

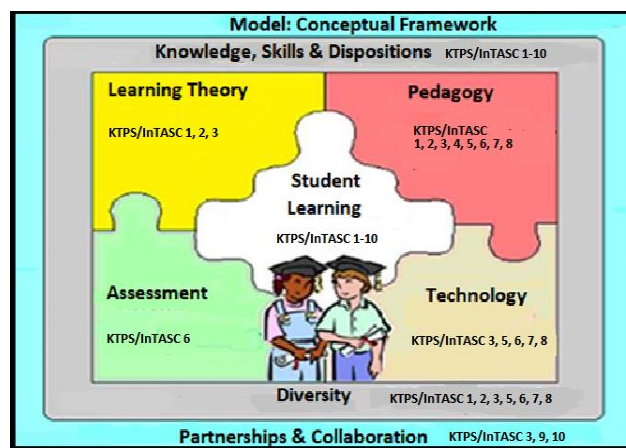
GTE 530: Psychology of the Gifted and Talented
“EMPOWERMENT FOR LEARNING”
(G5) Term: March 18 –May 12, 2018

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OFFICE HOURS: Posted on bulletin board. Office appointments are encouraged. Please make arrangements if you cannot meet during my regularly scheduled office hours.

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Required Textbook:

Neihart, M., Pfeiffer, S., & Cross, T. (2016). *The social and emotional development of gifted children. (2nd edition.)*. Waco, TX: Prufrock Press. ISBN: 978-1-61821-484-3

Prerequisite: GTE 520, GTE 525

Course Description: Develop an understanding of the nature, needs and issues associated with the gifted and talented along with emphasis on talent identification and characteristics. The identification of gifted children and adults is addressed along with emphasis on educational programs.

Course Rationale: GTE 530 focuses 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: 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) Examine special populations within gifted populations & their unique needs. (KTPS/InTASC 1D,E,F,G, 2H, J, 3I, J,6K, P, 7I, J)
- 4) Discuss parenting/family characteristics that affect giftedness & creativity. (KTPS/InTASC 1K, 2J, 3N, 7O, 10M)

- 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)

Course Dispositions Statement: This course addresses the following INTASC Dispositions:

Principal 2 (Student Learning) Dispositions 2.21 and 2.22;

Principal 3 (Diverse Learners) Dispositions 3.21, 3.22, and 3.23;

Principal 5 (Learning Environment) Dispositions 5.24 and 5.25;

Principal 8 (Assessment) Dispositions 8.21 and 8.22;

Principal 10 (Relationships with Colleagues, Parents, and Communities) Dispositions 10.21 and 10.22.

Course Alignment with Professional Standards

The objectives of this course align with the mission of the 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)

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.

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.

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.

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.

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.

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.

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.

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

International Literacy Association Standards (ILA)

- Standard 2 Curriculum and Instruction
- Standard 3 Assessment and Evaluation
- Standard 4 Diversity
- Standard 5 Literate Environment

Ky Teacher Performance Standards & Interstate Teacher Assessment and Support Consortium (KTPS-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
- InTASC 8 Instructional Strategies
- InTASC 9 Professional Learning and Ethical Practice
- InTASC 10 Leadership and Collaboration

Demonstrate the diversity concepts from KTPS/InTASC Standards:

- 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.

Student Learning Outcomes	ILA Content Literacy Standards	Kentucky Teacher Performance Standards KTPS-InTASC	CAEP & InTASC Standards	CF Theme Model	NAGC National
Discussion Forums and Weekly Class	1.1, 1.3, 2.3, 6.2	InTASC 1A,B,D,E,F,G,K, 2A,G,H,J, 3I,	CAEP- 1,2	Diversity Assessment Literacy	1.1, 1.2, 2.3, 5.1, 4.4, 6.1, 6.2

Participation		J,L,N, 6K,O,P, 9J,N,L, 10 L,M			
Article Annotations	1.1, 1.3	InTASC 1A,B,D,E,F,G,K, 2A,G,H,J, 3I,J,L,N, 6K,O,P, 9J,N, 10L,M	CAEP – 1,2	Diversity Assessment Literacy	1.1, 1.2,2.1,4.1, 4.2.,6.1, 6.2
Midterm Exam	1.1, 1.3, 2.2, 2.3, 4.1,4.3, 5.1, 5.3	InTASC – 1A,B,D,E,F,G,K, 2A,G,H,J,3I,J,L, N,6K,O,P,7I,J,K, L,O,9J,N	CAEP – 1,2	Diversity Assessment Literacy	1.1, 1.2, 2.1,3.1, 3.3,4.1, 4.2,5
Power Point of Research Topic	2.2, 2.3	InTASC – 1A,B,D,E,F,G,K, 2A,G,H,J,3I,J,L, N,6K,O,P,7I,J,K, L,O,9J,N	CAEP – 1,2	Diversity Assessment Literacy	1.1, 1.2,2.1,3,4,5. 1, 6.1, 6.2
Research Paper	1.1, 2.2, 2.3, 4.1	InTASC 1A,B,D,E,F,G,K, 2A,G,H,J,3I,J,L, N,6K,O,P,7I,J,K, L,O,8K,M,R,9J, N,10L,M	CAEP – 1,2	Diversity Assessment Literacy	1.1, 1.2.1,3,4.1,5. 1,6.1, 6.2
Final Exam	1.1, 1.3, 2.2, 2.3, 4.1,4.3, 5.1, 5.3	InTASC – 1A,B,D,E,F,G,K, 2A,G,H,J,3I,J,L, N,6K,O,P,7I,J,K, L,O,8K,M,R,9J, N,10L,M	CAEP – 1,2	Diversity Assessment Literacy	1.1, 1.2, 2.1, 3.2, 3.3, 4.1, 4.2,5.5
Case Study	1.1, 2.2, 3.1, 4.3, 5.1, 5.3	InTASC - 1A,B,D,E,F,G,K, 2A,G,H,J,3I,J,L, N,6K,O,P,8K,M, R,9J,N,10L,M	CAEP 1,2	Diversity Assessment Literacy	1.1, 2.3, 2.4, 3.2, 3.3, 4.4, 4.5,5.5

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.
- Graded Assignments.
- Discussion boards posts and appropriate comments to peers.
- Research project in APA style on a specific topic related to the social and emotional development of gifted and talented students. A PowerPoint presentation will also be designed and presented to the class at an assigned time. More details to be announced.
- Midterm Exam (PRAXIS II practice).
- Final Exam (PRAXIS II practice)

Grading Scale:

A = 90-100
B = 80-89
C = 70-79
D=60-69
F = 0-59

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." (2003-05 Bulletin Catalog, p. 35.)

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.

Course Schedule

	Week	CHAPTER	ASSIGNMENT SCHEDULE
	1	Ch 1-4	Ch 1 Theories of Social & Emotional Development Ch 2 Gender Differences Ch 3 Perfectionism Ch 4 Peer Relationships
	2	Ch 5 -8	Ch 5 Identity Development Ch 6 Creatively & Artistically GT Ch 7 Depression & Suicide Ch 8 Underachievement
	3	Ch 9 -11	Ch 9 Twice Exceptional Ch 10 High Creatives & Emotional Vulnerabilities Ch 11 Bullying
	4	Ch 12-16	Ch 12 Talent Development Ch 13 Factors in Talent Development Ch 14 Motivation in Talent Development Ch 15 Supportive Environments in Talent Development Ch 16 Family Environments in Talent Development

	5	Ch 17-19	Mid-Term Exam (PRAXIS II Practice) http://www.ets.org/s/praxis/pdf/5358.pdf Ch 17 Acceleration Ch 18 Ability Grouping Ch 19 Counseling
	6	Ch 20-22	Ch 20 Career and Life Planning Ch 21 Optimal Mindsets Ch 22 What Should We Do Next?
	7		Continue work on research paper. Power Point Presentation of your research topic: What research would you like to share with your colleagues? Address 3-4 critical issues of the social and emotional development of GT students that means the most to you that others also need to know. Focus on your 10 articles and chapter readings as the research-based sources.
	8		Final Exam http://www.ets.org/s/praxis/pdf/5358.pdf Research Paper (12-20 pages) 10 articles in APA format. Includes: Roman 12 font, title page, reference page, sources cited in paper. PRACTICUM Reminder: Field Exp Form – 10 hours interview/observations and Field Exp Paper about the Case Study.

Resources

- Colangelo, N., & Davis, G. (1991). *Handbook of gifted education*. Boston: Allyn and Bacon.
- Dawson, P. & Guare, R. (2009). *Smart but Scattered*. New York: The Guilford Press.
- Eckert, R.D. & Robins, J. H. (2017). *Designing services and programs for high-ability learners. A guidebook for gifted education*. 2nd Ed. Thousand Oaks, CA: Corwin.
- Ford, D. (1999). *Multicultural gifted education*. New York: Teachers College Press.
- Johnsen, S. (2011). *Identifying gifted students: A practical guide*. Waco TX: Prufrock Press.
- Karnes, F.A. & Bean, S.M. (Ed.) (2015). *Methods and materials for teaching the gifted. 4th Edition*. Waco, Texas: Prufrock 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.
- 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.

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.

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.

VanTassel-Baska, J. (2004). *Curriculum for gifted and talented children*. Thousand Oaks, CA: Corwin Press.

Wiggins, G. & McTighe, J. (2005). *Understanding by design*. (2nd Ed). Upper Saddle River, NJ: Pearson.

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.

ORDER BOOKS:

Welch, A. & Roth, J. (2015). *Self-regulation and the underachieving gifted learner*. NAGC.

ISBN: 978-0-9964733-2-3

Galbraith, M. & Delisle, J. (2015). *When gifted kids don't have all the answers: How to meet their social and emotional needs*. Minneapolis, MN: Free Spirit Publishing Inc.

Fugate, M., Danielian, J. & Fogarty, E. (2018). *Teaching gifted children: Success strategies*. Waco, TX: Prufrock Press. ISBN: 978-1-61821-672-4

Cash, R. (2016). *Self-regulation in the classroom*. Minneapolis, MN: Free Spirit Publishing Inc.

Peterson, J. S. (2008). *The essential guide to talking with gifted teens*. Minneapolis, MN: Free Spirit Publishing Inc. ISBN: 978-1-57542-260-2

Tomlinson, C. (1997). *What it means to teach gifted learners well*. NAGC. Retrieved at www.nagc.org/Resources.)

Hoover-Schultz, B. (2005). Gifted underachievement oxymoron or educational enigma? *Gifted Child Today*, 28(2), 46-49.

- Bong, M., Cho, C., Ahn, H., & Kim, H. (2012). Comparison of self-beliefs for predicting student motivation and achievement. *Journal of Educational Research*, 105(5), 336-352.
- Pruett, G. (2004). Intellectually gifted students' perceptions of personal goals and work habits. *Gifted Child Today*, 27 (4), 54-57.
- Kerr, B.A., & Multon, K.D. (2015). The development of gender identity, gender roles, and gender relations in gifted students. *Journal of Counseling & Development*, 93(2), 183-191.
- Eddles-Hirsch, K., Vialle, W., McCormick, J., & Rogers, K. (2012). Insiders or outsiders: The role of social context in the peer relations of gifted students. *Roeper Review*, 34(1), 53-62.
- Cooper, M.E. (2012). Everything I ever wanted to learn about teaching I learned from gifted boys. *Gifted Child Today*, 35 (93), 171-178.
- Abu-Hamour, B., & Al-Hmounz, H. (2013). A study of gifted high, moderate, and low achievers in their personal characteristics and attitudes toward school and teachers. *International Journal of Special Education*, 28(3), 5-15.
- Robbins, S. (2012). *The everything parent's guide to raising gifted children*. Avon, MA: Adams Media Publishing. ISBN 10: 1-4405-2983-3.
- Fonseca, C. (2011). *Emotional intensity in gifted students: Helping kids cope with explosive feelings*. Waco, TX: Prufrock Publishing. ISBN-13: 978-1-59363-589-3.
- Kennedy-Moore, E. & Lowenthal, M. (2011). *Smart parenting for smart kids: Nurturing your child's true potential*. San Francisco, CA: Jossey-Bass Publishing.
- **Kennedy-Moore, E. & Lowenthal, M. (2003). *The unwritten rules of friendship: Simple strategies to help your child make friends*. Philadelphia, PA: Elman and Kennedy-Moore.
- Galinsky, E. (2010). *Mind in the making: The seven essential life skills every child needs*. New York: Harper-Collins Publishing.

Websites

- Kentucky Association for Gifted Education: www.kage.org
- Kentucky Department of Education website: 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
- National Association for Gifted Children: www.nagc.org
- PRAXIS II Gifted Education Test: www.ets.org