

**Summer 2016**  
**Gifted Program Development**  
**Course# 15:294:534:H1**  
**3 Credits**  
**Dates: July 11 – September 2**

Instructor Name: Dr. Janice Robbins	Email address: jirobb@wm.edu
Phone Number: (757) 345-9701 (cell)	Office Location: off campus Online availability
Office Hours: Online by request	Prerequisites or other limitations: No Prerequisites
Mode of Instruction: <u>  x  </u> Online  Online Asynchronous Meetings/Discussions July 11 (Intro. to course) 18, 25 August 8, 15, 22  Online Activities Completed during each Module's Week.	Permission required: <u>  </u> No <u>  x  </u> 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>

**Student Learning Goals**

Upon completion of this course, the student 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.

### **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 wellbeing.
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 personnel from community agencies in culturally responsive ways to address the needs of individuals with gifts 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 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 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.

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

#### **Course Text:**

- Purcell, J.H. & Eckhart, R.D. (2006) *Designing Programs and Services for High Ability Learners: A Guidebook for Gifted Education*. Thousand Oaks, CA: Corwin Press.

#### **Optional Texts:**

- Peters, S., Matthews, S., McBee, M., and McCoach, B. (2013). *Beyond Gifted Education: Designing and Implementing Advanced Academic Programs*. Waco, TX: Prufrock Press.
- Robinson, Shore & Enersen, Eds . (2007). *Best Practices in Gifted Education*. Waco, TX: Prufrock Press.
- Renzulli, J.S. & Gubbins, E.J. McMillen, K.S., Eckert, R.D., & Little, C.E. (2009) *Systems and Models for Developing Programs for the Gifted and Talented (2<sup>nd</sup> Ed)*. Waco, TX: Prufrock Press.

Additional relevant articles will be assigned.

#### **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)

- 20% Online participation
- 15% Analysis and development of simulated needs assessments
- 15% Identification model

- 20% Online professional development
- 30% Program plan

### **Course Assignments:**

#### 1. Online Participation (20%)

Six learning modules are required for this course. Students experience a mix of lectures, discussions, readings, and online activities within each module. Student engagement in all readings, assignments, and activities is critical. Students will be expected to complete all readings and any associated tasks prior to the asynchronous online class discussions so that they can comfortably participate. Discussions will be planned asynchronously on Monday of each module week, starting with July 11.

#### 2. Analysis and Development of Simulated Needs Assessments (15%)

Students will analyze data from a simulated needs assessment to assess current status and needs of a gifted program components and complete a list of recommendations for next steps. They will also develop a potential needs assessment of stakeholders in an existing gifted program or educational setting considering gifted programming. Students will submit a copy of their data analysis and recommendations and their proposed needs assessment. Student papers are assessed based on quality of data analysis, alignment of recommendations with results obtained, and clarity of presentation.

#### 3. Program Plan (30%)

Students will complete a program proposal based on results from a fictional needs assessment. The Plan will consist of the following major sections: rationale and documentation of need, review of research, description of proposed program including goals and objectives, identified, target population to be served, key tasks to be completed with role responsibilities assigned, timeline, and budget and anticipated outcomes for use in program evaluation.

The identification model (See Assignment 4) and the Online Professional Development (See Assignment 5) are integral parts of the Program Plan. These should be included in the final paper submitted for evaluation.

Students are assessed based on the written plan submitted. Peer review is also a part of the assessment process. Included components of the assessment are clarity of writing, reference to key resources, completion of all relevant sections, logical organization of ideas and recommendations, and potential practicality of plan.

#### 4. Identification Model (15%)

Students will develop a screening and identification plan for their proposed program. They will determine criteria for reviewing students and for identifying selected students for the purpose of providing gifted programming. Students will research and cite appropriate state and district requirements as well as national programming standards in support of their model. **This identification model is aligned with the proposed Program Plan.**

Written products are assessed on clarity of writing, articulated rationale, developmental appropriateness, alignment with defined program, and documented resources.

5. Online Professional Development (20%)

Students will prepare an online professional development presentation of 3-5 minutes useful as an introduction to essential knowledge and understanding of the nature and needs of gifted students identified for the Proposed Program. This online presentation should be targeted at administrators, counselors, OR parents and should contain options for additional information/activities/resources.

Students will also complete a peer review of one other student's professional development program, using a set of 4-5 questions developed by the author of the program to gain essential feedback. **This professional development component is aligned with the proposed Program Plan.**

**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

Week of...	Topic	Readings
July 11  Looking at the Big Picture	<ul style="list-style-type: none"> <li>• Course overview</li> <li>• Pre-assessment</li> <li>• Trends/Issues</li> <li>• NAGC program standards as framework: <i>NAGC-CEC P-12 Program Standards</i></li> <li>• Nonnegotiables in program development</li> <li>• Policy and legal issues</li> <li>• Development of needs assessments</li> </ul>	Readings: DSP: Chapters 2, 3,  Assigned reading on Constructing and Implementing Surveys
July 18  Determining needs and anticipating outcomes	<ul style="list-style-type: none"> <li>• Programming for groups</li> <li>• Philosophy, definition, goals, outcomes</li> <li>• Strategic planning</li> <li>• Types of needs assessments</li> </ul>	DSP: Chapter 6, 19 Additional Module readings
July 25  Identifying who will be served  Defining Programming	<ul style="list-style-type: none"> <li>• Research-based programs &amp; services</li> <li>• Discussion and analysis of grouping models activity</li> <li>• Student identification: key considerations and tools</li> <li>• Review of needs assessments</li> </ul>	DSP: Chapters 5, 7, 20  Additional Module readings
August 8  Roles and	<ul style="list-style-type: none"> <li>• Theories of change</li> <li>• District factors</li> <li>• Decision making</li> </ul>	DSP: Chapters 1, 10  Additional Module readings

Responsibilities	<ul style="list-style-type: none"> <li>• Review of identification plans</li> </ul>	
August 15  Assessment & Evaluation #	<ul style="list-style-type: none"> <li>• Teacher competencies, selection, program facilitation</li> <li>• Parent connections</li> <li>• Program Evaluation, Advocacy, &amp; Leadership</li> <li>• Review of online professional development</li> </ul>	DSP: Chapters 16, 17  Additional Module readings
August 22  Supporting Potential	<ul style="list-style-type: none"> <li>• Theories of change</li> <li>• Trends in gifted education</li> <li>• Review of program plans</li> </ul>	DSP: Chapter 21  Additional Module Readings

**Module Readings** (instructor will upload relevant articles)

Online articles will be shared throughout the course within the weekly modules. These will be readings that will assist in the preparation of your program plan.

**References**

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- Brown, E. & Stambaugh, T. (2014). Placement of students who are gifted. In J. Bakken, F. Obiakor, and A. Rotatori, (Eds.) *Gifted Education Current Perspectives and Issues, Advances in Special Education*, vol. 26, pp 41-69.
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- 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.
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