

Summer 2015  
**The Gifted Child**  
 # 15:294:531(M1)  
**3 Credits**  
 May 18, 2015 to June 26, 2016

Dr. Housand	housanda@uncw.edu
Online by appointment	<b>Prerequisites or other limitations:</b> No prerequisites
<b>Mode of Instruction:</b> <input checked="" type="checkbox"/> Online	<b>Permission required:</b> <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes Directions about where to get permission numbers: Send a request for a special permission number to <a href="mailto:gifteded@docs.rutgers.edu">gifteded@docs.rutgers.edu</a>

**Learning Goals:**

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

- Understand the impact of the environmental influences of race and poverty on the development of talent.
- Tailor intervention services to meet the needs of gifted learners in school, including those from poverty and culturally diverse backgrounds.
- Use identification data to enhance learning of gifted students
- Develop strategies for collaborating with the families of these learners on their needs.
- Apply policies, principles, and theories of gifted education in relevant contexts.
- Provide counseling and guidance on issues critical to these students' development: negative stereotyping, goal-setting, expectations, and underachievement among others.
- Apply theories of creativity and strategies for classroom use that enhance gifted student learning.
- Apply instructional approaches that are inquiry-based, open-ended, and hands-on to stimulate interest and motivate gifted students to learn at advanced levels.
- Provide personalized services to gifted learners as warranted by their profiles
- Develop appropriate classroom-based learning activities for the gifted
- Understand how historical and current issues and perspectives influence professional practices related to gifted learners at home and at school.

**Gifted Education Certificate Program Goals Addressed**

1. Understand the variations in learning and development in cognitive and affective areas between and among individuals with gifts and talents and apply this understanding to provide meaningful and challenging learning experiences for individuals with exceptionalities.
2. Create safe, inclusive, and culturally responsive learning environments so that individuals with gifts and talents become effective learners and develop social and emotional well-being.

3. Use multiple methods of assessment and data sources in making educational decisions about identification of individuals with gifts and talents and student learning. Use valid and reliable assessment practices to minimize bias.
4. Select, adapt, and use a repertoire of evidence-based instructional strategies to advance the learning of individuals with gifts and talents.
5. Use foundational knowledge of the field and professional ethical principles and programming standards to inform gifted education practice.

### **NAGC/CEC-TAG Teacher Preparation Standards Addressed**

The course will address the Teacher Preparation Standards in Gifted and Talented Education (Standards 1, 2, 4, 5 & 6) and the Advanced Standards in Gifted Education Teacher Preparation (standards 1, 4, 5, & 6) developed by the National Association for Gifted Children (NAGC), the Council for Exceptional Children (CEC), and The Association for the Gifted (CEC -TAG). The Council for the Accreditation of Educator Preparation (CAEP) approved the NAGC - CEC-TAG standards in 2013.

### **Course Catalog Description:**

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

### **Class materials/ Textbooks:**

*Text options:*

- Davis, G., Rimm, S., & Siegle, D. (2011) *Education of the Gifted and Talented* (6<sup>th</sup> ed.) Saddle River, NJ: Pearson.
- *Publication Manual of the American Psychological Association* (6<sup>th</sup> ed.) (2010). Washington, D.C.: American Psychological Association.

### **Grading Policy:**

All student evaluation is based on accuracy, clarity and creativity of thought. Accuracy addresses the comprehensiveness and accuracy of the material; clarity addresses the writing style, organization, and flow of ideas; and creativity speaks to the uniqueness of the ideas and the degree of insight.

The primary basis for both learning and assessment is online. Students are responsible for information presented in the Wednesday Announcements. Students are also expected to complete any and all discussions and assignments by the specified due dates.

***Assessment is based on the quality of work, active participation in, and on-time completion of:***

- 1. Discussions – 250 (5 Discussions, 50 points each)**
  - a. Initial Thoughts Post (10 Points)
  - b. Revisit Your Own Initial Thoughts Post (10 Points)
  - c. Active Participation w/ Classmates (10 Points)

- d. Quality (20 Points)
- 2. Challenges – 250 Points
  - a. Cycle 1: Find a Practicum Mentor (50 Points)
  - b. Cycle 2: Characteristic Form Comparison (50 Points)
  - c. Cycle 3: Practical Identification Procedures (50 Points)
  - d. Cycle 4: Identifying Program Participants (50 Points)
  - e. Cycle 5: Identifying Program Participants (50 Points)
- 3. Assessment – 150 Points

Final grades for the course will be determined based on a percentage of the points across all assignments, with the following scale determining the grade:

Percentage / Grade Equivalency:

93.0-100	A
90.0-92.9	A-
87.0-89.9	B+
83.0-86.9	B
80.0-82.9	B-
77.0-79.9	C+
< 76.9	F

## Course Assignments

### 1. Discussions

A significant percentage of the grade for the course relies on participation in online discussions. During each Cycle, a question prompt will be provided to initiate the online discussion. Additional questions are typically provided in the Monday Messages to help students ensure they thoroughly cover the content each Cycle. **Students are expected to post a minimum of 2 times AND post an additional 2 times in response to peers OR actively participate in the regularly scheduled real-time discussion.**

The first post is the Initial Thoughts Post, which should be completed immediately upon reading the question prompt. Students should NOT do any research (online or otherwise), reading, or discovery in any form. This is an opportunity for you to generate ideas or thoughts you have about the topic while sharing what you already know.

The second post is part of the wrap-up. It is an opportunity for you to revisit your first post after you have reviewed the content contained in the Cycle. In this post you MUST demonstrate what you have learned through the process of completing the Cycle and reviewing the content materials provided in the current Cycle and previous Cycles. Evidence of learning will necessarily include references (APA format 6<sup>th</sup> Edition).

For the remaining discussion requirements you can choose to actively participate in the real time discussion (see syllabus schedule for discussion dates) OR you can complete a minimum of two more posts. Should you choose the written discussion format, the third and fourth posts are responses to two different classmates. You must use evidence from the current Cycle content to **refute or extend** the comments made by your classmates. Once again, the evidence you provide will necessarily include references (APA format 6<sup>th</sup> Edition). The goal for online discussions is lively discourse and respectful academic interaction among students.

The discussion posts in the Cycle are worth 10 points each. In addition to the points earned by posting in the discussion board on time, an assessment of quality is also being made.

**Quality is based on and being assessed on the following criteria:**

**No Evidence (0-2 points)** = Student does not contribute to online discussion.

**Immature (3-5 point)** = Student provides a well articulated set of ideas and/or thought about the initial discussion prompt, reflects on initial thinking, and contributes to online discussions, but participation is inconsistent, or the student does not demonstrate an understanding of assigned readings or course content.

**Beginning (6-10 points)** = Student provides a well articulated set of ideas and/or thought about the initial discussion prompt, reflects on initial thinking and clearly demonstrates the learning that has occurred during the Cycle. Student also actively contributes to online discussion, but demonstrates a superficial understanding of required material. Evidence from required content is provided as support for contributions. Student responds to peer contributions, but the response does not further the discussion.

**Developing (11-15 points - meets expectations)** = Student provides a well articulated set of ideas and thought about the initial discussion prompt, reflects on initial thinking and clearly demonstrates the learning that has occurred during the Cycle. Student also actively contributes to online discussion, and demonstrates a deep understanding of the required material. Evidence (defined as specific citations to the readings in APA format) is provided from required content *and* student selected readings as support for contributions. Contributions respond to and make clear connections between required readings, peer contributions, and researched articles.

**Professional (16-20 points - exceeds expectations)** = In addition to criteria for “Developing”, contributions introduce new insights or interpretations of the readings, make connections beyond required activities, readings, and discussions, and/or consistently introduce questions that result in substantive further discussion.

**PLEASE NOTE:** Contributions that merely indicate agreement with another student’s comment without furthering the discussion with additional substantive comments or relevant questions will NOT be considered to meet minimum requirements nor will it receive credit as a post.

*A Helpful Hint!* If you are struggling with what you want to say about the course readings, assignments, or resources in your second post, you will definitely want to review the Monday Messages prior to responding.

**NOTE:** Late discussions will NOT be accepted after their due dates; No Exceptions!  
Discussions that are missing after the due date will be assigned a zero (0) and there will be absolutely no opportunity to make-up discussions that have a zero (0).

## **2. Challenges**

*Cycle Challenge 1:* Personal Definition of Giftedness

In the first Cycle of the course you have begun investigating the history of gifted education. Now you are being asked to form your own definition of giftedness. The challenge for this Cycle is to explain how your personal conception of giftedness is related to other definitions and to the New Jersey Administrative Regulations.

One's personal conception of giftedness is something that will be evolving throughout the course sequence. This challenge will serve as your initial conception of giftedness.

In addition to your definition of giftedness, you will need to discuss the relationship of your personal conception to at least 2 definitions of giftedness presented in the chapter from the Davis, Rimm, and Siegle text and you must relate your definition to the definition of gifted and talented provided in the New Jersey Administrative Regulations.

Your narrative will be approximately 2 to 4 pages in length. Please double space your document and use a 12-point font preferably Helvetica, Arial, or Times New Roman. Failure to pay attention to the spelling, grammar and mechanics of your submission will result in a lowered grade.

### *Cycle Challenge 2: Characteristic Form Comparison*

This cycle challenge requires you to use three gifted characteristic/behaviors checklists to identify students within a classroom setting to be recommended for special services (i.e. gifted program opportunities in your school).

The forms are available in your textbook and online:

1. Appendix 3.3: Teacher Nomination Form with Appendix 3.9: Scales for Rating the Behavioral Characteristics of Superior Students
2. Appendix 3.4: Teacher Nomination Form
3. TABS: Frasier's Traits, Attributes, and Behaviors at the web address:  
<http://opi.mt.gov/pub/pdf/Gifted/F-TABS.pdf>

You may want to consider using each form multiple times to ensure you are identifying a student or students with gifted potential.

Once you have used each of the forms to identify students, write a reflection addressing the following questions:

1. How were the forms different? How were they the same?
2. Which form was easiest to use? Why?
3. Which form was hardest to use? Why?
4. If you had to use this form with every student in your class, which would you choose? Why?
5. Which form do you feel did the best job of helping you identify whether or not a student might need special services? Why?
6. Did using these forms cause you to think differently about the characteristics and behaviors of gifted students? If so, how? If not, why not?
7. Is the information provided through the process of completing the form useful? Why or why not?

Finally, submit the reflection to complete your Challenge!

### *Cycle Challenge 3: Identification System Critique*

Students evaluate and critique identification systems/processes from worked examples. Critique will include alignment to program and standards.

### *Cycle Challenge 4: Identifying Program Participants*

#### Purpose:

Schools often make programming and class placement decisions based on student cumulative files, school records and other forms of student profiles. This simulation provides a set of profiles for your review and provides the opportunity for you to practice participating in a committee structure and making determinations about which students qualify for gifted services at your school. Because your school seeks to serve as many students as possible, there are tiers of service. Your goal is to identify 5 students for the highest level of gifted program services at your school.

The profiles are brief. Many of them were written in a different time, so the language regarding students may be different from your current school situation. Use these biographies as a way to discuss the potential of these students.

#### Procedure:

Your job is to make recommendations about which students should be included in the gifted program at your school.

**Step 1:** Review the Information Sheets about the student candidates.

**Step 2:** Participate in the Simulation Discussion Board - this is your opportunity to discuss your ideas, thoughts, and decision making process with a committee of your peers (i.e. your classmates).

**Step 3:** Individually select 5 students to participate in the highest level of gifted program services at your school.

**Step 4:** For each student you select, provide a justification for your selection. Consider the following questions as you write your justification:

- What strengths do you see in this student?
- What are the areas of concern?
- Why did you determine this student should receive the highest level of services?
- What additional information would have made your decision making process easier?
- What general instructional recommendations would you make for this child?

**Step 5:** Submit your selections with supporting justification. In this folder you will find a discussion board for part one of your challenge and the instructions for the challenge

On the Course website, you will find:

1. Student Information Sheets for **Step 1**
2. The discussion board for **Step 2**
3. The assignment submission page for **Step 5**.

### *Cycle Challenge 5: Individualized Learning Plan*

From the “Identifying Program Participants” Challenge, choose one of the individuals you selected to participate in the highest level of program services. Develop an individualized learning plan for the gifted individual you chose.

- Analyze and evaluate data
- Develop an Individualized Learning Plan for the individual. Begin with a narrative overview of the individual to characterize their giftedness (personal characteristics and traits, early life and development, adolescence, adult accomplishments, family support, education and training, and events and people of influence in the life of the individual). The learning plan for that individual should include academic, affective, interests, and learning environment modifications in accordance with NJ administrative code and NAGC Gifted Program standards.

**NOTE:** Late assignments (Challenges) for any Cycle will be accepted after their due dates, however a 25 point reduction will be taken for each day late (the 25 point reduction is NOT a percentage reduction). Assignments that are missing at the end of the semester will be assigned a zero (0) and there will be absolutely no opportunity to make-up assignments that have a zero (0).

### **3. Assessments**

Each Cycle, a Content Knowledge Assessment is provided. These are opportunities for you to self-test your knowledge and understanding. These are optional assignments.

At the end of the course, a culminating Content Knowledge Assessment is provided. The culminating Content Knowledge Assessment is a **required** assignment.

#### **Web site:**

The course is entirely online. All course interactions will take place through the course website: <http://giftedcourse.weebly.com/>

#### **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](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 & Course Readings**

Dates	Student Responsibilities
<b>Cycle 1: The Field of Gifted Education</b>	
May 18	Cycle 1 Available – Introduction and Overview
May 20, 11:59 PM	Initial Thoughts Post Due
	Perspectives and Resources Davis, Rimm, & Siegle Chapter 1—Gifted Education: Matching Instruction with Needs Available on the Internet Gifted Education in the U.S. <a href="http://www.nagc.org/resources-publications/resources/gifted-education-us">http://www.nagc.org/resources-publications/resources/gifted-education-us</a> New Jersey Administrative Regulations <a href="http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm">http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm</a> A Brief History of Gifted Education <a href="http://www.nagc.org/resources-publications/resources/gifted-education-us/brief-history-gifted-and-talented-education">http://www.nagc.org/resources-publications/resources/gifted-education-us/brief-history-gifted-and-talented-education</a>
May 26, 4:30 PM	Real-Time Discussion (optional)
May 27, 11:59 PM	Wrap-Up Due Response to Your Own Initial Thoughts Post Response to a Classmate OR the Group
May 27, 11:59 PM	Cycle Challenge Due: Personal Definition of Giftedness
<b>Cycle 2: Characteristics of Gifted Learners</b>	
May 25	Cycle 2 Available – Introduction and Overview
May 27, 11:59 PM	Initial Thoughts Post Due
	Perspectives and Resources Davis, Rimm, & Siegle Chapter 2—Characteristics of Gifted Students

	<p>Appendix 3.3: Teacher Nomination Form  Appendix 3.4: Teacher Nomination Form  Appendix 3.9: Scales for Rating the Behavioral Characteristics of Superior Students  Available on the Internet  TABS: Frasier's Traits, Attributes, and Behaviors  <a href="http://opi.mt.gov/pub/pdf/Gifted/F-TABS.pdf">http://opi.mt.gov/pub/pdf/Gifted/F-TABS.pdf</a>  Part I &amp; III of National Excellence: A Case for Developing America's Talent  <a href="http://www.nagc.org.442elmp01.blackmesh.com/sites/default/files/key%20reports/National%20Excellence%20(1993).pdf">http://www.nagc.org.442elmp01.blackmesh.com/sites/default/files/key%20reports/National%20Excellence%20(1993).pdf</a>  Frequently Asked Questions about Gifted Education  <a href="http://www.nagc.org/resources-publications/resources/frequently-asked-questions-about-gifted-education">http://www.nagc.org/resources-publications/resources/frequently-asked-questions-about-gifted-education</a></p>
June 1, 4:30 PM	Real-Time Discussion (optional)
June 3, 11:59 PM	<p>Wrap-Up Due  Response to Your Own Initial Thoughts Post  Response to a Classmates (required if you did not participate in real-time discussion)</p>
June 3, 11:59 PM	Cycle Challenge Due: Characteristic Form Comparison
<b>Cycle 3: Identifying Gifted Students</b>	
June 1	Cycle 3 Available – Introduction and Overview
June 3, 11:59 PM	Initial Thoughts Post Due
	<p>Perspectives and Resources  Davis, Rimm, &amp; Siegle  Chapter 3—Identifying Gifted and Talented Students  Available on the Internet  A Practical System for Identifying Gifted and Talented Students  <a href="http://www.gifted.uconn.edu/sem/semart04.html">http://www.gifted.uconn.edu/sem/semart04.html</a>  The Role of Assessments in the Identification of Gifted Students  <a href="http://www.nagc.org/sites/default/files/Position%20Statement/Assessment%20Position%20Statement.pdf">http://www.nagc.org/sites/default/files/Position%20Statement/Assessment%20Position%20Statement.pdf</a>  Identifying and Serving Culturally and Linguistically Diverse Gifted Students  <a href="http://www.nagc.org/sites/default/files/Position%20Statement/Identifying%20and%20Serving%20Culturally%20and%20Linguistically.pdf">http://www.nagc.org/sites/default/files/Position%20Statement/Identifying%20and%20Serving%20Culturally%20and%20Linguistically.pdf</a>  Use of the WISC-IV for Gifted Education  <a href="http://www.nagc.org/sites/default/files/Position%20Statement/Use%20of%20the%20WISC-IV%20for%20Gifted%20Education.pdf">http://www.nagc.org/sites/default/files/Position%20Statement/Use%20of%20the%20WISC-IV%20for%20Gifted%20Education.pdf</a></p>
June 8, 4:30 PM	Real-Time Discussion (optional)

June 10, 11:59 PM	<p>Wrap-Up Due</p> <p>Response to Your Own Initial Thoughts Post</p> <p>Response to a Classmates (required if you did not participate in real-time discussion)</p>
June 10, 11:59 PM	Cycle Challenge Due: Identification System Critique
<b>Cycle 4: Special Considerations</b>	
June 8	Cycle 3 Available – Introduction and Overview
June 10, 11:59 PM	Initial Thoughts Post Due
<p>Don't freak out!</p>  <p>You will not have to read all of this, but of course, you are certainly welcome to.</p>	<p>Perspectives and Resources</p> <p>Davis, Rimm, &amp; Siegle</p> <p>Chapter 13—Cultural Diversity &amp; Economic Disadvantage: Invisible Gifted</p> <p>Chapter 14—The Cultural Underachievement of Females</p> <p>Chapter 15—Gifted Children with Disabilities</p> <p>Available on the Internet</p> <p>Common Myths about Gifted Students</p> <p><a href="http://www.nagc.org/resources-publications/resources/myths-about-gifted-students">http://www.nagc.org/resources-publications/resources/myths-about-gifted-students</a></p> <p><a href="https://www.youtube.com/watch?v=MDJst-y_ptI">https://www.youtube.com/watch?v=MDJst-y_ptI</a></p> <p>Including Diverse Learners in Gifted Education Programs and Services</p> <p><a href="http://www.nagc.org/resources-publications/resources/timely-topics/including-diverse-learners-gifted-education-programs">http://www.nagc.org/resources-publications/resources/timely-topics/including-diverse-learners-gifted-education-programs</a></p> <p>Identifying Gifted Children from Diverse Populations</p> <p><a href="http://www.nagc.org/resources-publications/resources/timely-topics/ensuring-diverse-learner-participation-gifted-0">http://www.nagc.org/resources-publications/resources/timely-topics/ensuring-diverse-learner-participation-gifted-0</a></p> <p>Unlocking Emergent Talent</p> <p><a href="http://www.nagc.org.442elmp01.blackmesh.com/sites/default/files/key%20reports/Unlocking%20Emergent%20Talent%20(final).pdf">http://www.nagc.org.442elmp01.blackmesh.com/sites/default/files/key%20reports/Unlocking%20Emergent%20Talent%20(final).pdf</a></p> <p>Changing the Future: Ensuring High-Ability Low-Income and Minority Students Succeed</p> <p><a href="http://www.nagc.org.442elmp01.blackmesh.com/sites/default/files/Advocacy/Emergent%20Talent%20Fact%20Sheet.pdf">http://www.nagc.org.442elmp01.blackmesh.com/sites/default/files/Advocacy/Emergent%20Talent%20Fact%20Sheet.pdf</a></p> <p>Twice Exceptionality</p> <p><a href="http://www.nagc.org/sites/default/files/Position%20Statement/twice%20exceptional.pdf">http://www.nagc.org/sites/default/files/Position%20Statement/twice%20exceptional.pdf</a></p> <p>Ensuring Gifted Children with Disabilities Receive Appropriate Services</p> <p><a href="http://www.nagc.org/sites/default/files/Position%20Statement/Ensuring%20Gifted%20Children%20with%20Disabilities%20Receive%20Appropriate%20Services.pdf">http://www.nagc.org/sites/default/files/Position%20Statement/Ensuring%20Gifted%20Children%20with%20Disabilities%20Receive%20Appropriate%20Services.pdf</a></p> <p>Response to Intervention for Gifted Children</p> <p><a href="http://www.nagc.org/sites/default/files/Position%20Statement/RtI.pdf">http://www.nagc.org/sites/default/files/Position%20Statement/RtI.pdf</a></p>
June 17, 4:30 PM	Real-Time Discussion (optional)

June 17, 11:59 PM	Wrap-Up Due Response to Your Own Initial Thoughts Post Response to a Classmates (required if you did not participate in Webex discussion)
June 17, 11:59 PM	Cycle Challenge Due: Identifying Program Participants
<b>Cycle 5: Serving the Gifted</b>	
June 15	Cycle 5 Available – Introduction and Overview
June 17, 11:59 PM	Initial Thoughts Post Due
	<p>Perspectives and Resources Davis, Rimm, &amp; Siegle Chapter 5—Acceleration Chapter 6—Grouping, Differentiation, &amp; Enrichment Chapter 7—Curriculum Models</p> <p>Available on the Internet: Nation Deceived (Colangelo, Assouline, &amp; Gross, 2004). <a href="http://www.accelerationinstitute.org/nation_deceived/ND_v1.pdf">http://www.accelerationinstitute.org/nation_deceived/ND_v1.pdf</a> Do High Flyers Maintain Their Altitude? (Xiang et al., 2011) <a href="http://edexcellencemedia.net/publications/2011/20110920_HighFlyers/Do_High_Flyers_Maintain_Their_Altitude_FINAL.pdf">http://edexcellencemedia.net/publications/2011/20110920_HighFlyers/Do_High_Flyers_Maintain_Their_Altitude_FINAL.pdf</a></p>
June 22, 4:30 PM	Real-Time Discussion (optional)
June 24, 11:59 PM	Wrap-Up Due Response to Your Own Initial Thoughts Post Response to a Classmates (required if you did not participate in real-time discussion)
June 24, 11:59 PM	Cycle Challenge Due: Individualized Learning Plan
<p><b>Opens:</b> June 25, 12:01 AM</p> <p><b>Closes:</b> June 26, 11:59 PM</p>	<p><b>Content Knowledge Assessment</b></p> <p>The Content Knowledge Assessment is your final assignment. It covers course content and materials provided in <i>Perspectives and Resources</i>. You may want to consider reviewing the “Test Your Mettle” opportunities to prepare for this assessment.</p> <p>You will have access to all of your course materials (notes, readings, and assignments) to complete this assessment. You will have three hours to complete the assessment once you have begun.</p>

## Course Readings

### \* Required

Clinkenbeard, P. R., Kolloff, P. B., & Lord, E. W. (2007) *A guide to state policies in gifted education*. Washington, DC: NAGC.

Coleman, L. J. (2004). Is consensus on a definition in the field possible, desirable, necessary? *Roeper Review*, 27, 10–11.

Coleman, L. J. & Cross, T. L. (2005) *Being gifted in school* (2<sup>nd</sup> ed.). Waco, TX: Prufrock Press.

Colangelo and G. A. Davis (Eds) (2006) *Handbook of gifted education*. Boston: Allyn & Bacon.

\*Davis, G., Rimm, S., & Siegle, D. (2011) *Education of the Gifted and Talented* (6<sup>th</sup> ed.) Saddle River, NJ: Pearson.

Ford, D., & Harmon, D. (2001) Providing access to gifted education for culturally diverse students. *Journal of Secondary Gifted Education*, 3, 141-143.

Gagné, F. (2004). Transforming gifts into talents: The DMGT as a developmental theory. *High Ability Studies*, 15, 119–147.

Gross, M. (2003). *Exceptionally gifted children*. UK: Routledge Falmer.

Hansen, J. B., & Feldhusen, J. F. (1994). Comparison of trained and untrained teachers of gifted students. *Gifted Child Quarterly*, 38, 115-121.

Harmon, D. (2002). They won't teach me: The voices of gifted African American inner-city students. *Roeper Review*, 24, 68-75.

Hébert, T. (2002). Educating gifted children from low socioeconomic backgrounds: Creating visions of a hopeful future. *Exceptionality*, 10, 127-138.

Hong, E., & Aqui, Y. (2004). Cognitive and motivational characteristics of adolescents gifted in mathematics: Comparisons among students with different types of giftedness. *Gifted Child Quarterly*, 48, 191-201.

Johnsen, S. K. (Ed.). (2004). *Identifying gifted students: A practical guide*. Waco, TX: Prufrock Press.

Karnes, F.A. & Stephens, K.R. (2008) *Achieving Excellence: Educating the Gifted and Talented*. Upper Saddle River, NJ: Pearson Publishing

Kitano, M. K., & Pedersen, K. S. (2002a). Action research and practical inquiry: Multicultural content integration in gifted education: Lessons from the field. *Journal for the Education of the Gifted*, 25(3), 269-289.

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

- Piirto, J. (2006). *Talented children and adults: Their development and education*. New York: Macmillan.
- \**Publication Manual of the American Psychological Association* (6<sup>th</sup> ed.) (2010). Washington, D.C.: American Psychological Association.
- Renzulli, J. S. (2002). Emerging conceptions of giftedness: Building a bridge to the new century. *Exceptionality*, 10(2), 67–75.
- Rogers, K. B. (2002). *Re-forming gifted education: Matching the program to the child*. Scottsdale, AZ: Great Potential Press.
- Sternberg, R. J., & Davidson, J. E. (Ed.). (2006). *Conceptions of giftedness*. New York: Cambridge University Press.
- Sternberg, R. J. (2008) Increasing academic excellence and enhancing diversity are compatible goals. *Education Policy*, 22 (4), 487-514.
- \*U.S. Department of Education. (1993) *National excellence: A case for developing America's talent*. Washington, DC: Author.
- VanTassel-Baska, J. & Brown, E. (2007) Toward best practice: An analysis of the efficacy of curriculum models in gifted education. *Gifted Child Quarterly*, 51 (4), 342-358.
- VanTassel-Baska, J. & Johnsen, S. K. (2007) Teacher education standards for the field of gifted education. *Gifted Child Quarterly*, 51 (2), 182-205.
- VanTassel-Baska, J. ed. (2009) *Patterns and profiles of promising learners from poverty*. Waco, TX: Prufrock Press.
- Wyner, J. S., Bridgeland, J. M., & DiIulio, J. J. (2007) *Achievement trap: How American is failing millions of high-achieving students from lower-income families*. Washington DC: Jack Kent Cooke Foundation & Civic Enterprise.