

Spring 2016
The Gifted Child
15:294:531:90
3 Credits

January 19-March 11, 2016

Instructor: Dr. Elissa F. Brown	Email: Elissabrown21@gmail.com
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Office Hours: online by appointment	Prerequisites or other limitations: No prerequisites
Mode of Instruction: _X_ Online Online sessions and asynchronous activities eCollege	Permission required: _ No _X_ Yes Directions about where to get permission numbers: Send a request for a special permission number to gifteded@docs.rutgers.edu

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:

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

Additional readings provided by the instructor

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. (*Valid grades at the GSE include A, B, B+, C, C+, F, IN, NC, PA*)

Assignment	Weight	Due Date
Participation in online discussions and appropriate responses to assignments	25%	Ongoing throughout course
Journal Article Synthesis & Reflection	25%	2/11/16
ID Learning Plan	25%	2/27/16
ID System Critique	25%	3/11/16

Course Assignment Descriptions:

1. Classroom participation including online discussion postings Ongoing
Students are expected to post to the DB weekly and contribute to class discussion and activities required by the instructor. You will be asked to review a pp or video, read articles, chapters, etc. and then go to the DB and respond to one or more prompts. You do not have to respond to each other's posts. There will be 6 full posts (one per week) and then 1 final meta-post, for a total of 7. Each posting will be judged by quality of thought, articulation of response, insightfulness, making connections to theory and practice, etc. Your posts do not have to be lengthy-long enough to cover the topic but be cogent. Your post (response) should be by midnight prior to the next "week" beginning. For example, if week 1 is 1/19-1/26, and week 2 starts 1/27, your post for week 1 is due during that week and no later than 11:59pm of 1/26. Late posts will deduct in your overall DB point value.

2. Journal article analysis and critique Due Date: 2/11/16
 - Student selects a minimum of 3 journal articles and/or book chapters that focus on a specific topic of student interest. Topics could include: identification, creativity & giftedness, talent development, twice-exceptional, social-emotional, policy in gifted education, equity vs. excellence, etc.
 - Analysis, evaluation and critique of ideas, scholarship, methods, and relevance.
 - Conclude paper with personal reflection on the selected topic, based on your own experiences, values, school practices, etc.
 - Paper should be 4-6 pp. double-spaced (3-4 pp synthesis of articles, book chapters; 1-2 pp your reflections about selected topic).

3. *Individualized Learning Plan Due Date: 2/27/16
Select an eminent individual who meets the standards for giftedness in general ability or in a specific aptitude area **or** using data from a case study scenario, develop an individualized learning plan for a gifted individual. If you chose an eminent individual, read about the individual (biography or autobiography).
 - 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. A template for the ILP will be provided by the instructor, which you can use or create your own.

4. *Identification System Critique Due Date: 3/11/16
This assignment focuses on a critique of various models of identification used by school systems in the United States. You will be working with a partner from the class. You & your partner will choose 2 districts to compare & contrast in terms of their identification models. Consider items such as definition, screening, identification, and programming for gifted students. What measures do they use? When do they start their

screening and identification process? What are the steps employed? Your paper will describe both school districts ID processes and a comparison about the similarities and differences. You will end your paper with a critique in which you comment on the strengths and weaknesses of the identification models with respect to the readings, philosophy of gifted, student population, and any other relevant information.

* Key assessments for *The Gifted Child*

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 & Readings

Date	Topic	Assignment(s)
Week 1: 1/19-1/26	<ul style="list-style-type: none"> Course overview: Conceptualizing giftedness: History of gifted education. What is intelligence? What is giftedness? What is your personal conception of giftedness and how does it relate to what the authors cite in the course text as well as the NJ definition of gifted. 	Readings & Resources: Complete pre-assessment (Myths/Realities) Read through syllabus Chapter 1 (Davis, Rimm & Siegle) Dweck, C (2000). <i>Is intelligence fixed or changeable? Students' theories about their intelligence foster their achievement goals.</i> http://www.nagc.org (read NAGC's definition of giftedness_ NJ definition: http://www.state.nj.us/education/code/current/title6a/chap8.pdf (pg. 9)
Week 2: 1/27-2/3	<ul style="list-style-type: none"> Characteristics: What are the cognitive and affective characteristics of gifted learners? Are there ranges and types? How does creativity fit 	Readings & Resources: Chapter 2 (Davis, Rimm & Siegle) Chapters 8 & 9 (Davis, Rimm & Siegle) Selby, Shaw, & Houtz (2005). <i>The creative personality</i> . Gifted Child

	within giftedness?	Quarterly, 49, pp 300-314 FAQ about gifted education: http://www.nagc.org/resources-publications/resources/frequently-asked-questions-about-gifted-education
Week 3: 2/4-2/11	<ul style="list-style-type: none"> • Identification: <p>How do schools identify gifted learners? What measures do they use? Are they over-identifying one type of learner vs. another? Instruments and tools. Issues in identification</p>	<p>Readings & Resources:</p> <p>Lohman, D. F. (2006). <i>Identifying Academically Talented Minority Students</i>. http://www.davidsongifted.org/db/browse_articles_172.aspx</p> <p>Assignment Due: Journal synthesis & critique (2/11)</p>
Week 4: 2/12-2/19	<ul style="list-style-type: none"> • Other considerations with gifted learners and identification: <p>Special populations, twice-exceptional, gifted students of poverty, culturally diverse, etc. Gifted identification policies.</p>	<p>Readings & Resources:</p> <p>Ford, D. Y. (2006). <i>Creating culturally responsive classrooms for gifted students</i>. Understanding Our Gifted, 10-14. www.openspacecomm.com</p> <p>NEA (2006): <i>The Twice-Exceptional Dilemma</i> (report by the NEA). Chapters 13, 14, & 15 (Davis, Rimm & Siegle)</p>
Week 5: 2/20-2/27	<ul style="list-style-type: none"> • ID-Match to services, program delivery: <p>What models are used for program development and delivery? What are grouping options? Acceleration and Enrichment? What are the key components of meeting the instructional needs of gifted students?</p>	<p>Readings & Resources:</p> <p>Chapters 5, 6, 7 (Davis, Rimm & Siegle)</p> <p>Brown, E. F. & Stambaugh, T. L. (2014). <i>Placement of students who are gifted</i>. Gifted Education: Current Perspectives and Issues, Advances in Special Education, vol. 26, pp 41-69</p> <p>Assignment Due: ILP (2/27)</p>
Week 6: 2/28-3/6	<ul style="list-style-type: none"> • Support Structures: • Home & School <p>What knowledge and skills should teachers possess? How do supplemental programs support giftedness? How do we include counselors and other professionals to support gifted learners?</p>	<p>Readings & Resources:</p> <p>Chapters 16 & 17 (Davis, Rimm & Siegle)</p> <p>Stronge, J. H., Little, C. A. & Grant, L. W. (2009). <i>Qualities of Talented Teachers: Reflections and New Directions</i>, Chap. 32, pp. 389-401 (The Festschrift of Dr. Joyce VanTassel-Baska; Prufrock Press)</p>
Week 7: 3/7-3/11	Reflection, finish any course assignments, readings, etc.	<p>Readings & Resources:</p> <p>Assignment Due: ID System Critique (3/11)</p>

References

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Scottsdale, AZ: Great Potential Press.

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* Course text