of people, is coded and protects the anonymity of the respondents, contains data that is easy to report, and is used with respondents who may be unknown to the investigator (you).

   The survey, as well as the transmittal letter has been prepared for you. You will see that the survey contains questions about g/t program components that we have been studying (i.e., mission statement, program goals, identification procedures).

   It is important to note that you do NOT have to use this survey or accompanying transmittal letter. If you believe you have the time and experience to develop your own, you may do so. Additionally, you may want to customize your own version of the one that has been developed for you. For example, you might want to add additional items to the survey, such as additional program components like budget or professional development. To that end, the Needs Assessment Survey is a Word documents that you can modify.

   If you decide to create your own survey or to customize it, please share it with me before you send it out. If you need to translate this survey, do it well ahead of your mailing date.

   Create your own Master Coding Sheet with the names of respondents their coding numbers that protect them, their email addresses and/or phone numbers. **A sample coding sheet has been prepared for**

you. VERY IMPORTANT: Make two copies and store one in your freezer against the loss of the first. You will use this coding sheet for everything: to check off completed surveys; resend surveys, if needed; and compute your response rates by subgroups. There is no trick to coding. Start with the first respondent, assign 001 or 0001 (depending on the number of respondents you anticipate) and so forth, until you have assigned each respondent a number.

    b. **Conduct the Survey**
        i. **Transmittal Letter.** Write a brief cover letter to transmit the survey to respondents. This is done for you.
        ii. **Ensure a High Rate of Return**
            1. **Postcard or Email Alert.** Often a postcard or email is sent to the respondents to inform them that the survey is to be sent to them in 1-2 weeks. If post cards are used that contain a return address, undeliverable post cards can be used to cull out bad addresses out of your database.
            2. **Mail or Email the Survey.** If mailing the survey, be sure to include the cover letter and a postage-paid, self-addressed envelope for the survey's return.
            3. **Due Date.** Include a due date and allow 2 weeks for completion.
            4. **Due date reminder.** One week before the due date, send a follow-up post card or email reminding them of the importance of responses to your survey. Include your contact info once again, should they need it.

4. **Analyze the Data.** The effort needed to analyze your data is inversely proportional to the effort invested to plan and conduct your survey to ensure a high rate of return. Your effort invested up front will all be rewarded by a straightforward analysis of the data.

For mailed surveys, while you are waiting for your surveys to be returned you can create your data entry shell. You can do this with excel or any other spreadsheet or statistical software. If you are going to use Internet surveys (e.g., Survey Monkey or Zoomerang), you should receive some general statistics such as the frequency of responses in each response category and a measure of central tendency and range.

Your survey, as presented here, contains a series of Likert items, one of the most popular survey research tools. A Likert-type scale assumes that the strength/intensity of experience is linear, i.e. on a continuum from strongly agree to strongly disagree (or some other scale). Your respondents are required to select from one of five responses, 1-5, for each item, i.e, strongly

disagree to strongly agree (importance); not satisfied to very satisfied (satisfaction); never to Very frequently (frequency of use).

Likert scales fall within the ordinal level of measurement. That is, the responses have a rank order, but the intervals between them cannot be presumed equal. As such, these rank ordered items require the use of median or mode as the measure of central tendency. (The use of a mean score is inappropriate with ordinal data.). Likewise, the percentage of responses in each category is a preferred method for showing the range of responses in ordinal data.

When you make your shell, consider your ordinal data, subgroups and responses to ensure that you have included spaces for all your data points. Make sure to indicate the total of your subgroups, indicted by N. Additionally, you will need places to enter any some open-ended responses that are provided by participants.

Once your data is entered, you have to find a way "to collapse it all" and make sense of the trends, patterns, and big picture. You might consider the worthiness of the images below to help you see and analyze your data.

Example 1
Question 1a: Program Mission Statement: The Extent To Which This Program Component is Important to You?
(Note: Blue boxes indicate the mode and related percentage, and the color makes it easy to "see" the data.)

	1	2	3	4	5
Classroom Teachers (N=30)	2= 7%*	17=57%	4=13%	4=13%	3=10%
Administrators					
Males (N=20)	2=10%	3=15%	12=60%	3=15%	0
Females (N=20)	1=5%	3=15%	1=5%	15=75%	0
Students (N=50)	40=80%	5=15%	5=15%	0	0

- Percentages have been rounded and may not add up to 100%.

Use a format such as the one above to display clearly your data. Under each question, you will see that you have listed all your subgroups and their "N," or total subgroup number. Here, only three groups have been listed: classroom teachers, administrators and students. Using percentages for each

subgroup (that you will have already computed from the data), you will be able to "see" the strength of their response (i.e., 1-5), as well as how the strength of their responses compares to that of your other subgroups. In this example, you would be able to conclude that your sampled administrators believe that your program mission statement is more important than it is to your sampled teachers and students. Further, and if you have coded for gender, a larger percentage of female administrators believe the mission statement is more important than their male counterparts.

This type of data display will allow you to see trends and patterns across all the questions and, in turn, draw important conclusions and recommendations for your final report.

Example 2: Identification Procedures
Question 5b: Identification Procedures: To What Extent Are You Satisfied with the Overall Quality of the Program Component?

	1	2	3	4	5
Classroom Teachers (N=30)	1=3%*	16=53%	12=40%	1=3%	0
Administrators					
Males (N=20)	4=20%	15=75%	1=5%	0	0
Females (N=20)	15=75%	3=15%	2=10%	0	0
Students (N=50)	42=84%	8=16%	0	0	0
Parents					
African American (N=15)	13=87%	1=7%	1=7%	0	0
Asian (N=10)	1=10%	0	1=10%	8=80%	0
Hispanic (N=15)	15=100%	0	0	0	0
Native American (N=2)	2=100%	0	0	0	0
Caucasian (N=50)	0	8=16%	2=4%	40=80%	0

*Percentages have been rounded and may not add up to 100%.

In this second example, you would be able to conclude from the data that you have uncovered some very different opinions about the satisfaction of your respondents with respect to the program identification procedures. The data suggest that only two of the subgroups above feel satisfied with the

program's identification procedures: Asian and Caucasian parents. Latino, African American and Native American parents do not share that level of satisfaction. Furthermore, classroom teachers, administrators, and students expressed little satisfaction with the identification procedures, as well. If this were truly the case (rather than as this example), you would be sure to flag this item and probably want to interview a small subset of these respondents to determine why they were so unsatisfied. Of course, this further investigation is not required for this assignment. This assignment only requires you to analyze your data, draw conclusions, and make recommendations for follow-up/further actions.

This type of data display showcased in Examples 1 and 2 will allow you to see trends and patterns across all the questions and, in turn, draw important conclusions and recommendations for your final report.

5. **Write up your Findings and Recommendations**. In your four-part final report, you will sift through all your data to identify the salient points for your analysis. You are asked to submit a: (1) copy of the instrument; (2) brief description of how you sampled your population; (3) summary of your results, strengths/commendations as well as challenges/recommendations, across all subgroups; and (4) practical, three-year action plan that you can use to begin following up on the results of the needs assessment recommendations

The commendations and recommendations section will be the longest section of this document. The commendation and recommendation section should be organized by g/t program components: mission statement, program rationale, definition of giftedness, program goals, identification procedures, comprehensive program design, program curriculum, program evaluation and professional development. Under each component, explain any commendations that apply. Further, if there are noteworthy recommendations, explain fully what they are and how each will be enacted. Your Plan of Action—drawn from the Recommendations—will be a 3-year plan that you will be able to follow to address the your recommendations. A Template for your Plan of Action is provided below.

Task	Date	Person (s) Responsible	Resources Required	Notes

Your analysis should be about 20 pages.

Rubric 3: Gifted Program Needs Assessment, Analysis and Action Plan

Attribute	Novice	Intermediate	Exemplary
Sampling (4 points)	The sampling design does not reflect a representative sample of key constituents	The sampling may have overlooked one or two key constituents/subgroups; systematic sampling bias may exist; the data may be suspect	The sampling appears to reflect a truly representative sample of key constituents; the sampling is such that systematic bias should be controlled; the data should be able to be used with a reasonable level of confidence
Data Analysis (4 points)	The data is incomplete; inaccuracies exist; it may not be in compliance with relevant requirements	The data has some missing information; some inaccuracies exist; it may not be in compliance with relevant requirements	The data is complete; it is accurately reported; it is valid, i.e., it is reported and used in compliance with relevant requirements
Alignment of Data to Recommendations with Data (4points)	One or more of the recommendations for improvement are not aligned with the challenges revealed in the data	The recommendations for improvement tie generally to the challenges revealed in the data; the linkages are mostly clear	The recommendations for improvement tie one-to-one with the challenges revealed in the data; the linkages are clearly apparent
Plan of Action (4 points)	The Action Plan lacks comprehensiveness; gaps exist between the actions in the plan and the recommendations stemming from the Needs Assessment data; the plan may not be easily followed and may not have the intended impact	The Action Plan is comprehensive; the actions tie generally to the recommendations; most likely it will be followed and have the intended impact	The Action Plan is substantive, comprehensive and reflects the nuances of the commendations and recommendations; the actions tie one-to-one with the recommendations; it is feasible and economical; it will be easily followed and, if enacted with fidelity, will have the intended impact
Action Plan	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

Protocol for Posting Online
Gifted Program Development

Gifted Program Development is referred to as an online course because it is a conducted totally online. The following information includes guidelines to assist you participate successfully in the online portion of this hybrid course.

I learned recently of an exciting new online platform that is sponsored by Rutgers, and it is called ClassLive. ClassLive is an interactive graphical presentation tool that allows instructors/presenters to communicate with class participants in real time for synchronous learning activities. The reason that I am excited about it is because I believe it would be a tool that we can use in our course this fall. Not only could we have real-time discussions about complex curriculum content, but also you would have the opportunity to interact in real time with your colleagues and me, all while being online. I will let you know more about this option as time goes by. Right now, I believe we could use it for our first class, 9/1/2015 and perhaps toward the end of the course so that you could each share the results of your Needs Assessment survey and follow-up action plan.

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 1: September 1-2

Posting Prompt:
It is the start of a school year, and new teachers have been asked to attend three days of professional development about your district's schools and programs. Your building principal emailed yesterday and asked if you would make a 30-minute presentation about the gifted program in your school/district. In about 1 page or less, explain your district's mission statement, the mission statement for gifted and talented education and the connections between the two. Your goal is to link, as closely as possible, the mission of your program with the mission of the school/district so that your new teachers will be able to support clearly both the school and the g/t program.

Online Class 2: September 8-9
Posting Prompt:

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.

Online Class 3: September 15-16

Posting Prompt: Choose one of the following three (3) options:
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.

<center>OR</center>

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.

<center>OR</center>

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 4: September 22-23

Posting Prompt:
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 *Guidebook.*

Use 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 5: September 29-30

Posting Prompt
- 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">OR</p>

- 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.

Online Class 6: October 6-7
Posting Prompt
- 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>

- 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) 1dentify 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 7: October 13-14
- Sharing of participants' Needs Assessments and Action Plan

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

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

Fall, 2015 COURSE SCHEDULE		
DATE	**TOPICS**	**READINGS/ASSIGNMENT**
Class 1 9/1-9/2	Introductions, course overview, brief history of programs for the gifted and talented (G/T), the current status of G/T programs, systems and models in gifted education	Preparation for Class 1 Read and be prepared to discuss: 1. U.S. Department of Education (1993). *National Excellence: A Case for Developing America's Talent*. Washington, D.C.: U.S. Department of Education. https://www.ocps.net/cs/ese/programs/gifted/Documents/National%20Excellence_%20A%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. *Psychological Science in the Public Interest*, 12(1), 3-54. http://www.apa.org/ed/schools/gifted/rethinking-giftedness.pdf 4. ASCD. (2014). Teacher leaders: Going outside the classroom—and beyond. *Policy Briefs* 20 (1). Alexandria, VA: ASCD. (Provided in class) 5. Chapter 1-2: Purcell, J. H. & Eckert, R.D. (2006). *Designing Services and Programs for High-Ability Learners*. Thousand Oaks, CA: Corwin Press. 6. Overview Only: Renzulli, J. S., et al. (2009). *Systems and Models for Developing Programs for the Gifted and Talented.* 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 Locate and create: Obtain a copy of your school's/district's mission statement, if available. Also, secure a copy of your gifted and talented program's mission statement if you have one. Compare the two documents. They should reflect each other. If necessary modify your mission statement so that it is: (1) comprehensive, (2) has a rationale, (3) Is consistent with the district's mission statement, and (4) is clear. (Chapter 2 of the *Guidebook.*) If you do not currently have a mission statement for your program, read chapter 2 in the Guidebook (pp. 15-22), and create a very short mission statement that is comprehensive, has a rationale, is consistent with the district's mission statement, and is clear. *Posting Prompt:* It is the start of a school year, and new teachers have been asked to attend three days of professional development about your district's schools and programs. Your building principal emailed yesterday and asked if you would make a 30-minute presentation about the gifted program in your school/district. In about 1 page or less, explain your district's mission statement, the mission statement for gifted and talented education and the connections between the two. Your goal is to link, as closely as possible, the mission of your program with the mission of the school/district so that your new teachers will be able to support clearly both the school and the g/t program.

Class 2
Online
9/8-9/9
	Systems and Models	Preparation for Week 2
		    1. Identify two systems or models that are of particular interest to you from the Renzulli text, *Systems and Models*. 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.
		Posting Prompt:
		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.
		
		Assignment 1: Due Week 3, September 15
		Part I. Identify and describe the program model used in your district. Analyze its strengths and challenges.
		Part II: Explain which other model (s) might hold promise if adopted—in part or in whole—for students in your district.[1]
		Assignment 3: Needs Assessment, ongoing with a final analysis and report due Tuesday, October 13 at 5:00PM[2]

Week 3
Online
9/15-9/16
 	
Week 3,
	Identification: Multiple Criteria approach to identification; What are the different kinds of identification instruments? Norm referenced achievement tests, ability tests, creativity measures,	Preparation for Week 3
		Assignment 1 is due.
		
		On Identification, read:
		
		    1. Chapter 5, *Guidebook*: Constructing Identification Procedures, pp. 49-61.
		    2. NAGC position papers:
		    • 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

[1] This is graded assignment #1. See the accompanying explanation and rubric in this document.
[2] This is graded assignment # 3. See the accompanying explanation and rubric in this document.

| contin'd | teacher rating scales and Creating and Articulating Program Goals | http://www.nagc.org/index.aspx?id=9430 3. Grantham, T. C. (2012). Eminence-focused gifted education: Concerns about forward movement void of an equity vision. *Gifted Child Quarterly*, 56: 215-220. GCQ articles are available in the Rutger's library.
4. Olszewski-Kubilius, P. & Clarenbach, J. (2012). *Unlocking emergent talent: Supporting high achievement of low-income, high-ability students*. Washington, D.C.: NAGC. https://www.nagc.org/uploadedFiles/Conventions_and_Seminars/National_Research_Summit/Unlocking%20Emergent%20Talent%20FULL%20No-Tint.pdf
5. Plucker, J., Giancola, J., Healy, G, Arndt, D, & Wang, C. (2015). *Equal talents, Unequal opportunities.* Leesburg, VA: Jack Kent Cooke Foundation. http://www.excellencegap.org/assets/files/JKCF_ETUO_Report.pdf
6. Sparks, S. D. (2015, May 20). Poorest students often miss out on gifted classes. *Education Week,* pp. 1, 16, 18.
7. 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
8. The national-level NAGC standards on identification https://www.nagc.org/uploadedFiles/PDF/Standards_PDFs/k12%20GT%20standards%20brochure.pdf
Table 7 of 7
On Program Goals, read:
1. Chapter 6, *Guidebook*: Articulating Gifted Education Program Goals, pp. 62-72.
2. Assignment 1 is due.

Posting Prompt: Choose one of the following three (3) options:
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.
<div align="center">*OR*</div>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.
<div align="center">*OR*</div>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.

Assignment 2: Position Paper-Gifted Programs: Internally Consistent or Not? Due Week 5, September 29
In a 2-page paper, synthesize your beliefs about the relationship among a district's gifted and talented students; program mission statement, 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.[3] |

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

Week 4 Online 9/22-9/23	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?	Preparation for Week 4 Read:

Preparation for Week 4
Read:

1. Chapter 7, *Guidebook*: Comprehensive Program Design, pp. 73-86.
2. *A Nation Deceived* 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.
3. NAGC Position Paper on Acceleration http://www.nagc.org/index.aspx?id=383
4. 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
5. 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
6. OPTIONAL: Guidelines for Developing an Academic Acceleration Policy
   http://www.nagc.org/uploadedFiles/Advocacy/Acceleration%20Policy%20Guidelines.pdf

Posting Prompt:
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 *Guidebook*.

Use 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.

| Week 5 Online 9/29-9/30 | Program Evaluation | Preparation for Week 5
Assignment 2 is due

Read:
    1.   Chapter 15, *Guidebook*: Developing a Plan for Evaluating a Program in Gifted Education, pp. 195-206.
    2.   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

    3.   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

Posting Prompt

• 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.

OR
• 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. |
| Week 6 Online 10/6-10/7 | Professional Development

And

Chapter of Choice | Preparation for Week 6

Read:
    1.   Chapter 14, *Guidebook*: "Developing a Professional Development Plan," pp. 183-194.
    2.   A chapter of your choice
    3.   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
    4.   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

Posting Prompt
• 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) 1dentify 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. |

Week 7 Online 10/13- 10/14	Needs Assessment Analysis	Preparation for Week 7 **Assignment 3 is due.**

REQUIRED PRODUCTS

Date Due	Product Description	Assessment
Week 1: 9/2	Preassessment	
Week 3: 9/15	Program Models: 8 points	Rubric 1
Week 5: 9/29	Position Paper 18 points	Rubric 2
Week 7: 10/ 13-10/14	Needs Assessment Project and Analysis 32 points	Rubric 3
Weeks: 9/1, 9/8, 9/15, 9/22, 9/29, 10/6,	On-line postings: 7 points each: 42 points	Rubric 4
TOTAL POINTS		**100**