

AUGUSTA STATE UNIVERSITY
College of Education
Department of Educational Leadership, Counseling and Special Education

**EDUC 6272 Developing Outstanding Talents and Potentials in Students: Models
“To Whom Much is Given, Much is Required” (3-0-3)**

Dr. Paulette Harris, Cree-Walker Professor

pharris@aug.edu

706-729-2045

University Hall # 309

Office Hours: TBA

Course Description

Examination and critique of models for assessing and meeting the unique needs of children and youth who are gifted/talented/creative learners-especially those who experience high potential in multiple areas.

Textbooks/Required Readings/Recommended Readings:

Davidson, J. & B. (2004). *Genius denied*. NY: Simon & Schuster.

LiveText

All students admitted to degree programs in the College of Education are required to purchase *LiveText* software through the ASU bookstore. *LiveText* is an electronic, web-based data management service that allows students and faculty to create, store, and publish documents online using a word-processing format. All students will upload assignments, their portfolio, and other required documents into *LiveText*. *LiveText* works better with the Mozilla Firefox browser rather than Internet Explorer. Students may Google Mozilla Firefox and download it to their computers.

Course Objectives

The Candidate will:

1. Formulate beliefs on and demonstrate an understanding of major concepts in administration.
2. Examine and understand the nature, process, and assessment of decision-making.
3. Demonstrate effective communication practices/develop proficiencies in persuasive speaking and writing skills.
4. Formulate beliefs and demonstrate competence in group dynamics/group leadership.
5. Conceptualize and gain skills in conflict management.
6. Acknowledge factors and discuss roles in an effective organizational culture.

7. Explain the theory and process of change as it pertains to school improvement.
8. Demonstrate leadership skills in a collaborative field-based school improvement project.

College of Education Conceptual Framework

Understanding for Teaching, Teaching for Understanding

The preparation of educators is the most critical of all professions, without educators there are no other professions. The professional educator is the key element in the learning process. Building on the key elements of the professional educator, the Conceptual Framework of the unit of Augusta State University consists of a vision and mission with an overarching theme to produce **prepared, able, and responsive** professionals to teach diverse learners.

This vision and mission is a shared responsibility between campus colleagues, public school practitioners, and involved community agencies requiring the partnership of the entire education unit including the College of Education, the College of Arts and Sciences, and the local community educational system and the Partner School Network.

Element: Prepared (PD)

P1: Demonstrate strong content and pedagogical preparation in their respective subject area or professional field.

P2: Use self assessment and analysis to form the basis for collaboration with colleagues and the development of a desire to be a lifelong learner.

P3: Participate in graduate study to extend and refine the knowledge base of educators to build expertise.

P4: Possess an understanding of the central concepts, tools of inquiry, and structures of the discipline(s) or their professional field of study and be able to create learning experiences that enable all students to learn.

P5: Understand how students learn and develop (intellectually, socially, and individually) and be able to provide developmentally appropriate learning opportunities and support for these opportunities.

P6: Demonstrate knowledge of how to implement effective verbal and nonverbal information and technology techniques to foster active inquiry, collaboration, and supportive interaction in educational settings.

Element: Able (AD)

A1: Understand, use, and support a variety of instructional strategies to encourage the learner's development of critical and creative thinking, problem solving, and performance skills.

A2: Create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation for all learners.

A3: Plan, guide, and support instruction based upon knowledge of subject matter, the learners, the community, and curriculum goals.

A4: Understand and use authentic assessment to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

A5: Ability to teach and work in authentic settings with diverse populations of learners

Element: Responsive (RD)

R1: A respect for the dignity of all persons. All children can learn and have the right to an opportunity to do so.

R2: Preparation in the subject area(s) to be taught or the professional field of study must be accompanied by the skill and dispositions to translate knowledge into creating and supporting meaningful experiences for diverse learners

R3: Understanding of how students differ in their approaches to learning and demonstrate the commitment for meeting their educational needs in fair, caring, nondiscriminatory, and equitable manners.

R4: Ability to be a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and actively seeks the opportunity to grow professionally

R5: Fostering of relationships with school colleagues, parents, and agencies in the larger community to support the learning and well-being of all students.

Program-Specific Standards Addressed in This Course

Gifted Endorsement Standards:

NAGC.SI - Gifted Education Programming Criterion: Student Identification Description: Gifted learners must be assessed to determine appropriate educational services.

NAGC.PDEV - Gifted Education Programming Criterion: Professional Development Description: Gifted learners are entitled to be served by professionals who have specialized preparation in gifted education, expertise in appropriate differentiated content and instructional methods, involvement in ongoing professional development, and who possess exemplary personal and professional traits.

NAGC.SEGC - Gifted Education Programming Criterion: Socio-Emotional Guidance and Counseling Description: Gifted education programming must establish a plan to recognize and nurture the unique socio-emotional development of gifted learners.

NAGC.PE - Gifted Education Programming Criterion: Program Evaluation Description: Program evaluation is the systematic study of the value and impact of services provided.

NAGC.PD - Gifted Education Programming Criterion: Program Design Description: The development of appropriate gifted education programming requires comprehensive services based on sound philosophical, theoretical, and empirical support.

NAGC.PAM - Gifted Education Programming Criterion: Program Administration and Management Description: Appropriate gifted education programming must include the establishment of a systematic means of developing, implementing, and managing services.

NAGC.CI - Gifted Education Programming Criterion: Curriculum and Instruction Description: Gifted education services must include curricular and instructional opportunities directed to the unique needs of the gifted learner.

Method of Instruction

Web-enhanced with textbooks, Galileo, etc.

Course Schedule - TBA

Performance Assessment – see attached

PORTFOLIO consists of:

- I. FORMAL PAPER
- II. FIELD EXPERIENCE EXTERNSHIP
- III. PROJECT-BASED LEARNING

I. FORMAL PAPER:

By the end of this course prospective teacher of the gifted and talented should develop a hardcopy portfolio (in spiral notebook) with accompanying CD containing the formal paper that addresses in essay form all of the following components as listed below. Focus of the paper: addressing issues, policies and practices that relate to current assessment models for addressing the needs of gifted and talented students.

In order to write the formal paper it will be necessary to:

*Read and apply materials found in the assigned text as an example of a primary resource for your formal paper. Supplement with secondary resources from related **web-enhanced** sources. You may also use other references including those cited in the traditional bibliography of this course syllabus.

All papers should be typed, double spaced with 12-point font and 1" margins using APA guidelines. Reference to journals, books, and websites should be cited in APA format at the end of each report in a Reference section. If you are unfamiliar with APA, see the Publication Manual in the Library or purchase such in the ASU Bookstore. You may also check out the APA Website, <http://www.apastyle.org>.

Formal paper will be graded on both content and style. Errors of a mechanical nature will be penalized (e.g., spelling, grammar, punctuation errors, etc.). Proofread carefully. See attached rubric.

Write your analysis of assessment models of gifted education to include each of the following subtopics:

1. Comprehensive review of assessment models (screening, pre-referral, evaluation, eligibility determination, program planning, progress monitoring, and program evaluation) useful in improving instructional practices employed with gifted/talented learners.
2. Identification of unique ways to assess the developmental levels and potential achievement levels of gifted/talented/creative children and youth.
3. Recognition of formal and informal assessment measurement models for the gifted.
4. Use of multiple assessment measures for selecting curricular programs for gifted/talented/creative learners.
5. Identification of ways to assure that schools do not fail their brightest students-as to gender, age, disability, culture, language, and exceptional abilities (as noted in *Genius Denied*).
 - a. Content related broad-based issues, themes, and problems.
 - b. Integration of multiple disciplines into an area of study.
 - c. Comprehensive related and mutually reinforcing experiences within an area of study.
 - d. Complex, abstract, and higher level thinking skills infused into the curriculum
 - e. Instructional intervention for gifted/talented children and youth to include: ability grouping, inclusion, enrichment special classes, and acceleration.
6. Ability to understand and use descriptive statistics (i.e., validity, reliability, SEM, raw scores, derived scores, grade and age equivalents, standard scores and scores of relative standing) as they relate to choosing appropriate assessment models and scoring/interpreting the results of those instrument as part of a complete assessment model process.
7. Discussion of legal and ethical concerns related to assessment models for the gifted/talented/creative learner.
8. Application of criteria for evaluating teacher-made curriculum based assessment models.
9. Demonstration of the skill of developing, adapting, and modifying ecological inventories, portfolio assessments, and functional assessment models to accommodate unique abilities and needs of gifted/talented/creative learners.
10. Creation of an assessment model to include motivation, self-image, interpersonal skills and career options for gifted learners.
11. Discussion of the incorporation of strategies that consider the influence of diversity on assessment, eligibility, programming, and placement of gifted/talented/creative children and youth with diverse learning needs.
12. Demonstration of the ability to link assessment results with placement decisions.
13. Development of an IEP (including statements of present level of performance, annual goals, and short term objectives for instruction) based on gathered assessment information.
14. Demonstration of the ability to interpret and communicate assessment results and implications to general education teachers, other professionals, and parents.
15. Note how elements of creative fluency, flexibility, originality, and elaboration might mask gifted identification.
16. Indication of how assessment serves instruction in regards to the gifted learner.

17. Note how authentic/alternative/performance assessments such as a learner's log, student interview or conference, checklist, or observation form may be included as appropriate means of assessing the gifted learner's performance.
18. Detailed explanation of how reading and applying points from **Genius Denied** results in critical and creative thinking concerning points 1-17 above.

*Include at least one full page per subtopic. Include references at end of paper (APA style).

II. **FIELD EXPERIENCE EXTERNSHIP:**

Externship texts to follow:

- Reminder: The Field Experience Externship must be loaded into LIVETEXT!
- Identify a teacher of the gifted in your county.
- Receive written permission to complete this externship with this teacher.
- Email this permission to Dr. Harris pharris@aug.edu before the end of the second week of the course.
- Document with a signed time log at least 20 hours observing, conferencing and reflecting with the teacher in person and by conducting on-line discussions with teachers and parents of the gifted on the following questions:
- Document at least 20 hours observing, conferencing, and reflecting with this teacher on the following questions:
 1. What does this teacher believe are the best ways to develop outstanding talents and potentials in students?
 2. How does this teacher select challenging instructional strategies and materials to his/her students?
 3. How does this teacher choose to implement appropriately challenging instructional strategies, materials, and technologies to meet the unique learning needs of his/her gifted students?
 4. How does this teacher identify teaching models best noted for meeting the unique educational needs of bright learners? What strategies does this teacher incorporate for differentiating content, process, product and learning environment?
 5. Examine and critique (under the supervision of the selected teacher) challenging materials and media selected by this teacher for use by bright learners. Note the instructionally differentiated methods and strategies used by the teacher when using these materials.
 6. What else are you able to understand in a more comprehensive fashion about the gifted from both observations and applications during this externship?

III. **PROJECT BASED LEARNING ACTIVITY:**

1. Identify and evaluate your school districts and the state of Georgia's assessment and gifted eligibility requirements. Include these in your portfolio.
2. Name the primary assessments and minimum scores for those used in #1 above.

Georgia Department of Education, Gifted Education Site
 (<http://www.doe.k12.ga.us/curriculum/instruction/gifted.asp>)

Georgia's Education Program of Gifted Students
 (<http://www.gagc.org/eligibility.pdf>)

3. Select another state and review its assessment and gifted eligibility requirements. Compare those to Georgia.
4. If you could make any changes to how gifted eligibility is determined in the State of Georgia and your county, what would be your recommendations? Why?
5. How are decisions on admission to AP classes made in your school district?
6. Describe approved models used to deliver gifted services in Georgia and in your County at the building level.
7. Note the impact of Georgia Performance Standards on gifted learners.

Grading

A = 90-100

B = 80-89

C = 70-79

D = 60-69

F ≤ 59

Other Important Information

Attendance

Augusta State University requires class attendance. Roll will be taken each class. The Augusta State University Catalog allows a professor to withdraw a student from a class should a student be absent for more than 10 percent of the class time, regardless of the cause. In our case, since we meet just eight times, a student can not miss more than ONE class. Given the rigor of graduate work, there are no excused absences in this course. Students are responsible for signing in at each class and for signing out if leaving before the class is concluded.

APA Style

All written work is to follow the American Psychological Association (APA) style manual, sixth edition (2009). APA style addresses the mechanics of writing as well as the format for citation of references. General assistance with APA style is available online at

<http://owl.english.purdue.edu/owl/resource/560/01/>

Assignments

Assignments will not be accepted beyond the due date and will not be graded (i.e., the grade will be zero). If you cannot attend class, it is your responsibility to turn in any assignment

due before class begins on the due date. Example: class begins at 4:30 p.m. on the 30th, and you cannot attend, you must have the assignment in my possession by 4:29:59 p.m. on the 30th to receive a grade other than zero.

Course Reminders:

1. Meet with professor at least 2 times...at least once at the beginning and at the end of the course. Feel free to schedule more meetings, as needed.
Email as frequently as needed.
2. Conduct on-line discussions via the internet with teachers and parents of the gifted.
3. Use APA (5th ed.) guidelines for citing references.
4. Supplement required texts with selected web-enhanced resources.
5. Formal paper, Field Experience Externship and Project Based learning are required.
6. Late work, if accepted at all, will be severely penalized.

Academic Honesty

Students are expected to read and strictly adhere to the entire Academic Honesty policy found in the 2009–10 *Augusta State University Catalog*. In part, the policy reads:

Academic honesty requires the presentation for evaluation and credit of one's own work, not the work of others...Plagiarism is the failure to acknowledge indebtedness. It is always assumed that the written work offered for evaluation and credit is the student's own unless otherwise acknowledged. Such acknowledgement should occur whenever one quotes another person's actual works, whenever one appropriates another person's ideas, opinions, or theories, even if they are paraphrased, and whenever one borrows facts, statistics, or other illustrative materials unless the information is common knowledge.
(p.43)

Pipeline Account

Students are encouraged to check their Pipeline account daily. Students are responsible for any assignments or deadlines sent to them via Pipeline. If you have trouble accessing your Pipeline account, you should contact Information Technology Services at 737-1676. Computers and printers are available free of charge in computer labs throughout campus as well as the library and campus Internet cafes for students who do not have access from a home computer.

Department of Educational Leadership, Counseling and Special Education Website

Students are invited to visit the departmental website at: <http://www.aug.edu/clinical> A variety of forms, some interactive, may be downloaded from the website. There are also

newsletters, registration information and announcements which students will find useful. Most forms are in Adobe Acrobat. All campus computers have Adobe Acrobat Reader installed and students can download Adobe Acrobat Reader for their home computer at no charge from: <http://www.adobe.com/products/acrobat/>

Writing Center

The Department of Educational Leadership, Counseling, and Special Education requires that students use APA style. You may contact the ASU Writing Center (737-1402) for help with developing and improving composition skills. Students who seek that assistance will be required to bring an assignment draft, a complete self-check style rubric, and the *APA Publication Manual*. See the ASU Writing Center for details and dates. If you would like additional help with writing or with learning APA style, inform the class instructor.

Students with Disabilities

Students with disabilities who are registered with the Office of Disability Services should schedule an appointment with the instructor before the third week of class to discuss academic accommodations. If the student does not initiate this meeting, it is assumed no special accommodations or modifications will be necessary to meet the requirements of this course. You may make an appointment by calling the Counseling and Testing Center (706) 737-1471 or visit their office located in the Quadrangle, next to Fanning Hall (Business Office).

Student Safety

Student safety is of primary importance. Students leaving classes late in the evening are encouraged to stay in groups of two or more and to report all suspicious behavior or persons to the ASU Office of Public Safety (emergency number 706-729-2911; non-emergency 706-737-1401). Emergency telephones are located in the University Hall parking lot and various other locations on campus.

Cell Phones

The use of cell phones for calls, text messaging, or other tasks is prohibited in class.

COURSE POLICY STATEMENTS

Dr. Paulette P. Harris, Cree-Walker Professor

1. Attendance and punctuality are required (exceptions only in emergency situations). The maximum number of absences for a class that meets once per week is one absence. You may be dropped from class on the second absence. Attendance, punctuality, and participation (including active listening) will be into consideration during final evaluation.
2. With permission of professor, audio taping during class lectures/discussions is allowed.
3. All assignments are due as scheduled. Late assignments, if accepted, will be penalized.
4. Please type all assignments on your computer. Assignments must be proofread. Final product should adhere to standard English in terms of grammar, spelling, punctuation, etc.
5. The academic policy as outlined in the ASU Catalogue applies to this class. Plagiarism is strictly forbidden. Document all sources using APA style.
6. Without advance approval of professor, no cell phones or beepers are allowed during class.
7. ASU students are not allowed to bring children to classes (due to liability issues).
8. Student grievances should follow policy as outlined in the ASU catalogue. Grievances must first be brought to the attention of the instructor of the course.
9. Feel free to raise questions in class or to stay after class with questions, etc.
10. The following grading scale will be used:
 - A=excellent (90-100)
 - B=good (80-89)
 - C=fair (70-79)
 - D=poor (60-69)
 - F= unsatisfactory (≤ 59)
11. Dr. Harris may be contacted as follows
 - Office: University Hall # 309
 - Phone: (706)-729-2045 (voicemail)
 - E-mail: pharris@aug.edu

BIBLIOGRAPHY

Colangelo, N., Assouline, S. & Groww, M. (2004). *A nation deceived: How schools hold back America's brightest students*. Iowa City, IA: Belin-Blank Center.

Dean, D. & Kuhn, D. (2003). Metacognition and critical thinking. ERIC Document No. ED 477930.

Ford, D. (2002). Racial identity among gifted African American students. In M. Neihart, S.M. Reis, N. Robinson & S. Moon (eds.). *The social and emotional development of gifted children*. Waco, TX: Prufrock.

Gardner, H. (2000). *Intelligence reframed*. NY: Basic Books.

Green, M. (2003). Gifted adrift? *Roeper Review*, 25, 66-72.

Neihart, M., Reis, S., Robinson, N. & Moon, S. (2002). *The social and emotional development of gifted children*. Waco, TX: Prufrock.

Renzulli, J. (2000). *The identification and development of giftedness as a paradigm for school reform*. *Journal of Science Education & Technology*, 9(2), 95-114.

Van-Tassel-Baska, J. & Feng, A. (2004). *Designing and utilizing evaluation for gifted program improvement*. Waco, TX: Prufrock.

Gifted Organizations:

Ex.: Georgia Association for Gifted Children (GAGC)

Journals:

Gifted Child Quarterly

Gifted Child Today Magazine

Gifted Education Review

Journal for the Education of the Gifted

Roeper Review

GIFTED DUE DATES:

Please meet with Dr. Harris during the first week of classes, at midterm, and have portfolio fully ready for her review by final review on the following date:

_____.

Final exit interview will take place on or before the following date:

_____.

This schedule allows some time for Dr. Harris to review and discuss changes, if needed.

The portfolio for each course should be contained in a 3 ring binder and on a CD/DVD/flashdrive.

Lifetext archiving is necessary as well.

The portfolio for each course should consist of the following:

- 1. Place your name and course #s on spine of 3 ring binder.**
- 2. Have a title page for each course portfolio.**
- 3. Do not place pages in plastic covers.**
- 4. Have a comprehensive table of contents for each course portfolio.**
- 5. Number all pages and refer to those numbers in your table of contents.**
- 6. Answer each question-sub-point- just as if you were doing so on an exam. Write at least one page per sub-question. Proofread carefully.**
- 7. Use APA style-sixth edition.**
- 8. Be able to explain the externship questions to your mentor(s) selected for your externship.**
- 9. Feel free to contact Dr. Harris by email, phone, or in person if you have any questions!**

EDUC 6272: Self-Evaluation (must be first page in portfolio).

NAME _____ JAG ID# _____ E-Mail _____

Follow this page with title page, table of contents and tabbed sections.

Please respond to each of the following statements and place this form at the front of your portfolio.

1. Did you complete the Formal Paper for EDUC 6272? _____
2. If not, which of the 18 subtopics did you omit? _____
3. Did you proofread and reference the Formal Paper? _____
4. Did you locate individuals to contact for your externship? _____
5. Did you include a signed Time Log documenting 20 hours? _____
6. Did you address each of the 6 externship questions? _____
7. Did you review 2 SDOE websites related to the gifted? _____
8. Did you respond to each of the 7 questions related to the SDOE sites? _____
9. Have you placed your name and course number(s) on the spine of your portfolio binder? _____
10. Have you completed **all** requirements of the course? _____
11. If **not**, which were either not completed at all and/or were incomplete and why? _____

Grade expected on this portfolio based on this course self-reflection: _____

Justification for this grade-Be specific as to assets and deficits:

Other pertinent Information related to course completion that Dr. Harris needs to know prior to examining this portfolio:

EDUC 6272**Portfolio Rubric: (see syllabus for details)**

Exemplary
Proficient
Adequate
Inadequate

PORTFOLIO CONTENTS (must be **proofread, complete, and referenced-APA style-** from the text and from traditional as well as web-enhanced sources):

- I. Formal Paper: graded on content and style
 - 18 subtopics
- II. Externship
 - Name(s) of those teachers and parents contacted (identify real or virtual)
 - Signed Time Log of at least 20 hours spent in the following: observing, conferencing, and reflecting
 - At least 6 questions addressed
- III. Project Based Learning
 - 2 State websites reviewed: _____ and _____
 - 7 questions answered

STUDENT INFORMATION**Course #** _____ **Semester** _____**Name** _____**Address** _____

Phone Number _____**E-mail Address** _____**Other information Dr. Harris needs to know:**