

Fall 2016
Clinical Placement and Practicum
Course # 15:294:535:90
 3 Credits

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Office Hours: By appointment	Prerequisites or other limitations: Successful completion of courses: 15:294:531, 15:294:532, 15:294:533, 15:294:534
Mode of Instruction: <input checked="" type="checkbox"/> Online	Permission required: <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 gifteded@docs.rutgers.edu

Student Learning Goals

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

- Demonstrate effective interactions with families and educational and community personnel on behalf of gifted learners.
- Apply observational and formal and informal diagnostic and assessment skills to working with gifted learners and promoting professional growth.
- Demonstrate curriculum and management planning skills.
- Apply skills in working with the gifted on affective issues and concerns.
- Demonstrate use of appropriate methods and materials for teaching gifted learners.
- Collaborate with relevant school personnel, parents, and other stakeholders on student issues and classroom concerns, using culturally competent behavior.
- Reflect on best practices and relevant policies to improve teaching and guide professional growth.
- Understand how historical and current issues and perspectives influence professional practices related to gifted learners at home and at school
- Understand the responsibility that gifted educators have to advance the field through advocacy, mentoring and life-long learning.

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 knowledge of general and specialized curricula to advance learning for individuals with gifts and talents, and improve programs and services at the classroom and school level.

4. 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.
5. Select, adapt, and use a repertoire of evidence-based instructional strategies to advance the learning of individuals with gifts and talents.
6. Use foundational knowledge of the field and professional ethical principles and programming standards to inform gifted education practice
7. Collaborate with families, other educators, related service providers, individuals with gifts and talents, and/or personnel from community agencies in culturally responsive ways to address the needs of individuals with gifted and talents across a range of learning experiences.

NAGC/CEC-TAG Teacher Preparation Standards Addressed

The course will address the Teacher Preparation Standards in Gifted and Talented Education (Standards 1-7) and the Advanced Standards in Gifted Education Teacher Preparation (Standards 1-7) developed by the National Association for Gifted Children (NAGC), the Council for Exceptional Children (CEC), and The Association for the Gifted (TAG). The Council for the Accreditation of Educator Preparation (CAEP) approved the NAGC - CEC-TAG standards in 2013.

Course Catalog Description

This capstone course is designed for those who are preparing for classroom teaching, administration, and/or wish to build additional areas of expertise in gifted education. Students will submit a brief written practicum project proposal to the instructor and complete a 200-hour project-based field activity focused on gifted education. Further requirements include participation in practicum seminar sessions and completion of project-related written assignments.

Class materials/ Textbooks

- Fullan, M. (2007). *Leading in a Culture of Change*. San Francisco: Jossey-Bass.
- Supplemental course readings - available in document sharing or Rutgers Libraries

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.

Assignments are due by midnight on the assigned due date.

10%	Practicum Project Proposal
20%	Participation in online discussions
70%	Project / Portfolio

Course Assignments

1. Proposal for culminating project to be submitted to the instructor within the first two weeks of class. The proposal should include;
 - o Topic of study/practice
 - o Project Plan: Description of how the project work will be carried out including data collection, subject involvement, tasks completed, and timelines.
 - o Description of culminating product

2. Online discussion postings: The expectation is that you will post a thoughtful response three course questions.
3. Develop a portfolio/log that includes key artifacts from the practicum experience including documents/artifacts from the 200 hour culminating project, and reflection journal on self-selected specific focused skill

Documents/artifacts may include the curriculum or content taught, any pre-post assessments of pupil learning, evidence of delivery of professional learning experience for educators, parents or others and any photos, documents or videos of implementing aspects of a program plan.

**Note: If you are conducting research with students, parents or teachers for the project, IRB protocols must be followed. Consult the instructor.*

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>.

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Course Schedule

Date	Topic	Assignment(s)
Week 1 9/6 - 9/11	Intro to project and course requirements Introductions	Assignment: Introduce yourself on Flipgrid.com View: Module #1: Introduction
Week 2 9/12 - 9/18	Change process readings <i>Discussion Question 1: What are the barriers to change in your work with gifted students?</i>	Assigned Readings Due: <i>Leading in a Culture of Change</i> Chapters 1-3 Assignment Due: 9/18 Posting #1
Week 3 9/19 - 9/25	Change leadership	Assigned Readings Due: <i>Leading in a Culture of Change</i> Chapters 4 & 5 View: Module #2: Change Leadership Assignment Due: 9/25 Project Proposal
Week 4 9/26 - 10/2	<i>Discussion Question 2: How will you apply the concepts about change leadership from Fullan's book to your practicum project and/or work in gifted education?</i>	Assigned Readings Due: <i>Leading in a Culture of Change</i> Chapters 6 & 7 Assignment Due: 10/2 Posting #2
Week 5 10/3 - 10/9	Policy and politics of gifted education <i>Discussion Question 3: In what ways can you support advocacy efforts for gifted students at the local and/or state levels through your work?</i>	Assigned Readings Due: Gallagher (2015) Stephens (2011) View: Module #3: Policy & Politics Assignment Due: 10/9 Posting #3
Week 6 10/10 - 10/16	Equity & excellence in gifted education <i>Discussion Question 4: Discuss the concepts of equity and excellence in relation to your practicum project and/or work with gifted students?</i>	Assigned Readings Due: Unlocking Emerging Talent (2012) NAGC <u>Optional:</u> Yeung (2014) View: Module #4: Equity & Excellence Assignment Due: 10/16 Posting #4
Weeks 7 through 13 10/17 -12/11	Work on Project and Portfolio <i>Support one another through the project discussion thread- lean on your colleagues to help you through difficult issues or problems that arise as you complete your project.</i>	
Week 14 Dec. 12 &13	Project/Portfolio Sharing	Assignment Due: 12/12 Portfolio submitted & presented

Course Readings: Required * and optional

*Fullan, M. (2007). *Leading in a Culture of Change*. San Francisco: Jossey-Bass.

*Gallagher, J. J. (2015). Political issues in gifted education. *Journal for the Education of the Gifted*, 38(1), 77 –89.

Jolly, J. (2008). Gifted education research 1994-2003: A disconnect between priorities and practice. *Journal for the Education of the Gifted*, 31 (4), 427-446.

*Olszewski - Kubilius, P. & Clarenbach, J. (2012). *Unlocking Emerging Talent: Supporting high achievement of low-income, high-ability students*. National Association for Gifted Education Publication.

*Stephens, K. R. (2011). Federal and state response to the gifted and talented. *Journal of Applied School Psychology*, 27, 306–318.

Yeung, R. (2014). Gifted Education: Robin Hood or the Sheriff of Nottingham? *Education and Urban Society*, 46(7), 798 –825.

PRACTICUM PROJECT PROPOSAL

These elements must be included in the proposal for the practicum project that you will complete for course credit.

1. Topic of study/practice
2. Project Plan: Description of how the project work will be carried out including data collection, subject involvement, tasks completed, and timelines.
3. Description of culminating product

Scoring Guidelines

	10 points	7 points	3 points	0 points
Description of Topic of Study/Practice	Clear and concise description of the topic of study/practice and rationale for choosing it.	Moderately thorough description of topic of study/practice and rationale for choosing it.	Weak description of topic of study/practice and rational for choosing it.	Not completed
Project Plan	Highly organized plan for project completion; including data collection, subject involvement, tasks and timelines (as appropriate).	Fairly well organized plan for project completion; including data collection, subject involvement, tasks and timelines (as appropriate).	Weakly organized plan for project completion; including data collection, subject involvement, tasks and timelines (as appropriate).	Not completed
Description of Product	Clear and concise description of final product.	Fairly clear description of final product.	Weak description of final product.	Not completed

PORTFOLIO ASSIGNMENT GUIDELINES

Develop a **portfolio** that includes key artifacts from the practicum experience. You should include any documents or artifacts that “tell the story” of your practicum journey. You might include the curriculum or content taught, any pre-post assessments of pupil learning, evidence of delivery of professional learning experience for educators, parents or others (including an evaluation completed by your audience): along with any web links, photos, documents or videos of your practicum work. You can turn this in as a hardcopy or send it digitally.

Keep a **reflection journal** as you are completing your project. Your reflections might include your thoughts about how your practice and/or perspectives on gifted education have changed or were validated while completing your practicum project. You might include reflections on others’ attitudes toward your work, or ideas to further your professional growth. There are no “right” or required reflections to include, except to make this meaningful *for you*.

The portfolio and reflection journal will be included in the grade for your practicum project. I have not developed a rubric as these projects tend to be wide ranging in their focus and scope. The quality of your project and portfolio will be evaluated as a whole. Choosing a project that is meaningful to you either personally or professional will support your success.

ONLINE DISCUSSION GUIDELINES

1. Discussion postings are an important part of an online learning community. Respect one another's right to share independent opinions and thoughts, and respond to one another as you would in any classroom.
2. Post in a timely manner and spread your posts out over the week. In this way, you will gain the most out of the written interaction with your colleagues. **FOR THIS COURSE- KEEP YOUR POST CONCISE, YET CLEAR.** 1-3 well articulated sentences will do. I do not want to overwhelm you with additional work, but these readings and discussions are important to your process and product.
3. You must support your ideas. Think critically and justify your statements. If you disagree with a posting, provide evidence to the group to back up your thoughts.
4. If you quote text, please cite the reference.
5. Stay on topic. If you see the discussion going completely off course, post a comment or question to get things back on track.
6. The instructor may make contributions during the discussion. This is not a commentary on the quality of the previous post, but will be used to share professional experiences or to enhance and/or clarify the discussion thread.
7. This is academic writing. Use standard English conventions.

ONLINE DISCUSSION SCORING RUBRIC

Each response will be scored and a score average will be used for grading.

	10 points	7 points	3 points	0 points
Reading and Inquiry	Clear evidence that reading was understood and student accessed additional material.	Evidence that assigned reading was understood. No evidence of additional reading.	Little evidence that the readings were understood.	No evidence that the readings were understood
Justification/ Support for Response	Response was supported by appropriate evidence from text, anecdotal or other evidence.	Response was supported with some evidence.	Response was not well supported.	No support for response.
Contribution to the Group Discussion	Response was relevant, thoughtful, respectful, and drew others into the discussion.	Response was relevant to discussion but did not move discussion forward.	Response was minimally relevant to discussion.	Response was not relevant.
Timely Responses	Student posted at required intervals during the response period.			Student did not post at required intervals during the response period.