

Spring Semester 2017

Introduction to Gifted Education: 05:300:320
The Gifted Child: 15:294:531

3 Credits
Online

Course Dates: 1/17/17 - 3/3/17

Instructor Name: Dr. Lenore Cortina	Email: lenore.cortina@gse.rutgers.edu
Office Phone: 848-932-0826	
Office Hours: By appointment	Prerequisites or other limitations: No prerequisites
Mode of Instruction: _X_ Online	Permission required: _X_ No

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.
- Understand how to tailor intervention services to meet the needs of gifted learners in school, including those from poverty and culturally diverse backgrounds.
- Use identification data to understand how to enhance the learning of gifted students
- Develop strategies for collaborating with the families of gifted learners.
- Apply policies, principles, and theories of gifted education in relevant contexts.
- Understand how to provide counseling and guidance on social, emotional and cultural 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.
- Understand how to apply instructional approaches that are inquiry-based, open-ended, and hands-on to stimulate interest and motivate gifted students to learn at advanced levels.
- Know how to 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:

Introduction to Gifted Education (05:300:320)

This introductory course in gifted education focuses on the cognitive and psychosocial development of gifted individuals over a lifetime. Emphasis will be placed on exploring the characteristics of giftedness and the influences that support or hinder the development of potential talent. The relationship between creativity, intelligence and giftedness will be explored, along with implications for educational settings.

The Gifted Child (15:294:531)

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.
- Supplemental readings and viewings as required 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*)

25%	Participation in online discussions (0- 70 pts.)
25%	Journal Article Analysis and Critique - Special Populations
25%	Identification Comparison/Critique
25%	Final Assessment: Case Study/Individualized Learning Plan

Course Assignments

1. Discussion Postings:

Students are expected to contribute to class discussion and activities and post responses to all assignments required by the instructor. A rubric will be used to assess quality of student responses. **See ONLINE DISCUSSION GUIDELINES**

2. Journal Article Analysis and Critique

- Student selected journal articles that focus on a **special population** of gifted student. Article should be from one of the peer-reviewed journals listed on the assignment sheet.
- Analysis, evaluation and critique of ideas, scholarship, methods, and relevance. Guidelines on the assignment sheet.

3. Identification Comparison Critique

Students evaluate and critique identification systems/processes from samples and/or from district process. Critique will include alignment to NAGC standards and sample programs.

4. Case Study/ Individualized Learning Plan

Develop an individualized learning plan for a gifted individual using one of the following data sets depending on needs/interests:

- Select an eminent individual who meets the standards for giftedness in general ability or in a specific aptitude area (collect data from biography/autobiography)
- Use data from a case study scenario provided by instructor
- Use data from a current student that you have available data already (test scores, samples, gifted identification information, etc.)

Assignment requirements:

Plan educational interventions for diverse or special populations of gifted learners based on collected data (case study, student, or eminent individual)

- Analyze and evaluate student data and articulate student needs (affective and academic) including strengths and weaknesses
- Create an outline of differentiated lesson plans for specific learning needs based on identification/assessment/student interest data
- Develop an Individualized Learning Plan for 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.

Web site: CANVAS

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:

Date	Topic	Assignment(s)
Module 1	Course expectations and assignments overview Historical perspective of gifted education Standards Conceptions of Giftedness Social/cultural/time context Eminent Individuals	Assigned Readings Due: <ul style="list-style-type: none"> • Davis, Rimm & Siegle: Ch. 1 • Renzulli, J. S. (2002). Emerging conceptions of giftedness: Building a bridge to the new century. <i>Exceptionality</i>, 10(2), 67–75. • Select two of the posted biographical sketches of gifted individuals to read. Assignment Due: <i>Discussion posting #1</i>
Module 2 (dates)	Characteristics of Gifted Learners Intellectual characteristics Non-intellectual characteristics Potential issues related to characteristics <ul style="list-style-type: none"> • Academic • Social and/or emotional Mindset and Motivation	Assigned Readings Due: <ul style="list-style-type: none"> • Davis, Rimm & Siegle: Ch. 2 • https://www.nagc.org/resources-publications/resources Explore this page. • https://tip.duke.edu/node/99 Read the information on this page of the Duke Gifted site. • View Carol Dweck's <i>The Power of Believing You Can Improve</i> TED talk https://www.ted.com • Assignment Due: • <i>Journal Article Analysis & Critique</i> • <i>Discussion posting #2</i>
Module 3 (dates)	Special Populations Young gifted learners Underrepresented populations Gender Twice-Exceptional Physical disabilities	Assigned Readings Due: Davis, Rimm & Siegle: Ch. 13, 14, & 15 Assignments Due: <i>Discussion posting #3</i>
Module 4	Creativity The creative process Creative productivity Can creativity be learned?	Assigned Readings Due: <ul style="list-style-type: none"> • Davis, Rimm & Siegle: Ch. 8, 9 & 10 • View Sir Ken Robinson's TED Talk <i>Do Schools Kill Creativity?</i> https://www.ted.com • Flint, L. (2014) How creativity came to reside in the land of the gifted. <i>Knowledge Quest</i> Volume 42, No. 5 May/June 2014 Assignments Due: <i>Discussion posting #4</i>
Module 5	Identification Matching students to services Continuum of services	Assigned Readings Due: <ul style="list-style-type: none"> • Davis, Rimm & Siegle: Ch. 3 • NAGC Program Standards

		<ul style="list-style-type: none"> • https://www.nagc.org • New Jersey Administrative Code • Download Renzulli Continuum of Services <p>Assignment Due: <i>Discussion posting #5</i> <i>Identification Comparison Critique</i></p>
Module 6	Talent Development in Schools Enrichment/acceleration Curriculum models Modifying curriculum/compacting Differentiation of instruction	<p>Assigned Readings Due: Davis, Rim & Siegle: Ch. 4, 5, 6, & 7</p> <p>Assignment Due: <i>Discussion Posting #6</i></p>
Module 7	Talent Development over a Lifetime Gifted Adults <ul style="list-style-type: none"> • Multipotentiality • Higher education • career and life decisions • gender and role expectations Parenting Gifted Children	<p>Assigned Readings Due:</p> <ul style="list-style-type: none"> • Davis, Rimm & Siegle: Ch. 16 • Heber T. , Pagnani, A. & Hammond, D. R. (2009) An examination of paternal influences on high achieving gifted males. <i>Journal for the Education of the Gifted</i>. Vol. 33,2. • Perrone- McGovern (2009). Major Life Decisions of Gifted Adults in Relation to Overall Life Satisfaction. <i>Journal for the Education of the Gifted</i> 34(6) 817-838 <p>Assignment Due: <i>Case Study/Individualized Learning Plan</i></p>

Course Readings

- 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.
- Davis, G., Rimm, S., & Siegle, D. (2011) *Education of the Gifted and Talented* (6th 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.
- 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., & Aquí, 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.

- NAGC Pre-K- Grade 12 Gifted Education Programming Standards. (2010). National Association for Gifted Children. Washington, D.C.
- Perrone- McGovern, K.M., Ksiazak, T.M., Wright, S. L, Vanatter, A., Hyatt, C.C., Shepler, D. & Perrone, P. (2009). Major Life Decisions of Gifted Adults in Relation to Overall Life Satisfaction. *Journal for the Education of the Gifted* 34(6) 817-838.
- Publication Manual of the American Psychological Association (6th 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. (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.
- 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.
- Wyner, J. S., Bridgeland, J. M., & DiIulio, J. J. (2007) Achievement trap: How American is failing millions of high-achieving students from lower-

ONLINE DISCUSSION GUIDELINES

A significant percentage of your grade for the course relies on participation in online discussions. Each module includes a discussion question prompt to initiate the online discussion.

Students are expected to post to the discussion questions by Wednesday at 11:00 pm of each week AND post an additional 2 times in response to peers by Sunday at 11:00 pm.

Discussion postings are an important part of an online learning community. Respect one another's right to share independent opinions and thoughts.

I will be looking for evidence that you have learned the concepts covered in the module for the week either in your initial post or in your response to your peers. This evidence will include references (APA format 6th Edition).

When responding to peers, you should refute or extend the comments made by your classmates. Think critically and justify your statements. Once again, the evidence you provide should include references (APA format 6th Edition). Simply saying that you agree or disagree with a peer, without justifying a response with evidence will result in a loss of discussion points.

Online discussions should be respectful academic interactions among students, and a time to develop collegial networks with others who share your interest in gifted education.

Stay on topic. If you see the discussion going completely off course, post a comment or question to get things back on track.

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.

This is academic writing. Use standard English conventions. If you are drafting a longer post or are citing work, consider copying and pasting a word document rather than drafting your response online to avoid losing your work.

ONLINE DISCUSSION SCORING RUBRIC

Each response will be scored and a score of 0 -10 will be given for each module.

	10 points	7 points	3 points	0 points
Reading and Inquiry	Clear evidence that module content was understood and student accessed additional material.	Evidence that module content was understood. No evidence of additional reading.	Little evidence that the content was understood.	No evidence that the content was understood.
Justification/S support for Response	Response was supported by appropriate evidence from text, research, anecdotal or other evidence. Proper APA citation.	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.