Introduction to Gifted Education: 05:300:320

Rutgers University
FALL SEMESTER 2021
3 Credits
Course Dates: 9/01/2021 – 12/08/2021

Instructor Name: Dr. Brian Housand	**Email:** brian.housand@rutgers.edu
Office Hours: By appointment	**Prerequisites or other limitations:** No prerequisites
Mode of Instruction: Online	**Permission required:** No

Learning Goals:

Upon completion of this course, the student will be able to:

- Understand the impact of the environmental influences of race and poverty on the development of talent.
- Understand how to tailor intervention services to meet the needs of gifted learners in school, including those from poverty and culturally diverse backgrounds.
- Use identification data to understand how to enhance the learning of gifted students
- Develop strategies for collaborating with the families of gifted learners.
- Apply policies, principles, and theories of gifted education in relevant contexts.
- Understand how to provide counseling and guidance on social, emotional and cultural issues critical to these students' development: negative stereotyping, goal-setting, expectations, and underachievement among others.
- Apply theories of creativity and strategies for classroom use that enhance gifted student learning.
- Understand how to apply instructional approaches that are inquiry-based, open-ended, and hands-on to stimulate interest and motivate gifted students to learn at advanced levels.
- Know how to provide personalized services to gifted learners as warranted by their profiles
- Develop appropriate classroom-based learning activities for the gifted
- Understand how historical and current issues and perspectives influence professional practices related to gifted learners at home and at school.

Gifted Education Certificate Program Goals Addressed

1. 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.
2. 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.
3. Use multiple methods of assessment and data sources in making educational decisions about identification of individuals with gifts and talents and student learning. Use valid and reliable assessment practices to minimize bias.

4. Select, adapt, and use a repertoire of evidence-based instructional strategies to advance the learning of individuals with gifts and talents.
5. Use foundational knowledge of the field and professional ethical principles and programming standards to inform gifted education practice.

NAGC/CEC-TAG Teacher Preparation Standards Addressed

The course will address the Teacher Preparation Standards in Gifted and Talented Education (Standards 1, 2, 4, 5 & 6) and the Advanced Standards in Gifted Education Teacher Preparation (standards 1, 4, 5, & 6) developed by the National Association for Gifted Children (NAGC), the Council for Exceptional Children (CEC), and The Association for the Gifted (CEC -TAG). The Council for the Accreditation of Educator Preparation (CAEP) approved the NAGC - CEC-TAG standards in 2013.

Course Catalog Description:

Introduction to Gifted Education (05:300:320)

This introductory course in gifted education focuses on the cognitive and psychosocial development of gifted individuals over a lifetime. Emphasis will be placed on exploring the characteristics of giftedness and the influences that support or hinder the development of potential talent. The relationship between creativity, intelligence and giftedness will be explored, along with implications for educational settings.

Class materials/ Textbooks:

•Rimm, S., Siegle, D., & Davis, G., (2018) *Education of the Gifted and Talented* (7th ed.) Saddle River, NJ: Pearson.

•Supplemental readings and viewings as required by the instructor

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The course is divided into SEVEN Two-week Learning Cycles:

1. The Field of Gifted Education
2. Characteristics of Gifted Learners
3. Identification of Gifted Students
4. Special Considerations
5. Acceleration, Enrichment, & Differentiation
6. Gifted Education Models & Thinking Skills
7. Creativity

The framework for the Learning Cycles in this course, are based on the STAR Legacy Cycle model of instruction developed at Vanderbilt University. During each Cycle, you will move through the same series of steps:

1. **Introduction and Overview**
   - This is a general welcome to the Cycle with an overview of the Cycle objectives.

2. **Professional Learning Community (PLC) Initial Thoughts**
    - Before you read **ANY** of the Perspectives and Resources (a.k.a. Cycle content; see next bullet for details), you will participate in a group discussion with your Professional Learning Community to present your initial thoughts about the subject and content of the Cycle. The purpose of this is to identify what it is that you may already know or not know about the topic. General discussion questions are posted to prompt your thinking.

3. **Perspectives and Resources**
    - This is the content for the Cycle. This will include readings from your textbook, additional online resources, research articles, student selected research journal articles, and participation or review of the "real time" class discussions.

4. **Checking Your Understanding**
    - After you have reviewed the Perspectives and Resources (i.e. the content for the Cycle), there will be a short quiz available that allows you to test your understanding of the content covered in the Cycle. This helps to identify what you have learned and any gaps in your understanding.

5. **Professional Learning Community (PLC) Response to Initial Thoughts**
    - There are a MINIMUM of 3 posts in this section. This is in addition to the posting of your Initial Thoughts.
    - You should comment on at least 2 postings of your classmates. Your posts should be informed by the Perspectives and Resources and may include additional resources. You should NOT simply say that you agree with them. You should provide support for what it is that you are saying.
    - You will need to also compose a final reflection that includes what you have learned in the module. You should post this as a reply to your INITIAL THOUGHTS. This final post should be your most substantial post in each module. This is your chance to show me how you have grown and what you have learned. You should provide specific references back to the course content or provide additional outside references to support your thoughts. Here are some things to take into consideration.
        i. Identify themes across the readings and ideas that stood out that go beyond the questions posed to support your thinking
        ii. Provide a synthesized response that is explicitly supported by evidence from research and readings – Note: do not highlight individual perspectives unless they illustrate a bigger idea
        iii. Pull from research based articles that support your learning but were not part of the Perspectives and Resources. Please note that research articles are found in peer-reviewed journals. Blog posts and online resources are not considered research articles.

6. Completion of the Cycle Challenge
    - During some of the Cycles, you will complete an assignment or activity that will require forethought, planning, and effort.

Course Expectations:

This course requires the following:

1. Timely review of and responsibility for the information in Canvas
2. Extensive reading (textbook, assigned readings, and student selected readings)
3. Active participation in online discussion forums
4. Active and professional participation
5. *On time* completion of *all* assignments (challenges) and tasks
6. Independent research
7. Presentation and learning in a variety of online and digital formats
8. Critical thinking and reflection about key ideas and issues related to serving gifted students

Important Note:
The primary basis for both learning and assessment is online. Students are responsible for information presented in the Announcements section. Students are also expected to complete any and all discussions and assignments by the specified due dates.

Assessment is based on the quality of work, active participation in, and on-time completion of:

1. **PLC Discussions – 525 Points** (75 Points per Cycle)
2. **Checking Your Understanding - 175 Points** (25 Points per Cycle)
3. **Challenges – 300 Points**
    a. Cycle 2: Recognizing Giftedness (**50 Points**)
    b. Cycle 3: Identification Simulation (**50 Points**)
    c. Cycle 5: Case Study Recommendations (**100 Points**)
    d. Cycle 7: Constructing Creativity Challenge (**100 Points**)

1. Professional Learning Communities (aka Discussions)

A significant percentage of the grade for the course relies on participation in a Professional Learning Community (PLC). The purpose of the PLC is for course participants to construct knowledge and understanding through collaboration with peers. Similar to a face-to-face course where group work is integral to learning within the course, group work opportunities are initiated by the instructor and the instructor does not get involved with the workings of the group. The instructor ensures that there are no major misconceptions about the course content that are left unaddressed and provides an assessment based on students active participation and the quality of the group's products.

What is a Professional Learning Community?

A professional learning community (PLC) is a group of educators that meets regularly, shares expertise, and works collaboratively to improve teaching skills and the academic performance of students. The term can also be applied to schools or groups of teachers that use small-group collaboration as a form of professional development.

What constitutes "Quality"?

Quality is based on and being assessed on the following criteria:

Quality: Working Knowledge / Growth = Responses clearly and succinctly demonstrate engagement in professional discourse, professional knowledge related to the topic (Initial Thoughts), and signifi cant growth by responding to additional questions posed in the Momentum Messages and revisiting aspects of the Initial Thoughts (Response to Initial Thoughts).

Quality: Research-Based Evidence = Responses rely on research-based evidence for all claims and opinions and clearly demonstrate an understanding of the course content. Evidence (defi ned as specifi c citations to the readings and extant research in APA format) is provided from required content and student selected readings as support for contributions.

Quality: Insight & Connection = PLC Response introduced new insights or interpretations of the readings, made connections beyond required activities, readings, and discussions, references previous learning to expand overall conceptual understanding, and/or consistently introduced ideas related to the content that resulted in substantive further discussion.

Quality: Clarity = Responses provided a well-articulated set of ideas and/or thought about the initial discussion prompts, the extension questions posed in the Momentum Messages, their own initial thinking, and ideas posed during face-to-face interactions.

Quality: Application = PLC draws clear connections between the Cycle content or research-based evidence and their own professional experience or practice with gifted and talented students.

NOTE: Late discussions will NOT be accepted after their due dates; No Exceptions! Discussions that are missing after the due date will be assigned a zero (0) and there will be absolutely no opportunity to make-up discussions that have a zero (0).

2. Checking Your Understanding

As a part of each Learning Cycle, you will complete a ten item multiple choice assessment. During this, you may access any notes, online materials, readings, etc. presented as part of the Learning Cycle. You may NOT consult with another classmate. These items serve as a formative assessment

and a check of your understanding after interacting with the Perspectives and Resources and participating in the PLC. Each item is worth 2.5 points out of 1000 total points for the course.

3. Cycle Challenges (aka Assignments)

Periodically in this course you will be asked to apply the knowledge you have gained and demonstrate your understanding by completing four Cycle Challenges. Additional information regarding each of these assignments will be provided during the appropriate learning cycle.

Cycle 2: Recognizing Giftedness (**50 Points**)
Cycle 3: Identification Simulation (**50 Points**)
Cycle 5: Case Study Recommendations (**100 Points**)
Cycle 7: Constructing Creativity Challenge (**100 Points**)

NOTE: Late assignments (Challenges) for any Cycle will be accepted after their due dates, however a 25 point reduction will be taken for each day late (the 25 point reduction is NOT a percentage reduction). Assignments that are missing at the end of the semester will be assigned a zero (0) and there will be absolutely no opportunity to make-up assignments that have a zero (0).

Cycle Schedule:

Each Learning Cycle is one week in duration and begins on Wednesday at 8:00AM and ends two weeks later on Wednesday at 8:00AM. You should post your Initial Thoughts Post by the first Sunday at 8am of each new Learning Cycle. This will ensure that your classmates will have discussions to comment on for the required follow up discussion posts.

Dates	The Legacy Cycle
Cycle 1: The Field of Gifted Education	
September 1	Cycle 1 Available – Introduction and Overview
September 5 8:00 AM	PLC Initial Thoughts Due
September 15 8:00 AM	PLC Responses to Initial Thoughts (Minimum of 2 responses to your classmates and 1 Final Thoughts post)
September 15 8:00 AM	Checking Your Understanding and Bio Slide Due

Cycle 2: Characteristics of Gifted Learners	
September 15	Cycle 2 Available – Introduction and Overview
September 19 8:00 AM	PLC Initial Thoughts Due
September 29 8:00 AM	PLC Responses to Initial Thoughts (Minimum of 2 responses to your classmates and 1 Final Thoughts post)
September 29 8:00 AM	Checking Your Understanding
September 29 8:00 AM	Cycle Challenge Due: Recognizing Giftedness
Cycle 3: Identifying Gifted Students	
September 29	Cycle 3 Available – Introduction and Overview
October 03 8:00 AM	PLC Initial Thoughts Due
October 13 8:00 AM	PLC Responses to Initial Thoughts (Minimum of 2 responses to your classmates and 1 Final Thoughts post)
October 13 8:00 AM	Checking Your Understanding
October 13 8:00 AM	Cycle Challenge Due: Identification Simulation
Cycle 4: Special Considerations	
October 13	Cycle 4 Available – Introduction and Overview
October 17 8:00 AM	PLC Initial Thoughts Due
October 27 8:00 AM	PLC Responses to Initial Thoughts (Minimum of 2 responses to your classmates and 1 Final Thoughts post)
October 27 8:00 AM	Checking Your Understanding
Cycle 5: Acceleration, Enrichment, & Differentiation	
October 27	Cycle 5 Available – Introduction and Overview

October 31 8:00 AM	PLC Initial Thoughts Due
November 10 8:00 AM	PLC Responses to Initial Thoughts (Minimum of 2 responses to your classmates and 1 Final Thoughts post)
November 10 8:00 AM	Checking Your Understanding
November 10 8:00 AM	Cycle Challenge Due: Case Study Recommendations
Cycle 6: Gifted Education Models & Thinking Skills	
November 10	Cycle 6 Available – Introduction and Overview
November 14 8:00 AM	PLC Initial Thoughts Due
November 24 8:00 AM	PLC Responses to Initial Thoughts (Minimum of 2 responses to your classmates and 1 Final Thoughts post)
November 24 8:00 AM	Checking Your Understanding
Cycle 7: Creativity	
November 24	Cycle 7 Available – Introduction and Overview
December 01 8:00 AM	PLC Initial Thoughts Due
December 08 8:00 AM	PLC Responses to Initial Thoughts (Minimum of 2 responses to your classmates and 1 Final Thoughts post)
December 08 8:00 AM	Checking Your Understanding
December 08 8:00 AM	Cycle Challenge Due: Constructing Creativity

FINAL GRADES:

Final grades for the course will be determined based on a total of the points across all assignments, with the following scale determining the grade:

900-1000	**A**	**770-799**	**C+**
870-899	**B+**	**700-769**	**C**
800-869	**B**	**< 700**	**F**

IMPORTANT NOTES:

1. Due dates and assignments are subject to change at any time during the semester. The instructor reserves the right to make any changes, which will be announced on the class website in a timely manner.
2. It is expected that all assignment submissions and discussion postings will adhere to American Psychological Association (APA; 7th edition) conventions. In-text citations and reference lists should be provided (**One exception:** When in text citations to required readings are used within discussion postings, no reference list is necessary).
3. Students are expected to adhere to the academic integrity policy The Office of Student Conduct supervises issues related to violations of academic integrity (see http://academicintegrity.rutgers.edu). Please familiarize yourself with the university policy on academic integrity at http://academicintegrity.rutgers.edu/files/documents/AI_Policy_2013.pdf
4. Students with special needs, especially regarding reading and/or assessment procedures, are to contact the instructor within the first week of class. Every effort will be made to support approved accommodations. Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: https://ods.rutgers.edu/students/documentation-guidelines. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: https://ods.rutgers.edu/students/registration-form.