

## **Gifted Endorsement Hybrid Program Course Syllabi**

The Gifted Endorsement Program is comprised of four courses, which are designed to address the Georgia Program Content Standards (Rule 505-3-.71), as well as the Georgia Professional Standards Commission requirements. Course syllabi for the required four courses are below.

### ***Characteristics of the Gifted***

**Course Description:** This course focuses on the characteristics of gifted learners and their special academic needs. Course content will include issues and identification of sub groups within the gifted population such as low socioeconomic learners, underachievers, girls, racial and/or cultural minorities, English language learners, and the twice exceptional.

**Main Text:** Davis, G. & Rimm, S. B. (2004). *Education of the Gifted and Talented*. (5<sup>th</sup> ed.). Needham Heights, MA: Allyn and Bacon.

**Secondary Text:** Van Tassel-Baska, J. (1998). *Excellence in Educating Gifted & Talented Learners, 3<sup>rd</sup> edition*. Denver, CO: Love Publishing Company.

#### **Additional Resources:**

Colangelo, N. & Davis, G. (2004). *Handbook of Gifted Education, 4<sup>th</sup> edition*. Allyn & Bacon. Needham Heights: MA.

**Assigned and other self-selected articles** from publications such as: *Gifted Child Quarterly*, *Roeper Review*, *Journal of Secondary Gifted Education*, *Gifted Child Today*, and other publications and internet resources. See references below and/or Internet links.

**Course Objectives:** Candidates will know and understand...

1. principles of human development and the nature of individual differences, especially as applied to exceptional abilities
2. the origins and nature of various types and manifestations of giftedness in general and diverse population
3. the cognitive, social, emotional, and environmental factors that enhance or inhibit the development of giftedness in all populations
4. the historical and theoretical foundations of the field of gifted education, current trends and issues, and potential future directions of the field
5. current and seminal research related to intelligence, learning theory, giftedness, and creativity
6. the unique potentials of gifted students from underserved populations, including but not limited to gifted females, twice-exceptional, culturally or ethnically diverse, economically disadvantaged, English language learners, and/or underachieving
7. current educational policies and practices and their relationship to the field of gifted education
8. the influence of the social, cultural, political, and economic environment on the gifted and on gifted programming

## Course Required Tasks

### Review of Literature / Research:

- Textbook chapters: Read assigned textbook chapters and prepare a review/report using the *Literature Review Rubric*. Be prepared to discuss text in class.
- Review of the literature: Prepare three current article/journal critiques. One article will be designated that focuses on the general characteristics and profiles of gifted students. Another article should focus on an approved topic from the provided list of articles.
- Sub-population Report: Read and analyze a minimum of three articles focused on a selected subgroup for research. Each candidate will prepare a written report on his/her sub-population based on the information learned from the articles, web sites and text chapters that apply. Subpopulations include the following:
  1. Gifted girls
  2. Underrepresented gifted minorities and/or ethnically/culturally diverse
  3. Economically disadvantaged
  4. English language learners
  5. Gifted learning disabled students / Handicapped gifted students
  6. Underachieving gifted students
  7. Highly gifted students
  8. Young gifted children
- Group Product: Candidates will collaborate with others researching the same subpopulation and plan a group product of information researched, including reflections and changes in dispositions. Products will be shared with peer candidates.

### Field Experience: Candidates will...

- observe classrooms with gifted students (minimum of two 30-min. visits) addressing the requirements for grade groupings and diverse populations. Prepare a written report and share observations in a blog, including personal reflections.
- interview two gifted students and/ or parents of gifted students. Prepare a written report, which includes comparisons/contrasts and a reflection on what was learned about gifted and talented students and submit to instructor. Be prepared to engage in a blog discussion on conclusions drawn.

### Media Product- Prepare one of the following with a partner or triad:

- A brochure for candidate's faculty about the general characteristics of gifted students
- A PowerPoint presentation for candidate's faculty about different issues and needs various subpopulations of gifted students
- A brochure for parents with appropriate information on gifted students

Exam: Multiple choice and short essay on course content

**Grading:**

Text Chapter Summaries/Reflections	10 %
Blog Response/Reflections	10%
Article Summaries/Reflections	10 %
Individual Sub-population Report	15 %
Group Sub-population Presentation	10 %
Two classroom observations	15 %
Two Interviews	15 %
Exam	15%

*Characteristics of the Gifted: Course Schedule*

<b>Class Section</b>	<b>Content/Topic</b>	<b>Activities/Resources/ Assignments</b>	<b>Assessment/ Evidence</b>
<b>1 Face to Face Class</b>	Overview of course Paperwork review Essential questions Definition of giftedness & characteristics Bright child v. gifted learner Literature review or text format/ requirements  Sub-populations of the gifted	Candidate's definition of giftedness/ discussion  <b>Text Chapter 2:</b> "Characteristics of Gifted Students"  <b>Article #1:</b> "Profiles of the Gifted" Betts  Selection of a sub-population for research	<b><i>Class Response/ Reflection</i></b>  <b><i>Literature Review Rubric</i></b>
<b>2</b>	Foundations /history of gifted education  Teachers of the Gifted  Creatively gifted	<b>Text Chapter 1:</b> "Gifted Education"  Web activity: effective teachers <b>Text Chapter 9 &amp; 10</b> "Creativity I" and "Creativity II"	<b><i>Blog Response/ Reflection</i></b>  <b><i>Literature Review Rubric</i></b>

3	Myths regarding the gifted Diversity in giftedness	Distinguishing facts from myths <b>Article #2</b> due and share reflections	<i><b>Blog Response/ Reflection Literature Review Rubric</b></i>
4	Issues of the:  Young gifted  Gifted Girls    Disadvantaged & Culturally diverse gifted	Candidates' Sub-populations' Products <b>Chapters: 4</b> "Giftedness in Early Childhood" (Van Tassel-Baska)or <b>Chapter 8</b> , "Girls of Promise" (Van Tassel-Baska) and <b>Chapter 14</b> "Cultural Underachievement of Females" (Davis & Rimm) or <b>Chapter 12</b> "Cultural Diversity and Children from low Socioeconomic Backgrounds" (Davis & Rimm)	<i><b>Product Evaluation Rubric Literature Review Rubric</b></i>
5	Issues of:  Underachieving gifted    Twice exceptionally gifted    Highly gifted	Candidates' sub-population Presentations: <b>Chapters: 13</b> "Underachievement: Diagnosis and Treatment" (Davis & Rimm) <b>Chapter 15</b> "Gifted Children with Disabilities" (Davis & Rimm <b>Chapter 7</b> "The Highly Gifted" (Van Tassel-Baska)  Article #3 due and share reflections	<i><b>Product Evaluation Rubric Literature Review Rubric</b></i>
<b>6 Face to Face Class</b>	Social emotional needs of the gifted Dabrowski's Theory Counseling the gifted	Web Activity on social emotional issues Web article: Dabrowski and discussion Chapter 17: Counseling	<i><b>Class Response/ Reflection Literature Review Rubric</b></i>

<b>7</b>	What we have learned about gifted children  Parenting the gifted	Web activity “What we have learned about gifted children” Chapter 16: Parenting Article #4 due and share reflections	<i><b>Class Response/ Reflection</b></i>  <i><b>Literature Review Rubric</b></i>
<b>8</b>	“What teachers/ parents need to know about the gifted”	Candidates’ group products on what teachers/ parents need to know about the gifted and resources to aid understanding; Shared with peer candidates	<i><b>Product Evaluation Review</b></i>
<b>9</b>	Counseling the Gifted	<b>Chapter 17</b> “Understanding and Counseling the Gifted” (Davis & Rimm) Web activity, followed by blog discussion	<i><b>Blog Response/ Reflection</b></i> <i><b>Literature Review Rubric</b></i>
<b>10</b> <b>Face to Face Class</b>	Thoughts on our Learning  Exam on course content	Summarizing highlights and reflections  <b>Exam</b>	Candidates’ Participation/ observation Exam performance

**Candidate journal/articles** *(Required and Recommended Readings)*

## *Curriculum for the Gifted*

**Course Description:** This course will emphasize curriculum and program planning for gifted and talented students at all levels. Candidates will focus on various curriculum models and types of program design for these highly able learners. Programs examined will include those offered within the school day and as extra-curricular activities. Students will design lessons using differentiated curriculum for their content area/grade level.

**Main Texts:** Van Tassel-Baska, J. (1998). *Excellence in Educating Gifted & Talented Learners*, 3<sup>rd</sup> edition. Denver, CO: Love Publishing Company.

Davis, G. & Rimm, S. B. (2004). *Education of the Gifted and Talented*. (5<sup>th</sup> ed.). Needham Heights, MA: Allyn and Bacon.

### **Additional Resources:**

Heacox, D. (2002). *Differentiating Instruction in the Regular Classroom: How to reach and teach all learners, grades 3-12*.

**Assigned and other self-selected articles** from publications such as: *Gifted Child Quarterly*, *Roeper Review*, *Journal of Secondary Education*, *Gifted Child Today*, and other publications and internet resources. See list of choices for journal/article critiques.

**Course Objectives:** Candidates will know, understand, and be able to...

1. develop a philosophy of gifted education and major goals for gifted and talented students, including learners from diverse backgrounds
2. demonstrate the ability to state desired educational outcomes for gifted and talented learners.
3. demonstrate a clear understanding of curriculum scope and sequence for elementary, middle, and/or high school gifted education programs and for programs in their specific teaching field.
4. understand methods of coordinating gifted instruction with that of the regular classroom.
5. have knowledge of current curriculum models and learning theories in the context of education for the gifted and talented from diverse populations.
6. understand content, process, and product differentiation for an articulated curriculum for the gifted and talented.
7. develop appropriate curriculum materials for the gifted and talented based on best practices and principles of differentiation for the gifted and talented.
8. use appropriate instruments to measure the effectiveness and efficiency of gifted education programs.

### **Course Required Tasks**

Review of Literature / Research:

- Read assigned text chapters and write a report using the *Literature Review/Critique Rubric*. Be prepared to discuss text content through web-based platform.
- Review of the literature: Read four current journal articles and write a critique and reflection for each related to curriculum needs of gifted and talented learners. Be prepared to participate in blog discussions on various articles.

Activities / Presentations

- Develop a gifted program philosophy and at least five program goals (addressing essential questions and enduring understandings) for a gifted program in elementary, middle or high school. Candidates can work with a partner or triad in the same grade level.
- Research a curriculum model or activity from selected models/activities or approved alternatives. Present this model or activity to the class and demonstrate how it is appropriate for gifted and talented learners from diverse backgrounds.
- Select a WebQuest (or other Web based activity with instructor’s approval) in a specific content area. Evaluate the web activity for use with gifted and talented students; Discuss conclusions in a blog
- Re-design a WebQuest to reflect the differentiated needs of the gifted and talented. As an alternative assignment, design a WebQuest in your content area for gifted learners

Field Experience

- Interview a teacher of the gifted. Complete a written report and share interview with the class. Include personal reflections and any change in attitude or disposition
- Observe two classrooms with gifted students and a gifted endorsed teacher
- Differentiate a lesson for gifted students by altering an existing lesson or developing a new lesson. (Example, tier a lesson) Candidate will implement this lesson in his/her classroom. Complete a self-reflection after implementation.

Exam: Test over curriculum models and principles of curriculum differentiation

**Grading:**

Text Chapter Summaries/Reflections	10 %
Blog Response/Reflections	10 %
Article Summaries/Reflections	10 %
Gifted Education Philosophy and Goals	10 %

Curriculum Model presentation	10 %
Classroom observations	10 %
Gifted Teacher Interview	10 %
Evaluate a Webquest and re-design the activities for more rigor and critical thinking engagement	15 %
Differentiated Lesson (ex. Tiered lesson)	15%

*Curriculum for the Gifted: Course Schedule*

<b>Class Section</b>	<b>Content/Topic</b>	<b>Activities/ Assignments</b>	<b>Assessment/ Evidence</b>
<b>1 Face to Face Class</b>	Overview of course and requirements  Overall curricular needs of the Gifted and Talented	Overview of Curriculum needs of the gifted and explanation of course assignments <b>Chapter 19</b> “Appropriate Curriculum for the Talented Learner” (Van Tassel-Baska)	<i>Literature Review Rubric</i>
<b>2</b>	Thinking Skills and Strategies for the gifted	Chapter 22 “Thinking Skills for the Gifted” Shared inquiry with class <b>Article #1</b> due	<i>Literature Review Rubric</i>
<b>3</b>	Programming options and Ability Grouping; Acceleration	Chapter 12 “Programs and Services at the Elementary Level” OR <b>Chapter 14</b> “Key Issues and Problems in Secondary Programming” Q & A and Discussion on programming options	<i>Blog Response/ Reflection</i>  <i>Literature Review Rubric</i>
<b>4</b>	Gifted Classroom Observations  Philosophy of Gifted Education	<b>Classroom observations</b> due and Candidates blog with peers to discuss <b>Philosophy and goals</b> for gifted students Share with peer candidates through a blog	<i>Field Experience Evaluation</i>  <i>Product Review Rubric</i>  <i>Blog Response/ Reflection</i>

<b>5 Face to Face Class</b>	Curriculum Models appropriate for the Gifted	<b>Chapter 7</b> “Curriculum Models (Davis & Rimm)  <b>Article #2</b> due and share conclusions with class <b>Presentations on Models</b> Q & A from peer candidates	<i>Literature Review Rubric</i>  <i>Product Evaluation Rubric</i>
<b>6</b>	Curriculum Models appropriate for the Gifted	<b>Article #3</b> due and share conclusions with class  Presentations on Models Q & A from peer candidates	<i>Literature Review Rubric</i>  <i>Product Evaluation Rubric</i>
<b>7</b>	What curriculum strategies/ resources work best with the gifted?  Pre-testing to determine student learning levels  Not all Webquest are Created Equal	<b>Gifted Teacher Interviews</b> due and share with peer candidates, discuss and draw conclusions/ connect to gifted teacher interviews Pre-testing formats for effectively determining student learning Webquest Evaluation for appropriate differentiation	<i>Field Experience Evaluation</i>  <i>Blog Response/ Reflection</i>
<b>8</b>	WebQuests: Differentiation as Active Learning	Candidates work in pairs or triad to improve and or design a <b>Webquest</b> Share with the others how to improve critical thinking/creative thinking through a web-based discussion <b>Article #4</b> due and share conclusions	<i>Blog Response/ Reflection</i>  <i>Product Evaluation Rubric</i>  <i>Literature Review Rubric</i>
<b>9</b>	Effective Differentiated Curriculum	Curriculum Differentiation: What it is and what it is not	<i>Blog Response/ Reflection</i>
<b>10 Face to Face Class</b>	Differentiated Lessons	Candidates’ products of their <b>differentiated lesson</b> Q & A from peer candidates during web-based discussion	<i>Product Evaluation Rubric</i>  <i>Blog Response/ Reflection</i>

**Candidate journal/articles** (*Required and Recommended Readings*)

*Methods & Materials for the Gifted*

**Course Description:** Instruction will be targeted to the needs of teachers who will be expected to plan, design, and implement appropriately differentiated instruction for gifted and talented students. Candidates will be expected to relate the characteristics and learning needs of the diverse population of gifted students to appropriate instructional methods and materials that are needed to implement effective educational programs for all gifted and talented students. Candidates will be expected to assess learners and develop and modify instructional content and methodology to meet the learning needs of gifted students and demonstrate this knowledge by creating and implementing an instructional unit of study and/or lessons in their content area.

**Main Texts:** Davis, G. & Rimm, S. B. (2004). *Education of the Gifted and Talented*. (5<sup>th</sup> ed.). Needham Heights, MA: Allyn and Bacon.

VanTassel-Baska, J. (1998). *Excellence in Educating Gifted & Talented Learners*, (3<sup>rd</sup> ed.). Love Publishing Company. Denver: CO.

**Additional Resources:**

Tomlinson, C. A., & McTighe, J. (2006). *Integrating Differentiated Instruction and Understanding by Design*. Alexandria, VA: ASCD.

Colangelo, N. & Davis, G. (Eds.) (2004) *Handbook of Gifted Education*. (4<sup>th</sup> ed.) Needham Heights, MA: Allyn and Bacon.

**Assigned and other self-selected articles** from publication such as: *Gifted Child Quarterly*, *Roeper Review*, *Journal of Secondary Education*, *Gifted Child Today*, and other publications and Internet resources (See candidate choices for journal/article critiques below)

**Course Objectives:** Candidates will know, understand, and be able to...

- recognize and understand a variety of models for delivering curriculum and instruction
- infuse technology into the gifted curriculum
- research current literature in the field
- design and prepare differentiated curriculum materials to be used in the classroom with a diverse population of gifted and talented learners
- apply state rules and regulations to planning service for gifted and talented learners
- develop and implement curricular units and assessment of student learning
- reflect/evaluate instructional outcomes and improvements or adjustments needed

## **Course Required Tasks**

### **Review of Literature / Research:**

- Read four articles concerning gifted curriculum dealing with higher-level instructional strategies in candidate's content area. Share finding in web-based discussion.
- Read assigned chapters and write an analysis and reflection. Be prepared to discuss text in a blog.

### **Curriculum Activities:**

- Rubrics: format and effective design of assessments for teachers and for student self-assessment
- Develop a curriculum unit appropriate for gifted and talented learners. Include essential questions, enduring understandings, pre-test, etc. to guide instruction along with all other required elements as detailed in unit guidelines. Time frame should cover minimum of 10 class periods or the same time equivalent.
- Review instructional resources/materials/Internet sites and write an evaluation of their use with gifted and talented students from diverse backgrounds.
- Develop Tic Tac Toe activities engaging students in higher level thinking (for a specific grade level and content area). Create the supporting materials and necessary items for a student to engage in these activities. Candidate will share Tic Tac Toe with colleagues in same content area during a web-based discussion session.

### **Field Experience:**

- Candidate implementation of his/her curriculum unit design for gifted learners in his/her classroom.
- Candidate complete self-evaluate of his/her curriculum unit
- Two unit lessons will be observed by a gifted teacher and/or a building administrator

## **Grading:**

Text Chapter Summaries/Reflections	10 %
Blog Response/Reflections	10 %
Article Summaries/Reflections	10 %
Evaluate instructional materials and/ or Internet resources for use with gifted and talented learners	10 %

Rubric	10 %
Create Tic Tac Toe activities chart for gifted and talented learners in specific content area and grade level	10%
Design and implementation of curriculum unit	30 %
Candidate Self-Evaluation of curriculum unit	5 %
Observation of Candidate's curriculum unit	5 %

*Methods & Materials for the Gifted: Course Schedule*

<b>Class Section</b>	<b>Content/Topic</b>	<b>Activities/ Assignments</b>	<b>Assessment/ Evidence</b>
<b>1 Face to Face Class</b>	Overview of course and requirements  <i>Integrating Differentiated Instruction and Understanding by Design</i>	Details on Requirement for the Candidate's Curriculum Unit Design and Implementation; Interactive activity utilizing Understanding by Design and Differentiation Instruction	<i>Class Response/ Reflection</i>
<b>2</b>	Essential Questions and Enduring Understanding	Essential Questions article read and discussed in a blog; candidates practice writing EQs and submit; Importance of Enduring Understanding to guide student learning; candidates practice EUs.  <b>Article #1</b> due and share conclusions/thoughts with class	<i>Blog Response/ Reflection</i>  <i>Product Evaluation Rubric</i>  <i>Literature Review Rubric</i>
<b>3</b>	Rubrics for effective teacher assessment and for student self-assessment	Rubric Design and candidate practice creating effective rubrics and student self-assessment  <b>Article #2</b> due and share conclusions/thoughts in a blog	<i>Product Evaluation Rubric</i>  <i>Literature Review Rubric</i>
<b>4</b>	Constructivism as a Strategy	<b>Chapter 20</b> "Strategies and Methods for Teaching	<i>Literature Review Rubric</i>

	Service Learning and other Project Based Learning	the Talented” Internet Activity on service and project based learning	<i>Blog Response/ Reflection</i>
<b>5</b> <b>Face to Face Class</b>	Questioning and Critical Thinking	Questioning Techniques for Critical Thinking Internet activity/practice forming critical thinking questions and teaching students to use questioning techniques <b>Article #3</b> due and share conclusions/thoughts with class	<i>Class Response/ Reflection</i>  <i>Literature Review Rubric</i>
<b>6</b>	Tic Tac Toe for Differentiating and Matching Learning Styles	<b>Tic Tac Toe</b> examples and web-based discussion; Candidates create Tic Tac Toe charts of differentiated activities and share in web-based platform <b>Article #4</b> due and share conclusions/thoughts in a blog	<i>Product Evaluation Rubric</i>  <i>Literature Review Rubric</i>
<b>7</b>	Appropriate Resources/ Materials/ Internet sites for the Gifted and Talented Learners	Candidates evaluate web sites and resources to determine effectiveness and rigor for gifted learners; conclusions drawn and improvement suggested for critical thinking determined if not adequate for the gifted; <b>Chapter 23</b> “Mathematics and Science for Talented Learners” OR <b>Chapter 24</b> “social Studies and Language Arts for Talented Learners” Discuss/draw conclusions	<i>Product Evaluation Rubric</i>  <i>Literature Review Rubric</i>
<b>8</b>	Program Evaluation	<b>Chapter 18</b> “Program Evaluation” (Davis & Rimm) Small & large group discussion/drawing of	<i>Literature Review Rubric</i>  <i>Blog Response/ Reflection</i>

		conclusions during web-based discussion/ recommendations for candidates' current gifted program	
<b>9</b>	Differentiated Unit Questions and Final Review	<b>Differentiated Units</b> by Candidates and self-evaluation of unit implementation and Observation of implementation due Peer candidates respond through Web-based discussion	<i><b>Candidate's Curriculum Self-Evaluation and Reflection</b></i>  <i><b>Observation of Candidate Rubric</b></i>  <i><b>Blog Response/ Reflection</b></i>
<b>10 Face to Face Class</b>	Differentiated Units for the Gifted	Presentations of <b>Differentiated Units</b> by Candidates Q & A from peer candidates	<i><b>Curriculum Assessment Rubric</b></i> <i><b>Candidate's Curriculum Self-Evaluation and Reflection</b></i>

Candidate journal/articles (*Required and Recommended Readings*)

### *Identification & Assessment of the Gifted*

**Course Description:** The responsibilities of teachers of the gifted include the identification of students for this program. Course content will include helping teachers to identify gifted behaviors and academic performance most often exhibited by gifted students, as well as behaviors and characteristics that might be exhibited by students from diverse backgrounds. Course participants will also learn how to formally identify gifted students through testing. This also involves selection, administration and interpretation of assessment instruments that meet the requirements specified by the Georgia State Board of Education Rule **160-04-02-.38**.

**Main Text:** VanTassel-Baska, J. (1998). *Excellence in Educating Gifted & Talented Learners*, (3<sup>rd</sup> ed.). Love Publishing Company. Denver: CO.

**Secondary Text:** Davis, G. & Rimm, S. B. (2004). *Education of the Gifted and Talented*. (5<sup>th</sup> ed.). Needham Heights, MA: Allyn and Bacon.

**Additional Resources:** Colangelo, N. & Davis, G. (2004). *Handbook of Gifted Education*, (4<sup>th</sup> ed.) Allyn & Bacon. Needham Heights: MA.

**Assigned and other self-selected articles** from *Gifted Child Quarterly*, *Roeper Review*, *Journal of Secondary Gifted Education*, *Gifted Child Today*, and other publications and Internet resources.

**Course Objectives:** Candidates will know, understand and be able to...

1. use and apply the Georgia eligibility rule **160-4-2-.38**, for gifted placement and services.
2. identify appropriate assessment measures for each of the four areas of gifted eligibility.
3. with case studies, score and use appropriate statistical tables and charts to determine age norms in the form of national percentiles for the assessment measures.
4. have a working knowledge of a variety of test and rating scale assessments available for use in each specific area of multiple criteria evaluations.
5. understand placement decisions based on the assessment findings.
6. analyze assessment results and make educational recommendations for services for both the students who qualify for gifted placement and for those who do not.

### **Course Required Tasks**

#### **Review of Literature /Research:**

- Read assigned chapters and write a report using the *Literature Review Rubric*. Be prepared to discuss text in blog or other web-based platform.
- Read and analyze four current articles focusing on identification of gifted students to be shared with the class. Topics such as:
  1. Identification practices and/or procedures for gifted programs
  2. Under-representation of one of the following: females, minority, ELL, disadvantaged, or handicapped students.
  3. Multiple criteria methods and/or measures for identification of gifted students
  4. Authentic assessment of performances or products for identification

#### **Assessment Activities:**

- Candidates will research another state regarding instruments and criteria options used for gifted eligibility. Compare and contrast to Georgia's criteria with other states and share findings in class- conducted in class
- Review several evaluation instruments (rating scales; self-reports, creativity tests, etc.) for use in the gifted evaluation process. Evaluate the pros and cons of the instrument for effective identification of gifted learners from diverse populations – conducted in class
- Observe a parent conference on results of a gifted evaluation or participate in an eligibility committee meeting. Prepare a written reflection and share with the class.

#### **Field Experience:**

- Interview with a school psychologist or school psychometrist. Complete *Field Experience Evaluation*.
- Observe a Team Eligibility meeting and/or a parent conference regarding gifted performance
- Complete a case study on a student for “mock” gifted identification by administering appropriate assessment instruments, self-reports, and rating scales or by reviewing records and evaluation data on a currently identified gifted student. The case study will focus on analysis of test results, eligibility results, and educational recommendations.

Exam: Exam on assessment terminology, placement procedures, identification criteria and eligibility

**Grading:**

Text Chapter Summaries/Reflections	10 %
Blog Response/Reflections	10 %
Article Summaries/Reflections	10 %
Interview of school psychologist or psychometrist	10 %
Observation of a team eligibility meeting or parent conference	10 %
Evaluation of testing instruments and written conclusions	10 %
Case Study of gifted student	25 %
Exam	15%

*Identification & Assessment of the Gifted: Course Schedule*

<b>Class Section</b>	<b>Content/Topic</b>	<b>Activities/ Assignments</b>	<b>Assessment/ Evidence</b>
<b>1 Face to Face Class</b>	Overview of course content and requirements Georgia Criteria and Options A and B Georgia’s criteria v. other states gifted criteria	Questions and Discussion of Georgia Criteria for Gifted Placement; Compare and contrast with other states;  <b>Chapter 11</b> “Identification and Assessment of Talented Learners” Class discussion of text	<i>Class Response/Reflection</i>  <i>Literature Review Rubric</i>

		content	
<b>2</b>	Intelligence and its elements;  Definitions: State of Georgia and Federal	<b>Chapter 2</b> “Conceptions of Intelligence” Review of testing instruments/ draw conclusions and make recommendations in web-based platform discussion	<i><b>Blog Response/Reflection</b></i>  <i><b>Literature Review Rubric</b></i>
<b>3</b>	Intelligence and testing instruments;  Validity and Reliability; Standard Deviations, and other testing terminology	Web activity on measurement of Intelligence and types of instruments; Terminology search on web site <b>Article #1</b> due on topics provided; shared in class Candidates share article content and conclusions in blogs	<i><b>Blog Response/Reflection</b></i>  <i><b>Literature Review Rubric</b></i>
<b>4</b>	Achievement and measurement; Definitions, criteria and testing instruments; Testing recommendations  Eligibility Team determinations/ conclusions	Review of the construct of Achievement; Internet resources for analysis and drawing conclusions; Web Simulation of Eligibility Team determination of placement criteria; <b>Observation of Eligibility Team</b> meeting due	<i><b>Class Response/Reflection</b></i>  <i><b>Product Evaluation Rubric</b></i>
<b>5</b>	Creativity and its elements; Relationship to Intelligence	Candidates take a creativity test and evaluate their results; blog about the experience, as well as Questions and Answers and drawing of conclusions in a web-based platform discussion <b>Article #2</b> due and shared	<i><b>Blog Response/Reflection</b></i>  <i><b>Literature Review Rubric</b></i>
<b>6</b> <b>Face to Face Class</b>	Creativity Testing and Instruments;  Parent Conferences	Creativity resources on the Internet – shared inquiry and discussion; Simulations of Parent Conferences; <b>Article #3</b> due and shared	<i><b>Class Response/Reflection</b></i>  <i><b>Literature Review Rubric</b></i>
<b>7</b>	Motivation and measurement methods  Testing Instruments: Pluses and Minuses	Motivation and how it is measured (Web article and blog discussion) ; Motivation factors and how to engage students Review several testing	<i><b>Blog Response/ Reflection</b></i>  <i><b>Literature Review Rubric</b></i>

		instruments <b>Article #4</b> due and shared	
<b>8</b>	Interviews with Psychometrists  Case Study - Shared Inquiry	Sharing of <b>Interview</b> and conclusions; Case Study Questions and Answers – final preparation for completing case study;	<i>Field Experience Evaluation</i>
<b>9</b>	Case Study Results: Educational Recommendations and Conclusions	Case Studies results and educational recommendations; Drawing of testing conclusions	<i>Case Study Rubric</i>
<b>10</b> <b>Face to Face Class</b>	Placement Criteria Revisited and Conclusions Drawn  Exam on course content	Final Case Study Due and discussion of expectations, conclusions, and recommendations Exam	<i>Case Study Rubric</i>  Exam performance

Candidate journal/articles (*Required and Recommended Readings*)