

**GTE 520-01**  
**Introduction to Gifted and Talented**  
**G3 Term (Oct 25-Dec 8, 2018)**

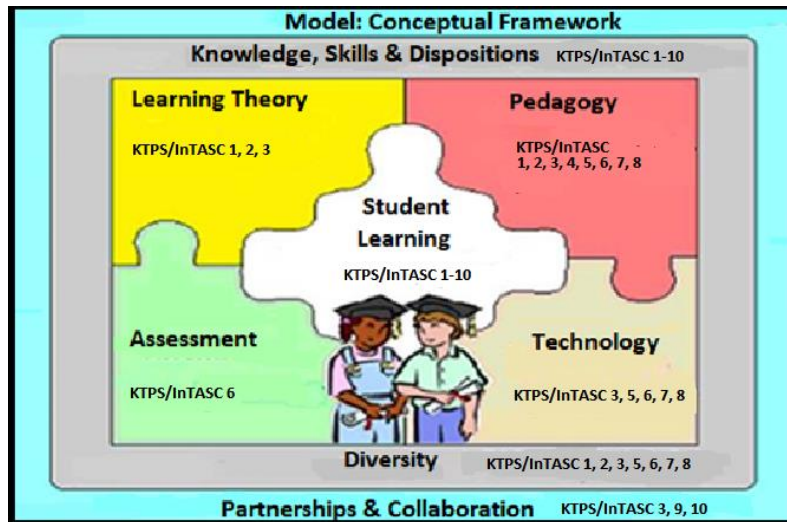
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**OFFICE HOURS:** Office appointments are encouraged.

**Campus Security:** Cell Phone: (270) 403-3611; Office: (270) 789-5556

**“EMPOWERMENT FOR LEARNING”**



**Required Textbook:**

Clark, B. (2013). *Growing up gifted: Developing the potential of children at home and at school* 8<sup>th</sup> edition. Upper Saddle River, NJ: Merrill.

**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. (KTPS/InTASC 1B, F, 2G, H, 6O, 7I, J)
- 2) Examine intellectual, emotional, and social developmental characteristics of the gifted and creative and their implications for education. (KTPS/InTASC 1A, G, 2A, H, 3L, 7I, J, 9J, N)
- 3) Become familiar with current Kentucky and national laws/regulations for gifted students (KTPS/InTASC 9J, N).
- 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 (KTPS/InTASC 1A, F, 2H, 6O, 8K, M).
- 5) Compare school programs, learning environments, and services for the gifted. (KTPS/InTASC 7L, 8K, M, 9J, N, 10 L)
- 6) Review and analyze current research on the gifted and creative. (KTPS/InTASC 7K, 8R, 9J, N)
- 7) Identify common misconceptions associated with gifted and talented students (KTPS/InTASC 1B, F).

## 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 Campbellsville University, the School of Education, and state and national standards.

### National Association for Gifted Children in collaboration with Council for Exceptional Children (NAGC-CEC) Standards ([www.nagc.org](http://www.nagc.org))

**Standard 1: Learning and Individual Learning Differences:** Beginning gifted education professionals 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.

1.1 Beginning gifted education professionals understand how language, culture, economic status, family background, and/or area of disability can influence the learning of individuals with gifts and talents

1.2 Beginning gifted education professionals use understanding of development and individual differences to respond to the needs of individuals with gifts and talents

**Standard 2: Learning Environments:** Beginning gifted education professionals 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.

2.1 Beginning gifted education professionals create safe, inclusive, culturally responsive learning environments that engage individuals with gifts and talents in meaningful and rigorous learning activities and social interactions.

2.2 Beginning gifted education professionals use communication and motivational and instructional strategies to facilitate understanding of subject matter and to teach individuals with gifts and talents how to adapt to different environments and develop ethical leadership skills.

2.3 Beginning gifted education professionals adjust their communication to an individual's language proficiency and cultural and linguistic differences.

2.4 Beginning gifted education professionals demonstrate understanding of the multiple environments that are part of a continuum of services for individuals with gifts and talents, including the advantages and disadvantages of various settings and teach students to adapt to these environments.

**Standard 3: Curricular Content Knowledge:** Beginning gifted education professionals use knowledge of general and specialized curricula to advance learning for individuals with gifts and talents.

3.1 Beginning gifted education professionals understand the role of central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and use their understanding to organize knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions within and across grade levels.

3.2 Beginning gifted education professionals design appropriate learning and performance modifications for individuals with gifts and talents that enhance creativity, acceleration, depth and complexity in academic subject matter and specialized domains

3.3 Beginning gifted education professionals use assessments to select, adapt, and create materials to differentiate instructional strategies and general and specialized curricula to challenge individuals with gifts and talents.

3.4 Beginning gifted education professionals understand that individuals with gifts and talents demonstrate a wide range of advanced knowledge and performance levels and modify the general or specialized curriculum appropriately.

**Standard 4: Assessment:** Beginning gifted education professionals use multiple methods of assessment and data sources in making educational decisions about identification of individuals with gifts and talents and student learning.

4.4 Beginning gifted education professionals use assessment results to develop long- and short-range goals and objectives that take into consideration an individual's abilities and needs, the learning environment, and other factors related to diversity.

4.5 Beginning gifted education professionals engage individuals with gifts and talents in assessing the quality of their own learning and performance and in setting future goals and objectives.

**Standard 5: Instructional Planning and Strategies:** Beginning gifted education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance the learning of individuals with gifts and talents.

5.1 Beginning gifted education professionals know principles of evidence-based, differentiated, and accelerated practices and possess a repertoire of instructional strategies to enhance the critical and creative thinking, problem-solving, and performance skills of individuals with gifts and talents.

5.2 Beginning gifted education professionals apply appropriate technologies to support instructional assessment, planning, and delivery for individuals with gifts and talents.

5.5 Beginning gifted education professionals use instructional strategies that enhance the affective development of individuals with gifts and talents.

**Standard 6: Professional Learning and Ethical Practice:** Beginning gifted education professionals use foundational knowledge of the field and professional ethical principles and programming standards to inform gifted education practice, to engage in lifelong learning, and to advance the profession.

6.1 Beginning gifted education professionals use professional ethical principles and specialized program standards to guide their practice.

6.4 Beginning gifted education professionals are aware of their own professional learning needs, understand the significance of lifelong learning, and participate in professional activities and learning communities.

**Standard 7: Collaboration:** Beginning gifted education professionals 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.

7.2 Beginning gifted education professionals serve as a collaborative resource to colleagues.

7.3 Beginning gifted education professionals use collaboration to promote the well-being of individuals with gifts and talents across a wide range of settings, experiences, and collaborators.

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

Standard 1 Content and Pedagogical Knowledge

Standard 2 Clinical Partnerships and Practice

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

Domain 1 Planning and Preparation

Domain 2 Classroom Environment

Domain 3 Instruction

Domain 4 Professional Responsibilities

### **Ky Teacher Performance Standards and Interstate Teacher Assessment and Support Consortium (KTPS*InTASC*)**

#### **InTASC Standard 1: Learner Development**

1(a) The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.

1(b) The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.

1(f) The teacher identifies readiness for learning, and understands how development in any one area may affect performance in others.

1(g) The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.

### **InTASC 2 Learner Differences**

2(a) The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.

2(c) The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.

2(g) The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth.

2(h) The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs

### **InTASC 3 Learning Environments**

3(c) The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.

3(d) The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.

3(h) The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.

3(j) The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals.

### **InTASC 4 Content Knowledge**

4(b) The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content. 4(c) The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline.

4(d) The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.

4(e) The teacher recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding.

### **InTASC 5 Application of Content**

5(c) The teacher facilitates learners' use of current tools and resources to maximize content learning in varied contexts.

5(d) The teacher engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.

5(e) The teacher develops learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.

### **InTASC 6 Assessment**

6(a) The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning.

6(b) The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.

### **InTASC 7 Planning for Instruction**

7(a) The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.

7(b) The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.

7(c) The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.

7(d) The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.

### **InTASC 8 Instructional Strategies**

8(a) The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.

8(b) The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.

8(c) The teacher collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.

- 8(l) The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.
- 8(m) The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self expression, and build relationships

### **InTASC 9 Professional Learning and Ethical Practice**

- 9(a) The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.
- 9(b) The teacher engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.
- 9(c) Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice

### **InTASC 10 Leadership and Collaboration**

- 10(a) The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning.
- 10(b) The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.

## **Students will demonstrate an understanding of diversity- KTPS Diversity Proficiencies: CU Diversity Proficiencies (from KTPS/InTASC)**

- 1B The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.
- 1G The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehension and instruction relevant, accessible, and challenging.
- 2H The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.
- 2N The teacher makes learners feel valued and helps them to learn to value each other.
- 3F The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.
- 4M The teacher knows how to integrate culturally relevant content to build on learners' background knowledge.
- 6G The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.
- 7B The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individual and groups of learners.
- 9H The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly.
- 10Q The teacher respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.

## **International Literacy Association Standards (ILA)**

### **Standard 1: Foundational Knowledge**

**Element 1.1:** Candidates understand major theories and empirical research that describe the cognitive, linguistic, motivational and socio-cultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading-writing connections.

**Element 1.3** Candidates understand the role of professional judgment and practical knowledge for improving all students' reading development and achievement.

### **Standard 2: Curriculum and Instruction**

Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.

**Element 2.2:** Candidates use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading-writing connections.

**Element 2.3:** Candidates use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources.

### **Standard 3: Assessment and Evaluation**

Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing

instruction

**Element 3.1** Candidates understand types of assessments and their purposes, strengths, and limitations.

**Element 3.3** Candidates use assessment information to plan and evaluate instruction.

**Element 3.4:** Candidates communicate assessment results and implications to a variety of audiences.

#### **Standard 4: Diversity**

Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.

**Element 4.1:** Candidates recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write.

**Element 4.2:** Candidates use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity.

**Element 4.3:** Candidates develop and implement strategies to advocate for equity.

#### **Standard 5 Literate Environment**

Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.

**Element 5.1:** Candidates design the physical environment to optimize students' use of traditional print, digital, and online resources in reading and writing instruction.

**Element 5.2:** Candidates design a social environment that is low risk and includes choice, motivation, and scaffolded support to optimize students' opportunities for learning to read and write.

**Element 5.3:** Candidates use routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another, discussions, and peer feedback).

**Element 5.4:** Candidates use a variety of classroom configurations (i.e., whole class, small group, and individual) to differentiate instruction.

#### **Standard 6: Professional Learning and Leadership**

Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.

**Element 6.1:** Candidates demonstrate foundational knowledge of adult learning theories and related research about organizational change, professional development, and school culture.

**Element 6.2:** Candidates display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors.

### **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

Student Learning Outcomes	ILA Content Literacy Standards	CAEP	KyTeacher Performance Standards and InTASC Standards	CF Theme Model	NAGC-CEC National
Discussion Forums to analyze issues in definitions and identification	1.1, 1.3, 4.1	CAEP– 1,2	9J,N, 10L	Diversity Assessment Literacy	1.1, 1.2, 2.3, 5.1, 4.4, 6.1, 6.2
Article Critiques and Research of intellectual, emotional, & social characteristics	1.1, 1.3, 4.2, 5.3	CAEP – 1,2	InTASC – 1B, F,2A, G, H,3L,7I, J,9J, N,10L	Diversity Assessment Literacy	1.1, 1.2,2.1,4.1, 4.2.,6.1, 6.2
Midterm Exam		CAEP – 1,2	InTASC – 1A, B, F, G,2A, G, H,3L,7I, J,8K, M, R	Diversity Assessment Literacy	1.1, 1.2,2.1,4I, 4.2.,6.1, 6.2
Develop a GSSP	2.2, 2.3, 3.2 4.3	CAEP – 1,2	InTASC – 1A, B, F, G, 2A, G, H, 3L, 8K, M,R, 9J, N,10L	Diversity Assessment Literacy	11., 2.3, 2.4, 3.2, 3.3, 4.4, 4.5,5.5

### Course Schedule

	<b>DAYS (8-weeks)</b>	<b>CHAPTER</b>	<b>ASSIGNMENT SCHEDULE</b>
<b>Oct 18</b>	Week 1	1	Orientation Who Are the Gifted Learners?
<b>Oct 25</b>	2	2	Developing Giftedness
<b>Nov 1</b>	3	3 6	Social and Emotional Growth- Assessing and Identifying Gifted Learners -Kentucky Regulations 704 KAR 3:285
<b>Nov 8</b>	4	4	Integrating Creativity and Giftedness
<b>Nov 15</b>	5	9	Programs, Models, Structures, Modifications for Elem/Secondary Gifted Learners Mid-term exam
<b>Nov 22</b>	6	7	Being Culturally Responsive and Gender Sensitive
<b>Nov 29</b>	7	8	Exceptionality and Underachievement
<b>Dec 6</b>	8	10	Developing Effective Programs Final Exam

### **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 270-789-5450 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." (2015-17 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.

### **\*\*\* School of Education Attendance Policy:\*\*\***

Regular attendance in professional education courses is expected of all students. It is a professional responsibility that is a part of the disposition assessment of teacher candidates. No more than six (6) absences for Monday/Wednesday/Friday courses and No more than four (4) absences for Tuesday/Thursday courses. Absences in excess of these numbers of days will result in an F for the course. Tardy is defined as missing 10 minutes or less of class time due to late arrival or early departure. An accumulation of two tardy instances will equate to one day of absence to be applied to the course attendance policy. Anything more than 10 minutes and less than 30 minutes of missed class time will result in a half day absence. More than 30 minutes of missed class time will be considered a full day. Your arrival and departure time are as important as your presence regularly. This is essential for a smooth classroom experience for you and your classmates now as well as the expectation you will face as a classroom teacher when employed later. *Note: students will not be penalized for absences excused by Campbellsville University; however, it is the student's responsibility to notify the professor in advance of the excused absence.* It is also the student's responsibility to insure that all assignments are submitted on due dates, regardless of date(s) of absences.

### **Campbellsville University's Online Attendance Policy**

Bi-term and 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.

### **Incomplete Statement**

A grade of "I" is assigned to a student when the course requirements are not completed due to illness, accident, death in the immediate family, or other verifiable, extenuating circumstances. The course requirements to change the "I"; grade must be completed within 12 months from the time awarded. It is the student's responsibility to complete requirements within the 12 month period. It is the professor's responsibility to change the grade by filling out the proper forms in the Office of Student Records.

### **Title IX Statement**

Campbellsville University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires all responsible employees, which includes faculty members, to report incidents of sexual misconduct shared by students to the University's Title IX Coordinator.

Title IX Coordinator: Terry VanMeter; 1 University Drive; UPO Box 944; Administration Office 8A; Phone – 270-789-5016; Email – [twvanmeter@campbellsville.edu](mailto:twvanmeter@campbellsville.edu)

Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at: [www.campbellsville.edu/titleIX](http://www.campbellsville.edu/titleIX)



### **Student Academic Progress (SAP)**

Department of Education federal regulations require Campbellsville University to monitor its student's academic progress to ensure that they maintain a minimum standard GPA and make steady progress toward degree completion. Students who do not meet the SAP requirements may lose their financial aid eligibility. All students that were enrolled during the current school year and those who have submitted a FAFSA for the upcoming year will be evaluated for SAP at the end of each term including summer. See your Student Handbook for specific details and/or discuss with your advisor.

### **Communication Requirement**

Students are expected to activate and regularly use the university provided email domain (studentname@stu.campbellsville.edu) for all email communication for this class.

### **Disposition Assessment**

Dispositions in teacher education preparation refer to behaviors and attributes while interacting on campus, online, and in clinical experiences with students, families, colleagues, communities, and faculty. Such dispositions are necessary to the empowerment for learning process stemming from the unit mission, conceptual framework, state codes of ethics, and national standards.

Campbellsville University's educator preparation program strives to lead candidates in the self-efficacy process of recognizing when their own dispositions shall be developed in the Pre-Professional Growth Plan (PPGP).

Candidates (CU students) will be introduced to the education program's conceptual framework, which includes disposition expectations in the introductory courses and will also become familiar with and commit to the *Codes of Ethics for Professional Educators* which delineates behaviors for teachers related to students, parents and colleagues. In addition, candidates must adhere to the CU Computer Resource Acceptable Use Policy that includes posting information, videos, pictures, etc., that infringe on copyright laws or is deemed inappropriate by the mission of CU and the School of Education (p 50, ST Handbook). This includes both on campus and off campus activities. Although the unit has adopted a "Disposition Recommendation" form for general use, it is understood that dispositions are also evaluated during instructional opportunities through field and clinical experiences and regular course opportunities. All disposition data are collected and filed in the student's School of Education binder.

CU Philosophy of Behavior was founded with the goal of providing a quality education along with Christian values. Learning takes place guided by Christ-like concern and behavior on campus and online. A student whose conduct violates stated behavioral expectations faces specific disciplinary sanctions.

### **Resources**

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

Eckert, R.D. & Robins, J. H. (2017). *Designing services and programs for high-ability learners. A guidebook for gifted education*. 2<sup>nd</sup> Ed. Thousand Oaks, CA: Corwin.

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

Karnes, F.A. & Bean, S.M. (Ed.) (2015). *Methods and materials for teaching the gifted*. 4th Edition. Waco, Texas: Prufrock Press.

Johnsen, S. (2011). *Identifying gifted students: A practical guide*. Waco TX: Prufrock 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.

Renzulli, J., Gentry, M., & Reis, S. (2014). *Enrichment clusters: A practical plan for real-world student-driven learning*. Waco, TX: Prufrock Press.

- Roberts, J.L. & Inman, T.F. (2015). *Strategies for differentiating instruction: Best practices for the classroom 3rd Edition*. Waco, Texas: Prufrock Press.
- Roberts, J.L. & Jolly, J.L. (2012). *A teacher's guide to working with children and families from diverse backgrounds: A CEC-TAG educational resource*. Waco, TX: Prufrock Press.
- Roberts, J.L. & Boggess, J. R. (2011). *Teacher's survival guide gifted education*. Waco, Texas: Prufrock Press.
- Roberts, J.L. & Boggess, J.R. (2012). *Differentiating instruction with centers in the gifted classroom*. Waco, TX: Prufrock Press.
- Ryser, G. R. (2011). Fairness in testing and nonbiased assessment. In S. K. Johnsen (Ed.), *Identifying gifted students: A practical guide* (2nd ed., pp. 63-74). Waco, TX: Prufrock Press.
- Strip, C. (2000). *Helping gifted children soar: a practical guide for parents and teachers*. Scottsdale, AZ: Gifted Psychology Press.
- Tomlinson, C. (2004). *Differentiation for gifted and talented students*. Thousand Oaks, CA: Corwin Press.
- Tomlinson, C., Kaplan, S., Renzulli, J., Purcell, J., Leppien, J., Burns, D., Strickland, C., & Imbeau, M. (2009). *The parallel curriculum: A design to develop learner potential and challenge advanced learners*. Thousand Oaks, CA: Corwin Press.
- Tomlinson, C. A., & Hockett, J. A. (2008). Instructional strategies and programming models for gifted learners. In F. A. Karnes & K. R. Stephens (Eds.), *Achieving excellence: Educating the gifted and talented* (pp. 154-169). Upper Saddle River, NJ: Pearson.
- VanTassel-Baska, J. (2004). *Curriculum for gifted and talented children*. Thousand Oaks, CA: Corwin Press.
- VanTassel-Baska, J., & Wood, S. (2008). Curriculum development in gifted education: A challenge to provide optimal learning experiences. In F. A. Karnes & K. R. Stephens (Eds.), *Achieving excellence: Educating the gifted and talented* (pp. 209-229). Upper Saddle River, NJ: Pearson.
- Wallace, B. & Eriksson, G. (2006). *Diversity in gifted education international perspectives on global issues*. New York: Routledge.

### 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*