GTE 520-01

Introduction to Gifted and Talented

 G6 Term (May 15-July 5, 2017)

Dr. Dottie Davis **OFFICE:** EB 113

dldavis@campbellsville.edu **PHONE:** 270**-**789-5090

**OFFICE HOURS:** Office appointments are encouraged.

**“EMPOWERMENT FOR LEARNING”**



**Required Textbook**:

Clark, B. (2013). *Growing up gifted: Developing the potential of children at home and at school* 8th edition. Upper Saddle River, NJ: Merrill. ISBN:978-013-262-0666

**Prerequisite**: None

**Course Description**: GTE 520 focuses on terminology, theories, issues and general approaches to educating the gifted, talented and creative. Regulations specific to Kentucky schools will be examined.

**Course Rationale**: GTE 520 will introduce students to general concepts, requirements, and applications related to gifted and talented programs.

**Course Objectives**: Students will:

1. Analyze issues in definition and identification of the gifted and creative. (KTS\* 2.2 & 6.2)
2. Examine intellectual, emotional, and social developmental characteristics of the gifted and creative and their implications for education. (KTS 3.4, 3.5, 3.6, & 6.2)
3. Become familiar with current Kentucky and national laws/regulations for gifted students.
4. Identify children who are gifted and talented in specific areas of academic aptitude, as well as in creativity, leadership and/or the visual and performing arts.
5. Compare school programs, learning environments, and services for the gifted. (KTS 4.4, 4.8, 4.9, 5.4, 7.1, & 7.3)
6. Review and analyze current research on the gifted and creative. (KTS 2.4, 2.7, & 10.11)
7. Identify common misconceptions associated with gifted and talented students.

**Mission Statements/Vision**

The Campbellsville University Mission focuses on Scholarship, Excellence and Christian Servant Leadership.

The Teacher Education Vision aims for Individuals to be empowered to attain goals and impact others through Christian servant leadership. The School of Education Mission seeks to provide an academic infrastructure based on scholarship, service and Christian leadership, candidates who are competent and qualified, and who demonstrate:

* Knowledge and skills
* Caring Dispositions, including respect for diversity
* Commitment to life-long learning in a global society-
* Characteristics of servant leadership

**Course Alignment with Professional Standards**

The objectives of this course align with the mission of the university and of the School of Education. Students are involved in an action research study that demonstrates all of these characteristics.

**Council for Accreditation of Educator Programs (*CAEP*)**

Standard 1 Content and Pedagogical Knowledge

Standard 2 Clinical Partnerships and Practice

**Kentucky Teacher Standards (KTS) Advanced –Level Performance**

* 1.1 Communicates an in-depth understanding of concepts, processes, and knowledge in ways that contribute to the learning of all students.
* 1.3 Consistently uses instructional strategies that are appropriate for content and contribute to the learning of all students.
* 2.1 Develops challenging and appropriate learning objectives that are aligned with local/state/national standards and are based on students’ needs, interests, and abilities.
* 2.3 Develops well-designed assessments that align with learning objectives, guide instruction, and measure learning results.
* 4.1 Consistently provides a well-planned sequence of appropriate instructional strategies that actively engage students in meeting learning objectives.
* 5.1 Consistently uses student baseline data from appropriate pre-assessments to promote learning of all students.
* 5.2 Uses appropriate formative assessments to determine student progress, guide instruction, and provide feedback to students.
* 5.3 Consistently uses appropriate summative assessments aligned with the learning objectives to measure student achievement.
* 5.4 Describes, analyzes, and evaluates student performance data to determine student progress, identify differences among student groups, and inform instructional practice.
* 6.1 Uses appropriate technology to design and plan instruction supports and extends learning of all students.
* 6.4 Uses technology to assess student learning, manage assessment data, and communicate results to appropriate stakeholders.
* 7.1 Uses formative and summative performance data to determine the learning needs of all students.
* 7.2 Uses performance data to conduct an in-depth analysis and evaluation of instructional practices to inform future teaching.
* 8.4 Uses appropriate student performance data to describe, analyze, and evaluate the impact of the collaborative activities on student learning and to identify next steps.

**Teacher Professional Growth and Effectiveness Standards (TPGES)**

Domain 1Planning and Preparation

Domain 2 Classroom Environment

Domain 3 Instruction

Domain 4 Professional Responsibilities

**Interstate Teacher Assessment and Support Consortium** (***InTASC***)

InTASC 1 Learner Development

InTASC 2 Learner Differences

InTASC 3 Learning Environments

InTASC 4 Content Knowledge

InTASC 5 Application of Content

InTASC 6 Assessment

InTASC 7 Planning for Instruction

InTASK 8 Instructional Strategies

InTASC 9 Professional Learning and Ethical Practice

InTASC 10 Leadership and Collaboration

**KTS Diversity Proficiencies Addressed**

2.2 Uses contextual data to design instruction relevant to students.

3.3 Values and supports student diversity and addresses individual needs.

4.2 Implements instruction based on diverse student needs and assessment data.

5.4 Describes, analyzes, and evaluates students’ performance data to determine progress of

 individuals and identify differences in progress among student groups.

**Kentucky Core Academic Standards**

Students will use the appropriate Kentucky Core Academic Standards in designing learning goals/objectives and assessments based on their own content areas.

**International Literacy Standards (*ILS*)**

Standard 2 Curriculum and Instruction

Standard 3 Assessment and Evaluation

Standard 4 Diversity

 Standard 5 Literate Environment

**Course Requirements**:

* Participation
* Attendance is required and crucial to the effectiveness of the class. Professor must receive prior notice in the event of an absence. Students are responsible for any missed work and must make arrangements accordingly.
* Assignments
	+ Activities/assignments per chapter/class will be assigned accordingly (TBA).
	+ Read and review 10 scholarly/professional journal articles related to course topics.
	+ Collaboration Project
		- In collaboration with a gifted and talented coordinator/instructor, create a Gifted Student Services Plan (GSSP). This plan will be based on a student identified as gifted and talented in your school district. A reflection paper (2-4 pages) is required with the GSSP addressing the identification process and process for meeting the student’s needs through accommodation. This assignment is worth 20% of your grade.
* Midterm
* Final

**Grading Scale:**

*A* = 90-100

*B* = 75-89

*C* = 60-74

*F* = 0-59

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| StudentLearningOutcomes  | ILA ContentLiteracyStandards | KentuckyTeacherStandards | CAEP &InTASCStandards | CF Theme Model | NAGCNational  |
| Discussion Forums to analyze issues in definitions and identification | 1-6 | 1,2,5,7,9 | CAEP– 1,2InTASC – 9,10 | Diversity AssessmentLiteracy | 1, 2,3,4,5,6 |
| Article Critiques and Research of intellectual, emotional, & social characteristics | 1-6  | 1.1, 1.3,4.1,7, 8, 9, 10 | CAEP – 1,2InTASC – 1,2,3,7,9,10 | Diversity AssessmentLiteracy | 1,2,4,5,6 |
| Midterm Exam | 1,4,6 | 1,2,3,9, 10 | CAEP – 1,2InTASC – 1,2,3,5,7,8 | Diversity AssessmentLiteracy | 1, 2,3,4 |
|  Develop aGSSP  | 2,3,4,5 | 2.3,5.1,5.2,5.3,6.1,7.1,7.2,8.4  | CAEP – 1,2InTASC – 1, 2, 3, 8, 9,10 | Diversity AssessmentLiteracy | 1, 3,4,5, 6 |

## Course Schedule

|  |  |  |  |
| --- | --- | --- | --- |
|  | **DAYS****(8-weeks)** | **CHAPTER** | **ASSIGNMENT SCHEDULE** |
|  | Week 1 | 1 | OrientationWho Are the Gifted Learners? |
|  | 2 | 2 | Developing Giftedness  |
|  | 3 | 36 | Social and Emotional Growth-Assessing and Identifying Gifted Learners-Kentucky Regulations 704 KAR 3:285 |
|  | 4 | 4 | Integrating Creativity and Giftedness |
|  | 5 | 9 | Programs, Models, Structures, Modifications for Elem/Secondary Gifted LearnersMid-term exam |
|  | 6 | 7 | Being Culturally Responsive and Gender Sensitive |
|  | 7 | 8 | Exceptionality and Underachievement  |
|  | 8 | 10 | Developing Effective ProgramsFinal Exam |

***Disability Statement****:*

Campbellsville University is committed to reasonable accommodations for students who have documented learning and physical disabilities, as well as medical and emotional conditions. If you have a documented disability or condition of this nature, you may be eligible for disability services. Documentation must be from a licensed professional and current in terms of assessment. Please contact the Director of Disability Services at 270-789-5192 to inquire about services.

*Plagiarism:*

* Campbellsville University’s policy on Academic Integrity states: “Each person has the privilege and responsibility to develop one’s learning abilities, knowledge base, and practical skills. We value behavior that leads a student to take credit for one’s own academic accomplishments and to give credit to others’ contributions to one’s course work. These values can be violated by academic dishonesty and fraud.” (2013-2015 Bulletin Catalog)
* Plagiarism and cheating are examples of academic dishonesty and fraud and neither will be tolerated in this course. Plagiarism is quoting or paraphrasing a phrase, a sentence, sentences, or significant amounts of text from a web or print source, without using quotation marks and without a citation. The plagiarist submits the work for credit in a class as part of the requirements for that class. Examples of cheating include cheating on a test (copying off someone else’s paper) or an assignment (e.g., development of a lesson plan) and submitting the work as your own.
* If a student commits plagiarism or cheats in this course, the professor will decide on one of two penalties: (a) an F on that assignment or (b) an F in the course. The student’s Dean and the Vice-President for Academic Affairs will be notified of either consequence.

**Resources**

Colangelo, N., & Davis, G. (1991). *Handbook of gifted education*. Boston: Allyn and Bacon.

Ford, D. (1999). *Multicultural gifted education*. New York: Teachers College Press.

Maker, C. J. (1996). *Curriculum development and teaching strategies for gifted learners*.

Austin, TX: Pro-Ed.

Neihart, M., Reis, S., Robinson, N., & Moon, S. (2002). *The social and emotional development*

 *of gifted children*. Washington, D.C.: Prufrock Press, Inc.

Parke, B. (2002). *Discovering programs for talent development*. Thousand Oaks, CA:

 Corwin Press.

Porter, L. (2005). *Gifted young children*. New York, New York: Open University Press.

Smutny, J. (1997). *Teaching young gifted children in the regular classroom: identifying,*

 *nurturing, and challenging ages 4-9*. Minneapolis, MN: Free Spirit Pub.

Strip, C. (2000). *Helping gifted children soar: a practical guide for parents and teachers*.

 Scottsdale, AZ: Gifted Psychology Press.

Wallace, B. & Eriksson, G. (2006). *Diversity in gifted education international perspectives on*

 *global issues*. New York: Routledge.

Winebrenner, S. (1992). *Teaching gifted kids in the regular classroom: strategies and techniques*

 *every teacher can use to meet the academic needs of the gifted and talented*. Minneapolis,

 MN: Free Spirit Pub.

**Websites**

Kentucky Department of Education website: [www.kde.state.ky.us/](http://www.kde.state.ky.us/)

\*Kentucky Regulations for Gifted and Talented Education: 704 KAR 3:285

National Research Center on the Gifted and Talented: [www.gifted.uconn.edu](http://www.gifted.uconn.edu)

National Association for Gifted Children: [www.nagc.org](http://www.nagc.org)

Kentucky Association for Gifted Education: [www.kage.org](http://www.kage.org)

**Journals**

* *Journal for the Education of the Gifted*
* *Gifted Child Today*
* *Roeper Review*
* *Gifted Child Quarterly*
* *Parenting for High Potential*
* *Journal of Advanced Academics*