***Campbellsville University* School of Education**

**GTE 535A/B/C: Practicum in Gifted and Talented**

**Graduate Term 5 (Mar-May, 2017)**

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**Empowerment for Learning**

**Mission*:*** *Campbellsville University’s School of Education, in keeping with the spirit of Campbellsville University, seeks to prepare teachers by providing an academic infrastructure based on scholarship, service, and Christian leadership. The primary aim of the program is to advance scholars who are competent and caring educators committed to life-long learning in a diverse society.*

**Required Readings**

* GTE 520/525/530 required texts
* KDE Regulations—KAR 3:285. Programs for the Gifted and Talented;
* KAGE website articles and information
* NAGC (National Association of Gifted Children) readings: Teaching for High Potential

**Prerequisite**

Taken concurrently with GTE 520, 525 and 530

**Course Description**

GTE 535 (1 hour) in gifted/talented education is designed to provide opportunities for direct experience collaborating with 1) gifted/talented education directors and 2) other teachers in the district. Students in the program will plan, implement and assess instruction for gifted/talented students through assignments to GT directors and in the area schools.

One hour of practicum is taken with each of the three gifted education courses during the graduate terms. Students are required to accrue a minimum of 10 hours of field experience working with gifted/talented students for each practicum, accumulating a total of 30 hours upon completion. Half of the field hours may be acquired in students’ own classrooms working with gifted and/or talented students specifically the remaining hours will be fulfilled collaborating/shadowing a gifted and talented coordinator. GTE 535 is an asynchronous course that utilizes discussion (forum) board communication and is related to the content of the corresponding course chat (GTE 520/525/530).

**Course Rationale**

GTE 535 focuses on clinical experiences during which students differentiate instruction based on the intellectual, emotional, and social characteristics of gifted and creative children. Such knowledge is essential to understanding and accommodating the unique needs of gifted and talented children

**Course Objectives**

In a field setting, students will:

􀂃 Collaborate with a gifted education coordinator and classroom teachers to identify students who are gifted and creative. (KTS\* 2.2 & 6.2)

􀂃 Analyze the intellectual, emotional, and social developmental characteristics of the gifted and creative to plan instruction. (KTS 3.4, 3.5, 3.6, & 6.2)

􀂃 Examine special populations within gifted populations and their unique needs. (KTS 4.3, 8.6, & 8.9)

􀂃 Work with parents to differentiate instruction of gifted and talented students. (KTS 8.2)

􀂃 Compare school programs, learning environments, and services for the gifted. (KTS 4.4, 4.8, 4.9, 5.4, 7.1, & 7.3)

􀂃 Reflect on and evaluate learning of the gifted and talented students. (KTS 2.4, 2.7, & 10.11)

*\* Kentucky Teacher Standards*

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| --- | --- | --- | --- | --- | --- |
| Student  Learning  Outcomes | ILA Content  Literacy  Standards | Kentucky  Teacher  Standards | CAEP &  InTASC  Standards | CF Theme Model | NAGC  National |
| Collaboration w/ GT coordinator | 2,3,4,5 | KTS 2.2 & 6.2) | CAEP– 1,2  InTASC – 3,4,7,8,9 | Diversity Assessment  Literacy | 1,2,3,4,5 |
| Analysis of intellectual, emotional, and social development characteristics | 2,3,4,5, | KTS 3.4, 3.5, 3.6, & 6.2) | CAEP – 1,2  InTASC – 1,2,3,7,8,9 | Diversity Assessment  Literacy | 1,2,4,5 |
| Examination of special populations within GT population | 2,3,4,5 | KTS 4.3, 8.6, & 8.9) | CAEP – 1,2  InTASC – 1,2,3,4,6,8,9, 10 | Diversity Assessment  Literacy | 1,2,3,4,5 |
| Work with parents | 2,3, | KTS 8.2 | CAEP – 1,2  InTASC – 1,2,6,7, 9, 10 | Diversity Assessment  Literacy | 1,3,5 |
| Compare school programs, learning environments, and services for the gifted | 2,3,4,5 | KTS 4.4, 4.8, 4.9, 5.4, 7.1, & 7.3) | CAEP – 1,2  InTASC – 1,2,3,4,6,7,8,9,10 | Diversity Assessment  Literacy | 1,2,3,4,5 |
| Reflect on and evaluate learning of the gifted and talented students | 2,3,4,5 | KTS 2.4, 2.7, & 10.11 | CAEP – 1,2  InTASC – 1,2,3,6,9,10 | Diversity Assessment  Literacy | 1, 2, 3, 4,5 |

**Kentucky Teacher Standards (KTS): Diversity Proficiencies**

**1.2** Connects content to life experiences of student.

**2.2** Uses contextual data to design instruction relevant to students.

**2.4** Plans instructional strategies and activities that address

learning objectives for all 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 student performance data to determine

progress of individuals and identify differences in progress among student groups.

**6.3** Integrates student use of available technology into

instruction to enhance learning outcomes and meet diverse student needs.

**8.1** Identifies students whose learning could be enhanced by collaboration.

**INTasc Standards**

This practicum addresses the following INTASC Standards: 1 Learner Development, 2 Learner Differences, 3 Learning Environments, 4 Content Knowledge, 5 Application of Content, 6 Assessment, 7 Planning for Instruction, 8 Instructional Strategies, 9 Professional Learning and Ethical Practice, and 10 Leadership and Collaboration.

**National Association of Gifted Children (NAGC)**

This practicum specifically addresses the following NAGC Standards: 1 Learning and Development, 2 Assessment, 3 Curriculum Planning and Instruction, 4 Learning Environments, and 5 Programming.

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

Standard 1 Content and Pedagogical Knowledge

Standard 2 Clinical Partnerships and Practice

**International Literacy Association Standards (ILA)**

Standard 2 Curriculum and Instruction

Standard 3 Assessment and Evaluation

Standard 4 Diversity

Standard 5 Literate Environment

**Course Requirements**

Participation

Classroom time: Students are expected to accrue a total of 10 hours working directly with gifted/talented students in a P-12 setting, under the direction of the gifted education director and classroom teachers. Ten hours plus reflection (details provided by instructor per term) are required during each one hour practicum.

**Specific Requirements for each practicum**:

􀂃 GTE 535(A): develop/implement a GSSP in conjunction with GTE 520.

􀂃 Create and teach a unit with specific accommodations and differentiated instructional strategies for G/T students in conjunction with GTE 525

􀂃 Develop a case study of a gifted/talented student in conjunction with GTE 530.

􀂃 During each practicum, in addition to concurrent course assignments, students are expected to be directly involved with gifted/talented students in a field setting, through a variety of instructional activities.

**Time Log/Documentation**: Students are expected to keep a time log and documentation of all experiences working with students and the gifted education director in and out of class. Field hours are documented on the Field Experiences Form (see Resources on course site or visit the School of Education website).

**Reflections**: Students are expected to record activities and reflect on experiences during the practicum. Reflections must be typed and submitted with the Field Experience Form. Field experiences may also be discussed with peers on the discussion board.

**Grading**

The grade for each practicum is based on student’s performance with assignments, weekly reports, and evaluations by university practicum professor and gifted education director.

**Grading Scale**

A = 90-100

B = 80-89

C = 70-79

D= 65-69

F = Below 65

**Campbellsville University’s Online Course Attendance Policy  
8-week terms:**  Online students must participate weekly as defined by the professor in the syllabus. After 1 week (12.5%, 1/8th of the scheduled classes) without contact the student will be issued an official warning. After the second week (25%, 1/4th of the scheduled class) without contact the student would fail the course and a WA would be recorded.

**Disability Statement**

*Campbellsville University is committed to reasonable accommodations for students who have documented*

*physical and learning 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 Coordinator of*

*Disability Services at 270-789-5192 to inquire about services.*

**Plagiarism Policy**

*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.” (2007-2009 Bulletin Catalog, p. 35.)*

*Plagiarism and cheating are examples of academic dishonesty and fraud and neither will be tolerated inthis 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.*

**Course Schedule (Tentative)**

Weeks 1-2 Orientation and Discussion Boards

Weeks 3-7 Field Experience activities in the classroom

Week 8 Field Experience Project Due

Evaluations by gifted education director and practicum professor. All Field Experience Forms and Reflections due.

**Resources**

Clark, B. (2008). *Growing up gifted*. Pearson: Upper Saddle River, NJ.

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.

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**

Click here to view the Kentucky Department of Education website

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

Click here to view the [**National Research Center on the Gifted and Talented**](http://www.gifted.uconn.edu/nrcgt/) website

Click here to view the [**National Association for Gifted Children**](http://www.nagc.org/) website

[**Kentucky Association for Gifted Education**](http://kagegifted.org/) (KAGE)