

Ashland University  
Dwight Schar College of Education  
Department of Doctoral Studies and Advanced Programs  
Syllabus and Calendar  
Face-to-Face Coursework  
Fall, 2019 Liberty Union

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Office hours 10:30-12:30 daily  
Other hours by appointment or by chance

Ungrad/GRAD XXX  
Credit Hours: 3  
Field/Clinical Hours: 0

Course number & title:

EDIS 650, Nature and Needs of the Talented

Department(s):

Doctoral Studies and Advanced Programs

Catalog description:

A background course designed to acquaint the students with the definitions, characteristics, potentialities, abilities, and learning styles of talented students. Categories and definitions of students with gifts and talents, including identification criteria shall be explored through a review of related and historical research. An introduction to the unique needs of diverse populations, program development and assessment, as well as curriculum practices for the talented. A critical examination of current philosophical models in the field will provide students a foundation for drafting their own philosophical statement of teaching the gifted. This course fulfills state requirements for the Ohio Intervention Specialist/Gifted Endorsement.

Prerequisites:

The enrollment restriction (s) for this course is (are):

25

Fees and charges:

Tuition. May include technology fee.

Effective catalog date for this master syllabus:

September 30, 2019

Student assessment criteria:

Students will be assessed using a pre- and post-self-assessment, creation of a glossary and

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philosophy statement, book study or review, a case study, reading and focus question responses, and attendance and participation.

Suggested texts and/or references:

Rimm, S. B., Siegle, D., & Davis, G. A. (2018). *Education of the Gifted and Talented*. 7<sup>th</sup> edition. New York, NY: Pearson.

Note:

All instructors must discuss *National Excellence, The Ohio Operating Standards for Identifying and Serving Students Who are Gifted* and Law for Gifted Children, Ohio Administrative Code 3301-51-15, and APA formatting.

A trade book or scholarly text may be required by the instructor for the book study/review.

Suggested instructional strategies:

Lecture	Group and individual presentations
Simulation	Shared inquiry
Role-playing	Guest presenters
Small-group discussion	Case Study

Description of field/clinical experiences:

FIELD EXPERIENCE

CLINICAL EXPERIENCE

Student will perform a case study on a gifted individual as a clinical experience.

Faculty who frequently teach the course:

Licensure programs in which course is required:

Endorsement/Gifted

If the course is offered for either undergraduate or graduate credit identify the respective difference in expectations:

Graduate Credit Only

Academic Integrity

Students are responsible for reading, understanding, and abiding by the academic integrity policies in the Ashland University catalogs:

<https://www.ashland.edu/administration/office-records-and-registration/academic-integrity-policy>

HLC statement for online and hybrid courses

This course format consistently meets the same quality, assessment, learning outcomes, and requirements of the traditional semester offering of this course.

Student Accessibility

It is Ashland University's goal that learning experiences be as accessible as possible. If you

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anticipate or experience physical or academic barriers based on a disability, please contact the Student Accessibility Center at 419-289-5904, or send an email to [au-sac@ashland.edu](mailto:au-sac@ashland.edu). The Student Accessibility Center and the course instructor will work together in order to establish accommodations, and to meet your learning needs.

### Tutoring included in your tuition

AU provides students with peer tutoring **in any of your undergraduate courses**, drop-in on most requested courses from Monday – Thursdays 7 – 9 pm. **We also offer Time Management, Study Skills, Note Taking, and Test Taking Strategies tutoring.**

Please visit [www.ashland.edu/tutor](http://www.ashland.edu/tutor) for a full drop-in courses schedule or click on “One on One Tutoring” to request a tutor by filling out the form, and we will be in touch with you very soon. The ideal time to request tutoring is during your 3rd week of class to get you ready for your mid-term taking place during week 8.

Questions? Denisia Stoops, Tutoring Programs Coordinator, [dstoops@ashland.edu](mailto:dstoops@ashland.edu), 419.207.6779, or 701 Library during regular business hours.



Walk-in



Request a tutor

### Course content:

See course content listed under Knowledge criteria.

### Student Learning Outcomes

See specific SLOs listed under Skills and Dispositions criteria

Course and field/clinical experience objectives (including knowledge, skills, and dispositions):

<b><u>KNOWLEDGE:</u></b> The graduate education student will have knowledge of:	<b><u>SKILLS:</u></b> The graduate education student will have skills to:	<b><u>DISPOSITIONS:</u></b> The graduate education student will:	<b><u>STANDARDS*</u></b> ODE, OAE, NAGC/CEC, AU
K1. General categories, definitions, and descriptions of giftedness and talent, including identification best practices as defined by researchers and federal entities.	S1. Explain the general categories, definitions, and descriptions of giftedness and talent, and recognize identification best practices as defined by researchers and federal entities.	D1. Appreciate the need for various categories, definitions, and descriptions of giftedness and talent, and identification best practices as defined by researchers and federal entities.	ODE = (g) OAE = 1.4, 5.5 AU = SLO1
K2. General categories, definitions, descriptions, and requirements for Ohio gifted education as outlined by the Ohio Law and Ohio Rule; purposes for and components of the Written Education Plan (WEP); their home/local district interpretation of the Ohio Rule and WEP.	S2. Interpret the general categories, definitions, and requirements for Ohio gifted education as outlined by the Ohio Law and Ohio Rule. Explain and critique their home/local district interpretation of the Ohio Rule and WEP.	D2. Value the strengths and weakness of Ohio's Rule and Law, including their home/local district interpretation of the Ohio Rule and WEP.	ODE = (h) OAE = 1.4, 4.1, 5.3, 5.5 NAGC/CEC = 6.1, AU = SLO5
K3. The historical foundations, the classic studies, and major researchers in the field of giftedness and talent, including the current contributors to the growth of knowledge and practices in the field.	S3. Take into account historical foundations, classic studies, and major researchers past and present in their own philosophy statement of the education of gifted and talented students.	D3. Value the history of, classical studies within, and contributions of researchers past and present in the field of gifted education.	OAE = 1.1, 1.2 NAGC/CEC = 6.2
K4. The interaction of the characteristics of gifted individuals with various social and cultural forces (family, community, schools, and other institutions) and the impact of this interaction on individual differences, learning, and development of the gifted individual.	S4. Interpret within their own school/work context how the characteristics of gifted individuals interacts with various social and cultural forces to impact individual differences, learning, and the development of the gifted individual.	D4. Appreciate the myriad ways that the characteristics of gifted individuals interact with social and cultural forces to impact individual differences, learning, and the development of the gifted individual.	ODE = (d), (e) NAGC/CEC = 2.1, 2.3, 2.4, 2.5, 3.1, 7.5 AU = SLO1, 3
K5. Special concerns in the area of talent development, especially age and domain specific characteristics and needs, issues of labeling gifted students, an introductory knowledge of social and emotional issues, and other topics relevant to the graduate student.	S5. Communicate relevant special concerns in the area of talent development, especially age and domain specific characteristics and needs, issues of labeling gifted students, and other relevant topics.	D5. Appreciate the need for accommodating for special concerns in the area of talent development, especially age and domain specific characteristics and needs, and appreciate the positive and negative aspects of labeling gifted students.	ODE = (a), (b), (c), (d), (e) OAE = 2.3, 7.5 NAGC/CEC = 1.1, 2.1, 2.4 AU =SLO1, 3

<p>K6. An introductory knowledge of various curricular and placement options for talented students and the impact of those educational placement options on students, teachers, and the district.</p>	<p>S6. In a case study, utilize their knowledge of various curricular and placement options for talented students and the impact of various educational placement options on individual students with gifts and talents with regard to relevant factors.</p>	<p>D6. Appreciate the need for various curricular and placement options for talented students and the impact of various educational placement options on students, teachers, and the district.</p>	<p>ODE = (a), (b), (c) OAE = 6, 7.2, 7.3, 7.4 NAGC/CEC = 5.1 AU = SLO1</p>
<p>K7. National, state, and local professional organizations and publications, support and advocacy groups for teachers and parents of with gifts and talents for the purpose of collaboration and dissemination of information.</p>	<p>S7. Demonstrate knowledge of national, state, and local professional organizations and publications, as well as support and advocacy groups for teachers and parents of students with gifts and talents.</p>	<p>D7. Appreciate the need for national, state, and local professional organizations and publications, as well as support and advocacy groups for teachers and parents of students with gifts and talents.</p>	<p>OAE = 3.2, 3.6 NAGC/CEC = 6.5 AU = SLO2</p>
<p>K8. An introductory knowledge of commonly used assessment instruments and protocol (both standardized and authentic), for the purpose of gifted identification, placement, and decision making, especially for under-identified and under-served populations of gifted and talented students.</p>	<p>S8. Consider the relevance of commonly used assessment instruments and protocol (both standardized and authentic), for the purpose of identification, placement, and decision making, especially for under-identified and under-served populations of gifted and talented students.</p>	<p>D8. Value the need for a variety of assessment instruments and protocol both standardized and authentic, for the purpose of identification, placement, and decision making, especially as regards under-identified and under-served populations of gifted and talented students.</p>	<p>ODE = (f), (g) OAE = 1.5, 4.1, 4.2, 4.5, 5.1 NAGC/CEC = 4.1, 4.5 AU = SLO4</p>
<p>K9. The unique needs of twice-exceptional special populations of gifted learners such as culturally diverse, second language learners, and learners with learning, physical, or behavioral disabilities.</p>	<p>S9. Communicate special concerns in the area of twice-exceptional special populations of gifted learners, especially those relevant to the graduate student's school/work context.</p>	<p>D9. Appreciate the unique needs of twice-exceptional special populations of gifted learners.</p>	<p>ODE = (d), (e) OAE = 1.5, 2.4, 4.2, 7.1 NAGC/CEC = 1.1, 6.8 AU = SLO3, 5</p>
<p>K10. Theoretical studies of intelligence, giftedness, talent development, and related concepts that frame the field of gifted education.</p>	<p>S10. Identify and describe major theoretical studies of intelligence, giftedness, and talent development in the context of a case study.</p>	<p>D10. Value the necessity for theoretical studies of intelligence, gifted, talent development, and related concepts as a frame for the field of gifted education.</p>	<p>OAE = 1.3 AU = SLO1</p>

<p>K11. Their personal and professional learning goals for EDIS 650, and a current educational philosophy for teaching, and especially for teaching gifted students in their context.</p>	<p>S11. Justify their personal and professional learning goals for EDIS 650. Apply course learning to their educational philosophy for teaching, especially for teaching gifted students in their context.</p>	<p>D11. Value their personal and professional growth during EDIS 650. Appreciate the need for a current, articulated educational philosophy for teaching, especially for teaching gifted students in their context.</p>	<p>OAE = 3.4 NAGC/CEC = 6.4 AU = SLO5</p>
<p>K12. Various applicable standards and competencies in the field of gifted education, including*: NAGC/CEC Teacher Preparation Standards in Gifted and Talented Education; ODE Ohio Rule Gifted Competencies, OAE Assessment Framework for Gifted Education, AU Student Learning Objectives.</p>	<p>S12. Apply and understand the application of the standards and competencies in the field of gifted education within their teaching context.</p>	<p>D12. Value the integration of various standards and competencies in the field of gifted education into their teaching context.</p>	<p>OAE = 3.6 NAGC/CEC = 6 AU = SLO5</p>
<p>K13. Skills and protocol for graduate level professional writing, speaking and presentation according to the Publication Manual of the American Psychological Association 6th Edition.</p>	<p>S13. Write, speak, and give presentations with graduate level professionalism according to the APA 6th Edition.</p>	<p>D13. Appreciate the need for writing, speaking, and presenting with graduate level professionalism as a way to further the field of education and gifted education.</p>	<p>NAGC/CEC = 6.4 AU = SLO5</p>

### Bibliography and list of Professional Organizations

Appears under a separate cover. See Blackboard document, “Bibliography & Prof Associations.” This list is quite comprehensive and includes books, journal articles, and professional associations in gifted education.

### Grading

If a student has to miss more than one class, an “A” grade is not possible.

Grades for this course will be determined based on completion of the course assignments, activities, and regular participation in all aspects of the course. In completing the written assignments, make certain to answer the entire question, to provide as much detail as possible, and to use syntax, grammar, spelling, and punctuation appropriate to graduate level academic discourse.

Word process all assignments following the *Publication Manual of the American Psychology Association, 6<sup>th</sup> Edition*. A copy of this manual or cheat sheet can be purchased at most book stores.

Keep a copy of all assignments. Make certain that your name, date, assignment number and title are on each assignment. Proofread carefully. Graduate work should be as close to error-free as humanly possible. Upload virtual assignments in Word format (not PDF or Google doc) to the appropriate assignment box on Blackboard. Bring a hard copy or have access to an electronic copy of assignments for face to face class meetings.

Save your document with the following title: 650\_FirstnameLastInitial\_AssignmentTitle  
Which may look thus: 650\_JenniferG\_FQ1 (this is for Focus Question 1)  
This truly helps save me time in downloading and grading assignments.

I take a great deal of time reading and commenting on your written submissions. I post these back to the dropbox for you. Please take time to view my comments! If you cannot see them (they are there!), please email me and I can walk you through how to see them or I can send you a PDF file that shows them easily.

### **The Grading Scale is as follows:**

<b>91-100%</b>	<b>A</b>	<b>Excellent Achievement</b>
<b>81-90%</b>	<b>B</b>	<b>Good Achievement</b>
<b>71-80%</b>	<b>C</b>	<b>Below Expectations for Graduate Work</b>
<b>69%</b>	<b>F</b>	<b>Failure</b>

For the grade of an A the student’s work will exhibit the following attributes:

**Content - Assignments are complete and thorough and meet or exceed stated specifications and criteria and are submitted on time** Student has completed all parts of the assignments as defined by the instructor. Knowledge of subject matter is clear, and all work is clearly focused on the assigned topics. Topics are fully developed. If appropriate, student has included additional material/information beyond requirements. If applicable, student has demonstrated applicability

to the work setting (theory into practice). Student shows evidence of critical and creative thinking. Student demonstrates originality and fresh perspectives.

**Quality of Writing - Written work shows superior graduate quality in verbal expression, attention to detail, and correct application of the conventions of the English language** In student=s written work, paragraphing is appropriate with clear thesis statements and supporting details. Sentences are clear and concise. Students vary sentence structure making use of subordinate clauses. Transitional words and phrases are used effectively. Points and ideas are well organized. Word choice is effective. English language conventions are applied correctly (i.e. spelling, capitalization, punctuation, agreement, pronoun usage, sentence structure).

**Preparation (readings, field work, etc.) - Preparation for all classes is evident** Students participate regularly contributing ideas to class discussions that demonstrate careful reading of assigned texts and articles, attention and engagement in interviews, observations, or any other in-class or out-of-class activities assigned.

**Attendance** –Often, school districts have parent conference nights which may fall on a class night. Students are excused for these. If a student has been absent more than once, an “A” grade for the course is not possible. Students should turn in all missed work after the absence.

**Format - Where applicable, citations and references are used correctly and consistently with clear efforts made to include a wide range of relevant works** For any work requiring citations, students refer to scholarly work first, and then to a wide range of suitable sources. All non-original ideas are cited correctly and referenced in a reference list. All works in the reference list are cited in the text. Student follows the *Publication Manual of the American Psychology Association*.

### Summary of Grade Components

Assignment	Points
Pre/Post-Assessment	20
Attendance and participation (6 sessions x 20 points)	120
Focus Question Responses (6 X 20)	120
Personal Top Ten Glossary	30
Philosophy Papers (Beginning is 20 pts, Ending is 30 pts)	50
Annotated Bibliography on a topic of interest OR OAGC Fall Conference (1 day)	50
Case Study	100
<b>Total points possible</b>	<b>490</b>

### **Pre/Post Assessment**

All students will complete a Pre-Assessment Document at the beginning of the semester. At the end of the semester, students will complete a Post-Assessment on the same document and submit to Blackboard. Adjuncts will forward these Pre/Post Assessment Document to the program director promptly at the end of the semester.



Resource Notebook

\*Students will begin compiling an AU Resource Notebook in EDIS 650 and continue adding to it throughout their program. The student determines his/her format (hard copy or electronic) for the Notebook. A list of all Resource Notebook items is provided on Blackboard with a video overview of this component of the program. Items required from EDIS 650 include:

650	Case Study Book Study reflection Any assignments, notes or activities chosen by the instructor or graduate student Pre/Post Assessment Philosophy essay* Personal Top Ten OR Class Glossary**
State Documents	Updated Ohio Rule (Operating Standards for Identifying and Serving . . . ) Ohio Law (ORC 3324) OAE Assessment Framework NAGC Knowledge and Skill Standards in Gifted Education for All Teachers NAGC/CEC Teacher Preparation Standards in Gifted Education
Local Documents	Written Education Plan Identification Protocol for district Service Settings for district

**Attendance and Participation**

All students are expected to attend all face-to-face classes and engage fully into the discussions and activities. Due to the nature of this hybrid course, if a student has to miss a class, an “A” grade may not be possible. The instructor and student will determine how that time/points will be made up. Please inform the instructor as soon as you are aware of conflicts or emergency situations.

There may be times when required school functions (parent conferences, etc.) preclude attendance for some or all of a class session. One school function will not impact the student’s grade, providing the instructor is informed ahead of time and class activities are made up.

Rubric for online discussion posts and responses

Criteria	Unacceptable 0 Points		Excellent 20 Points
<b>Initial Assignment Posting 20 points</b>	Posts no assignment or is more than 3 days late.		Posts on time.
<b>Criteria</b>	<b>Unacceptable 0-15 Points total for this column</b>	<b>Good 16-18 Points total for this column</b>	<b>Excellent 19-20 Points total for this column</b>

<b>Response Postings</b>	Posts no follow-up responses to others. Posts shallow contribution to discussion (e.g., agrees or disagrees); does not enrich discussion. 0-5 points	Elaborates on an existing posting with further comment or observation. 6-8	Demonstrates analysis of others' posts; extends meaningful discussion by building on previous posts. 10 points
<b>Content Contribution</b>	Posts information that is off-topic, incorrect, or irrelevant to discussion. Repeats but does not add substantive information to the discussion. 0-2 points	Posts information that is factually correct; lacks full development of concept or thought. 3 points	Posts factually correct, reflective and substantive contribution; advances discussion. 4 points
<b>References &amp; Support</b>	Includes no references or supporting experience. Uses personal experience, but no references to readings or research. 0-1 point	Incorporates some references from literature and personal experience. 2 points	Uses references to literature, readings, or personal experience to support comments. 3 points
<b>Clarity &amp; Mechanics</b>	Posts long, unorganized content that may contain multiple errors or may be inappropriate. 0-1 point	Contributes valuable information to discussion with minor clarity or mechanics errors. 2 points	Contributes to discussion with clear, concise comments formatted in an easy to read style that is free of grammatical or spelling errors. 3 points

### Focus Question Responses

#### Content of Focus Questions

- Respond to the question, using specific examples from the reading and viewing material, and tell at least one story from your own experience to relate to the topic at hand. This shows that you are able to **apply** the material. Interact with the material, showing you understand it.
- Your essay should be at least 500 words.
- You may also give opinions and **evaluate** the material.
- Don't just repeat the material. Your discussion level should be at the *Evaluating, and Applying* levels from Bloom's Revised Taxonomy.
  - Knowing—reading the assignment
  - Comprehending—understanding the assignment
  - Applying—being able to relate to the assignment by telling a related story
  - Evaluating—being able to judge the value and truth of the material; having an opinion about it
  - Creating—the act of writing your essay about the assignment
- Here is a suggested outline for a reflective essay.

- Intro
- Summary of an idea
- Story (application)
- Evaluation
- Conclusion (Make some comments to summarize and conclude)
- References
- If the assignment is late, it is 2 points off per day late.

### Formatting Focus Questions

[See the APA folder online for detailed information.]

Please format the file name thus:

**650\_FirstNameLastInitial\_FQ#** It would look like this: **650\_JenniferG\_FQ2**

In upper **right** hand corner, as below:

Name  
EDIS 650 [place] [year]  
Focus Question # \_\_\_\_\_

- Restate the focus question and center it at the top of the essay.
- Number your pages on the Upper Right. To format, see Insert/Page Numbers.
- Double-space all, including the references. Number pages in the upper right hand corner.
- Submit it with your last name and the number on both the attachment and the email.
- Use APA 6<sup>th</sup> Edition for references.
- There is no need for a lot of references. A personal touch is better.
- It's better to paraphrase but if you use a direct quotation, use quotation marks. Note: The end quotation mark goes OUTSIDE the final comma or period in American English.
- You can always see how to reference books and journals by looking at the bibliography in the syllabus, and at the bibliographies of your textbooks.
- References: Pay special attention to how these are **punctuated, spaced, capitalized, and formatted**. There is no hard return until the end of the item. To format this properly go to Format/Paragraph/ Special/Hanging indent 0.5". The title of the article is written in sentence case, with the capital letter on the first word. The titles of journals are written in title case, with major words capitalized. To format this go to the third little "A" in the font toolbar, select, and choose Sentence Case or Title Case.
- Double space between entries, single space within each entry. It is sometimes helpful to create a table and put each entry into a separate row. In longer reference lists this makes it easy to re-alphabetize all entries.

Here is how to reference online journal articles.

Author, A. A., & Author, B. B. (Date of publication). Title of article. *Title of Journal*, volume number. Retrieved from <http://www.journalhomepage.com/full/url/>

Here is how to reference online books:

Author, A. A., & Author, B. B. (Date of publication). *Title of document*. Retrieved from <http://Web address>

See folder on Blackboard for APA formatting information and examples.

Rubric for Focus Questions

	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Emerging</b>	<b>Does not meet expectations</b>
Understanding	(9 points) Essay demonstrates a thorough understanding of and insight into the material.	(8 points) Essay demonstrates adequate understanding of the material.	(6-7 points) Essay demonstrates a partial understanding of the material.	(0 points) Essay does not show understanding of the material.
Application and/or critique	(9 points) Essay demonstrates application of the material into a real-life setting and/or critiques the material citing relevant research and/or experience.	(8 points) Essay demonstrates an adequate application of the material into a real-life setting.	(6-7 points) Essay shows a partial application of the material into a real-life setting.	(0 points) Essay does not show application or critique of the material.
Writing Conventions	(2 points) Essay is 500 words or more. Shows an thorough understanding and/or attempt at the conventions of academic writing	X	X	(0) Shows no attempt or understanding of the conventions of academic writing.

**Personal Top 10 or Class Glossary**

This assignment may be an ongoing part of your AU Resource Notebook. Keep a document going throughout the semester where you note important people, websites, and professional organizations and give a short description as a resource for your future self.

At the end of the semester save your glossary to a word processed document, alphabetize and format it any way you wish, and submit to Blackboard as your Resource Notebook Glossary for 650.

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The instructor and students will determine how the glossary will be approached during the semester. We may take time during course meetings to collaborate and compile these through a Wiki document on Blackboard.

### **Philosophy Paper**

One of the main efforts of Ashland University's Talent Development program is to support you as you materialize, verbalize, and realize your true self as a teacher, especially a teacher of the gifted. To this end, each course provides an opportunity for you to reflect on your practice, consider new information you are learning, formulate and state your philosophy of teaching. By the time you are finished with AU's Talent Development program you will have a strong statement of belief and philosophy of education to move you forward.

In EDIS 650 (or the first course you take), you will begin by finding any previously written philosophies of education, from old resumes and undergraduate documents. Revisiting this philosophy gives you a chance to reflect on how you have grown since its writing.

As a guide for writing your philosophy, visit the NAGC webpage by Jeff Danielian called "For what it's worth: Crafting a statement of educational philosophy" at <https://www.nagc.org/blog/what-it%E2%80%99s-worth-crafting-statement-educational-philosophy> (his link to the University of Minnesota's site is broken. Use this link <https://cei.umn.edu/writing-your-teaching-philosophy> )

Your writing should be professional, headed like a Focus Question response, and can be single or double spaced. Include sections relevant to you from Danielian's suggestions. It should include multiple sections as suggested by his readings and the rubric provided.

In this philosophy essay you will need to dedicate at least a portion of your writing to gifted education. Even if you have no experience with gifted – make a belief and/or philosophy statement about how gifted students should be taught and should learn. Remember that this is a work-in-progress, an ongoing document to adjust and change as you adjust and change as a teacher.

Your finished essay should be at least 400 words and include five components from the rubric below (four components of your choice and the required Professional Writing Component). *Your philosophy paper must include gifted education and/or gifted learners.* Save this as **650\_FirstNameLastInitial\_Philosophy1 or \_Phil1**

### **End of Course Philosophy Reflection**

In week 11 or 12, revisit your Philosophy paper from the beginning of the course and resave it as **650\_FirstNameLastInitial\_Philosophy2 or \_Phil2**. Choose at least two components from the rubric below that are the most meaningful for you in your situation and at the end of the paper you wrote, comment on any shifts in your thinking that have occurred as a result of the readings, discussions, and activities from EDIS 650.

You are also welcome to use the “Review” feature in Word to make speech bubble comments throughout your first philosophy paper relating to specific comments you made then. At the end, write a short summary or conclusion of how your thinking, beliefs, and practices have shifted. Turn this paper in to the dropbox.

**Philosophy Paper Rubric**

<b>Check those you value to be graded on</b>	<b>Possible Components **Required</b>	<b>Exceeds Expectations (3)</b>	<b>Meets Expectations (2)</b>	<b>Emerging (1)</b>	<b>Does not meet expectations (0)</b>
		Within the context of the teaching philosophy, the writer-	Within the context of the teaching philosophy, the writer-	Within the context of the teaching philosophy, the writer-	The writer-
	<b>**Teaching and learning</b> in gifted education.	Thoroughly defines <i>teaching</i> and <i>learning</i> in gifted education.	Adequately defines <i>teaching</i> and <i>learning</i> in gifted education.	Partially defines <i>teaching</i> and <i>learning</i> in gifted education.	Does not define <i>teaching</i> and <i>learning</i> in gifted education.
	<b>The teacher’s role.</b>	Thoroughly defines the teacher’s role in teaching and learning.	Adequately defines the teacher’s role in teaching and learning.	Partially defines the teacher’s role in teaching and learning.	Does not define the teacher’s role in teaching and learning.
	<b>The student’s role.</b>	Thoroughly defines the student’s role in teaching and learning.	Adequately defines the student’s role in teaching and learning.	Partially defines the student’s role in teaching and learning.	Does not define the student’s role in teaching and learning.
	<b>Teaching and/or assessment strategy.</b>	Thoroughly defines at least one teaching and one assessment strategy.	Adequately defines at least one teaching and/or assessment strategy.	Partially defines at least one teaching or assessment strategy.	Does not define a teaching or assessment strategy.
	<b>Professional Development</b>	Thoroughly defines the role of professional development.	Adequately defines the role of professional development.	Partially defines the role of professional development.	Does not define the role of professional development.
	<b>Professional and/or Personal goals</b>	Thoroughly defines and discusses professional and personal goals related to	Adequately defines the professional and personal goals related to teaching and learning.	Partially defines the professional and personal goals related to teaching and learning.	Does not define professional or personal goals related to teaching and learning.

		teaching and learning.			
✓	<b>**Writing Conventions</b>	(2) Shows a thorough understanding of the conventions of academic writing	(1) Shows an adequate understanding of conventions of academic writing	(0) Shows a partial understanding of the conventions of academic writing	(0) Shows no understanding of the conventions of academic writing.
		Total Score out of 20 (Beginning) or 30 (End)			

**OAGC Fall Conference Attendance (1 day) OR Annotated Bibliography on a Topic**

<p><b>Option 1</b></p>	<p><b>Ohio Association for Gifted Children Fall Conference</b> Attend at least one full day of the OAGC Fall Conference and write a 500 word reflection on the sessions you attended, specific ideas that were new or interesting,, and specific ways you will use what you learned in your classroom/context. Professional writing, first person, headed like the Annotated Bibliography, double spaced, edited. Save as 650_FirstNameLastInitial_Conference</p> <p>October 20 (Parent Day), 21 and 22 at the Columbus Hilton Easton See the OAGC Website for details <a href="http://oagc.com/fallconference.asp">http://oagc.com/fallconference.asp</a></p>
<p><b>Option 2</b></p>	<p><b>Annotated Bibliography</b></p> <p style="text-align: center;"><b>Annotated Bibliography</b></p> <p>As you research your case study subject themes will arise that are indicative to gifted education and were explored in brief with <i>EGT</i> chapters and focus questions. You will choose a relevant theme or a topic of interest to you, locate four recent scholarly articles or book chapters on that topic (scholarly means that it has a list of reference), and write a short annotation for each, and write a conclusion that connects learning from all of the articles. Save as 650_FirstNameLastInitial_AnnBib</p> <p style="text-align: center;">Head your paper:</p> <p style="text-align: right;">Your name Date Annotated Bibliography</p> <p>Paragraph 1: Use APA to create a Reference for the journal article. See the “Brief APA Guide” on Blackboard.</p> <p>Paragraph 2: Create a succinct (that means short) well-written summary of the article, including its important points and conclusions. Please do not copy from the abstract (if there is one) or other places. This should be your own words.</p>

<p>Paragraph 3: Create a well-written response to the article in terms of your context, teaching area, student age, etc. This paragraph should contain your thoughts on the relevance and use of the author's ideas on your Case Study. You do not need to discuss all the ideas from the article, focus on those most relevant and interesting to you. How do the author's ideas impact what you know about your case study subject? What ideas does it give you toward gifted students in general?</p> <p>Double space and start into the next Annotated Bibliography. You will have at least four annotated sources.</p> <p>Conclude with a reflection compiling what you learned from all of the articles, how you will use your new knowledge, and what questions you still have.</p>
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### Case Study

You will complete a case study of a gifted child or adult and write a paper that connects the individual's behavior, characteristics, challenges and joys, issues, and other concepts to the course content we have studied this semester. You will interview the case study subject, one or two significant people in the subject's life, and/or observe the subject in his/her "natural habitat." Interview and observation notes are then compiled and organized by themes. The case study paper is an examination of multiple facets of the gifted individual's life and finishes with your suggestions for their future growth, reflections on shifts in your thinking and realizations.

NOTE: The case study should follow the requirements for human subjects research as proposed by the American Educational Research Association and Ashland University. These include anonymity, permission by parents/guardians for minors, and discretion about personal matters.

SELECTION OF PARTICIPANT: For ethical reasons, the participant should not be a relative, a spouse, a current student or possible future student, or a close friend. If in doubt, ask the instructor for approval. If you use a current student (whether you grade them or not) you will be asked to do the case study again.

Focus on predictive behaviors, characteristics, and crystallizing experiences. You might consider focusing on a chosen model of talent development (those studied for Focus Question # 3) as a framework for the interview and the thematic analysis.

Use APA Heading Levels.

**Level 1: Bold, centered, Sentence case, no period**

Start the sentence on the next line, indented.

**Level 2: Bold, left aligned, sentence case, no period**

Start the sentence on the next line, indented.

**Level 3: Bold, Left aligned, Sentence Case, Period.** Start the sentence immediately following after un-bolding.



(You probably won't need any more headings than that)

Use the headings I give you below or retitle your headings, but please DO use headings.

### **Rationale**

Write a section on why and how you chose this particular case, connecting to references about the development of talent, especially those provided by Piirto in one of the chapters on age-specific gifted individuals and/or the *EGT* chapter on characteristics of gifted individuals. Give background information. Ideas from Focus Question #3 could be included here.

### **How the subject is identified as gifted**

Obtain written parental permission if the person who is to be studied is a minor. If possible, obtain and include relevant test scores and records of the person, in order to determine by what criteria the person is to be considered talented by the *Ohio Rule*. Give the person a pseudonym and black out the person's real name on the test records. Use this section to "prove" the participant would be identified as gifted if the participant is an adult. This is usually by achievement. You should connect to the *Ohio Operating Standards* and the *EGT* chapter on identification. Ideas from Focus Question #3 could be used here.

### **Themes**

This section will be organized into themes from the data you gather that connect to concepts we have studied in 650. You will have at least five sources of data:

1. Identification/testing information
2. Work products. Gather samples of the subject's work and "products," indications of his or her talents. Scans of photographs are suitable.
3. Interview with the gifted individual
- 4-5. At least two more sources:
  - interviews with at least two significant people in the person's life (friends, teachers, parents, mentors) or
  - interview with at least one significant people and an observation. Observe the subject in various situations, particularly situations where "predictive behavior" is likely to manifest itself.

You may wish to use a model of intelligence or giftedness as a framework for your interview questions. We will discuss these in Week 3. Writing from Focus Questions 4 and 5 could be used in this section.

### **Hints for writing this section**

After compiling your research, look for recurring themes, ideas that connect to or are outliers to the research we read about gifted individuals and the model of intelligence/giftedness that you most identify with. Using these themes to organize your writing in this section, describe characteristics and behaviors of the individual, connecting to the interviews and observations (you may quote directly and/or summarize the interviewee's statements/ideas) and the research. Use APA citations for field notes (see APA PowerPoint) and the research.

### **Conclusions and Recommendations**

Make suitable conclusions about the subject AND recommendations about the person's

future (if applicable). Use the following questions to guide you:

- How does the subject compare to the people you have been studying in your "Nature and Needs" class?
- What recommendations would you have for their previous schooling/support?
- What recommendations would you have for their current or future schooling/support?
- What surprised you? What made sense to you?
- What did this study solidify for you about gifted individuals? What did you learn about giftedness by studying this person?

### **References**

See APA PowerPoints on Blackboard, you can also use the References in your syllabus as a guide. Include the text, articles, other books, etc. You will include citations to your field notebook in-text, but these citations are not included in the reference list – only references that the reader can obtain on their own are included here.

### Format for submission

Use a two-pocket folder, not a ringed notebook, for the case study.

Put the exhibits in the left pocket and the written study in the right pocket.

Staple your paper in the upper left hand corner.

Double space. Number pages on upper right hand side.

Include a title page as modeled on Blackboard.

Minimum/Approximate length: Ten word processed pages.

Use APA style for citations and references, Times New Roman, 12 point font, 1 inch margins.

### Organization of the two-pocket folder

Left pocket:

1. List of what is included
2. Signed permission form
3. Samples of talent “proof” (Refer to them in your paper, if applicable)
4. Test scores with identifying name blocked out
5. Samples of work products

Right pocket: The paper, organized as follows

1. Title page
2. Rationale (why you chose this person)
3. How this person is/would be identified gifted according to the Ohio rule.
4. Themes
5. Conclusion and recommendations
6. References
7. Any tables or figures

### Format for sharing of Case Study

- Be prepared to speak for 7-9 minutes. You may use slides to organize your ideas. This should be highly structured and include the following points:
  - Introduce us to the subject.
  - Speak about how your subject exemplifies – or is an outlier of - three specific ideas we have discussed in the course or that connect to our readings.

- Feel free to share examples of their work.
- Share two conclusions, surprises, or issues you have learned about gifted individuals that result from this project.



## PERMISSION FORM FOR CASE STUDY

I, \_\_\_\_\_ (parent or subject, if over 18), give permission to (researcher) \_\_\_\_\_ to obtain copies of (my) (my child's) \_\_\_\_\_ test scores, grades, and records, if available, in order to complete a case study for a graduate class in education, Education 650, taught by Dr. Jennifer Groman, at Ashland University. I give permission for my child to be interviewed on audiotape. Pursuant to the Human Subjects policies at the university, I understand that my child's name will not be used. I understand I may withdraw from this study at any time by informing the researcher that I wish to do so. I understand that the results will not be used for commercial purposes, but only in the academic setting.

\_\_\_\_\_

(Signature)

\_\_\_\_\_

(date)

Human Subjects Protocol: The participant is not a relative, a spouse, someone over whom the researcher has or will have power (e.g., a future student), or a close friend.

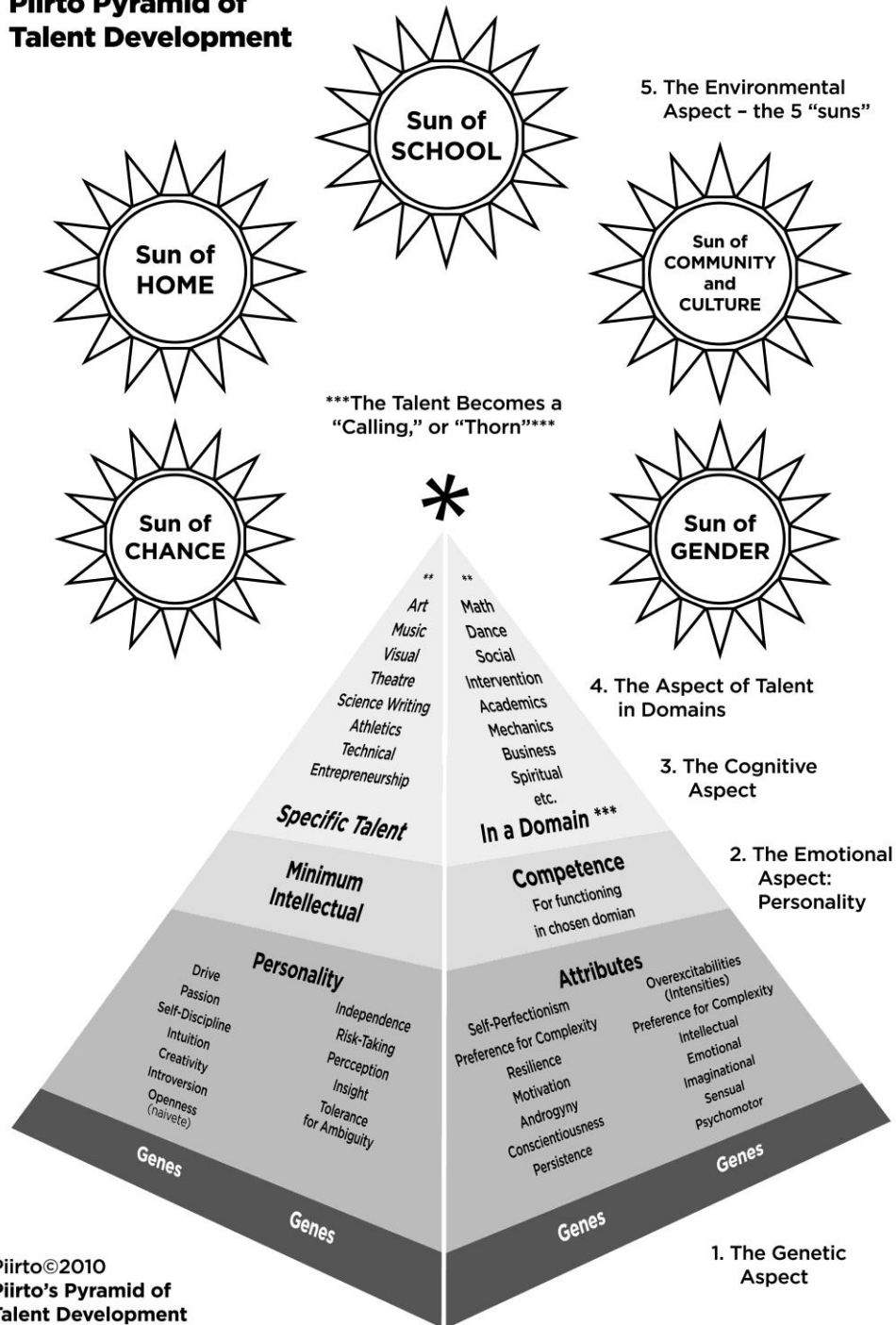
Include a copy of this with your case study. Keep a copy for your records. Give a copy to the participant or participant's parent.

**Rubric for Case Study**

	<b>Exceeds expectations</b>	<b>Meets expectations</b>	<b>Emerging</b>	<b>Does not meet expectations</b>	<b>Raw Score</b>
<b>Required Components:</b> Human Subjects Form; submitted on time; all components listed in the syllabus; presented in class.	X	All required components are present. 10 points	X	At least one required component is missing. 0 points	
<b>Connects to the literature (25 points)</b>	Shows a thorough connection to three or more researchers in the literature. (20-25 points)	Shows an adequate connection to two or more researchers in the literature (15-19 points)	Shows a partial connection to one or more researchers in the literature (10-14 points)	Shows no connection to the literature. (5-9 points)	
<b>Thematic analysis (25 points)</b>	Shows a thorough analysis with examples from case study data of four or more themes in gifted education.	Shows an adequate connection with examples from case study data to three or four themes in gifted education.	Shows a partial connection to one or more themes in gifted education.	Shows no connection to gifted education themes.	
<b>Rationale and Gifted Characteristics (10 points)</b>	Shows a thorough understanding of characteristics of giftedness manifested in the case study individual (9-10 points)	Shows an adequate understanding of characteristics of giftedness manifested in the case study individual (7-8 points)	Shows a partial understanding of characteristics of giftedness manifested in the case study individual (5-6 points)	Shows no understanding of characteristics of giftedness in the case study individual. (0-4 points)	
<b>Conclusion and Recommendations (10 points)</b>	Thorough discussion of: the writer's new understandings; conclusions about case study individual, recommendations for their past, present, or future life.	Adequate discussion of: the writer's new understandings; conclusions about the case study individual, recommendations for their past, present, or future life.	Partial discussion of: the writer's new understandings; conclusions about the case study individual, recommendations for their past, present, or future life.	No discussion of: the writer's new understanding; conclusions about the case study individual, recommendations for their past, present, or future life.	
<b>Writing Conventions (20 points)</b>	Shows a thorough understanding of the conventions of academic writing (18-20 points)	Shows an adequate understanding of conventions of academic writing (15-17 points)	Shows a partial understanding of the conventions of academic writing (12-14 points)	Shows no understanding of the conventions of academic writing. (0-11 points)	

These two pages outline the Piirto Pyramid model as a frame for Case Study interview questions. You could also frame using one or more of the models you chose for FQ4.

**Piirto Pyramid of Talent Development**



Piirto©2010  
**Piirto's Pyramid of Talent Development**  
first appeared in *Talented Children and Adults* (1994). It was subsequently revised in 1998, 1999, 2002 and 2004. This is Version 6.

Formulate questions organized using to the Piirto Pyramid as a frame.

Genetic Aspect

- 1.
- 2.
- 3.

Emotional aspect (personality attributes)

- 1.
- 2.
- 2.

Cognitive aspect (intelligence(s))

- 1.
- 2.
- 3.

Talent in a domain

- 1.
- 2.
- 3.

“Thorn”

- 1.
- 2.
- 3.

**Environmental “Suns”**

Sun of Home

- 1.
- 2.
- 3.

Sun of School

- 1.
- 2.
- 3.

Sun of Community and Culture

- 1.
- 2.
- 3.

Sun of Gender

- 1.
- 2.
- 3.

Sun of Chance

- 1.
- 2.
- 3.

### Liberty Union Cohort Schedule

Unless otherwise indicated, dropboxes close seven days after the assignment is due. You may upload the assignment before this grade period expires without penalty.

Some focus question responses are due in class before they are due to be turned in. If you cannot be ready with the full response paper, prepare for these sessions by outlining your focus question response enough to share with the class or participate in a discussion of the chapter.

Please remember to visit the dropbox for your graded assignment and read my comments.

Class session	Readings and Assignments In Class Activities	Due in the dropbox by Sunday midnight Bring to class
1 Face to Face (F2F) Tuesday, September 16	<u>In Class</u> -Course Pre-Assessment -Syllabus overview -Determine Glossary format -Program Overview -The Ohio Rule AND Law, ODE Website -APA Conventions (also available on Blackboard)	<u>Due:</u> -Pre-Assessment  <u>Bring:</u> -Laptop or tech to access online
2 Tuesday, September 24	<u>Reading/Assignments</u> -Read “Crafting an Educational Philosophy” on NAGC website <a href="https://www.nagc.org/blog/what-it%E2%80%99s-worth-crafting-statement-educational-philosophy">https://www.nagc.org/blog/what-it%E2%80%99s-worth-crafting-statement-educational-philosophy</a> -Write Philosophy Statement Essay  <u>Case Study</u> -Begin considering your Case Study subject. Ask colleagues or your coordinator. Have a signed consent form by the end of the week.	<u>Due:</u> -Philosophy Statement Essay 1
3 F2F Tuesday, October 1	<u>Reading/Assignments</u> -FQ1: <i>Education of the Gifted and Talented (EGT)</i> Chapter 1 Choose a focus question and write an essay. Professional Language, make a strong attempt at APA citations (points will not be deducted for imperfect APA, this is good practice).  <u>In Class</u> -Sharing Focus Question 1 -Discussion of Philosophy Statement Essay 1 -Discussion of the OAE Assessment, Websites for NAGC, OAGC (Support Organizations), glossary work -NAGC Knowledge and Skill Standards for Teachers, NAGC/CEC Teacher Preparation Standards in Gifted Education	<u>Due:</u> -Focus Question 1  <u>Bring:</u> -Focus Question 1 (FQ1) -Philosophy Statement Essay 1



<p>4 OL Tuesday, October 8</p>	<p><u>Reading/Assignments</u> -FQ2: <i>Education of the Gifted and Talented (EGT)</i> Chapter 2 (Informal) Write out a Top Ten of interesting ideas/Ah-ha's from this chapter. Write a paragraph to sketch your thoughts on only your Top 3 ideas (not all 10 of them). Be prepared to share these during the Face to Face session on October 1. No dropbox submission.</p> <p><u>Case Study</u> -Begin gathering identification information for/from your case study subject. This is a good time to begin taking good notes on everything you hear, do, and see about this person. Date everything. -Begin setting up interview and observation days/times for Weeks 8 and 9</p>	<p><u>Due:</u> -FQ2</p>
<p>5 F2F Tuesday, October 15</p>	<p><u>Reading/Assignments</u> -FQ3: <i>Education of the Gifted and Talented (EGT)</i> Chapter 3, the Pfeiffer article, and various assessment instruments posted in this week's folder. This chapter is on Identifying Gifted and Talented Students. For FQ3, write an essay that connects at least one idea from this chapter and the Ohio Operating Standards to what you know about your Case Study subject so far. This can possibly be transferred into the Case Study paper as part of the Rationale and Identification (or other) sections. APA, professional language.</p> <p><u>In Class:</u> Discuss: -Focus Question #3 -Bring in and discuss the/a district's identification protocol and WEP. -Share updated ODE Approved List of Assessments for gifted -General overview of the WEP/WAP -Discuss Case Study concerns -Overview of Annotated Bibliography and finding journal articles in gifted education -Building your Pyramid activity</p>	<p><u>Due:</u> -FQ3</p> <p><u>Bring:</u> -FQ2 -FQ3 -Case Study concerns you may have -Your district's: *WEP *Identification Protocol</p>
<p>6 OL Tuesday, October 22</p>	<p><u>Reading/Assignments</u> -FQ4: Jigsaw Models of Giftedness (Gagne, Renzulli, Piirto, Sternberg, Pro/Con of Gardner, others). Read the 3 articles on Blackboard (Page; Sternberg; Kaufman, Kaufman, &amp; Plucker). Browse the models of giftedness/intelligence. Choose and research a model that aligns with your personal philosophy and beliefs. Use the articles/websites provided on Blackboard and research of your own to jot down the most important/valuable</p>	<p>Nothing due online this week, prepare for Week 7 jigsaw</p>

	<p>parts of the model. On Session 5 you will be groups with other classmates who have chosen the same model to create and present an outline and overview of the model. The presentation will be 8-10 minutes in class. You may use presentation software or simply create a handout to post to the Discussion Board under the name of your model. Include at the end a few possible interview questions for your case study based on this model or your own thoughts. This or any other model may become a frame for the Case Study themes and interview questions.</p> <p>We will determine how this assignment is prepared and presented. Due on session 5 on October 15.</p> <p><u>Case Study</u> -Glean interview questions from FQ#4. -Schedule interviews and observations.</p>	
<p style="text-align: center;">Ohio Association for Gifted Children Fall Conference October 20 (Parent Day), 21 and 22 at the Columbus Hilton Easton See the OAGC Website for details <a href="http://oagc.com/fallconference.asp">http://oagc.com/fallconference.asp</a></p> <p>If you are not able to attend the conference, begin your Annotated Bibliography on a topic that has emerged from your work in 650 so far.</p>		
<p>7 F2F Tuesday, October 29</p>	<p><u>Reading/Assignments</u> -FQ5: Age-Specific Chapters by Piirto. Focus Question response from your choice: Piirto chapters 5, 6, 7, or 8. Choose a chapter based on the age of your case study individual or of your own interest and experience. Write a short narrative, outline, chart, or graphic organizer that utilizes, applies, and reflects on the information in the chapter as it aligns with your case study subject and/or with your own experience. Post this to the Piirto Chapter Discussion Forum under the Piirto chapter you chose. Read the other posts in that section. Comment as you wish. This can possibly be expanded and transferred into the Case Study paper to connect to research.</p> <p>-Be working on Case Study -Be ready to work with your Jigsaw group for FQ4 and post your presentation to the Padlet.</p> <p><u>In Class</u></p>	<p><u>Due:</u> -FQ5 (we will not discuss this in class tonight)</p> <p><u>Bring:</u> -Notes from FQ4 for Jigsaw -Notes to help you share from OAGC/Annotated Bib</p>

	<p>Discuss:</p> <ul style="list-style-type: none"> <li>-Jigsaw Models of Giftedness FQ4</li> <li>-Check in on Case Study</li> <li>-Informal sharing out from OAGC sessions and Annotated Bibliography topics</li> </ul>	
<p>8 OL Tuesday, November 5</p>	<p><u>Readings/Assignments</u></p> <ul style="list-style-type: none"> <li>-FQ6: Read the posted article, which has a chapter by Heacox and Cash, “Common Core State Standards and Gifted Education,” and by Galbraith and Delisle, “What is Giftedness?” Upload the Teacher Inventory document on Blackboard, complete it and submit as FQ6.</li> <li>-Be working on Case Study</li> </ul> <p><u>Case Study</u></p> <ul style="list-style-type: none"> <li>-Start interviews and observations</li> <li>-Use the Padlet/colleague responses to FQ5 to apply research by Piirto to your case study individual.</li> </ul>	<p><u>Due:</u> -FQ6</p>
<p>9 F2F Tuesday, November 12</p>	<p><u>Readings/Assignments</u></p> <ul style="list-style-type: none"> <li>-Finish all glossary work by the end of this week</li> </ul> <p><u>In Class</u></p> <ul style="list-style-type: none"> <li>-In class discussion on the NAGC History of Gifted Timeline and various reports (<i>The Marland Report, A Nation at Risk, National Excellence, A Nation Deceived, A Nation Empowered</i>)</li> <li>-Discuss FQ6 (as time permits)</li> <li>-Check in on Case Study</li> </ul>	<p><u>Due:</u> -OAGC Reflection OR Annotated Bibliography</p> <p><u>Bring:</u> -Technology to access the internet</p>
<p>10 OL Tuesday, November 19</p>	<p><u>Readings/Assignments</u></p> <ul style="list-style-type: none"> <li>-Work on Case Study</li> <li>-Format and finalize glossary</li> </ul> <p><u>Case Study</u></p> <ul style="list-style-type: none"> <li>-Finish interviews and observations</li> <li>-Begin organizing your paper</li> </ul>	<p><u>Due:</u> -Top Ten Glossary</p>
<p>11 OL Tuesday, November 26</p>	<p><u>Readings/Assignments</u></p> <ul style="list-style-type: none"> <li>-Work on Case Study</li> <li>-Revisit Philosophy essay, write reflection</li> </ul> <p><u>Case Study</u></p> <ul style="list-style-type: none"> <li>-Prepare the presentation of your case study. You do not need to be done with your paper to do this. If so, simply, give us as much information as you can and your thoughts and reflections on the study so far.</li> </ul>	<p><u>Breathe.</u> <u>Breathe again.</u> <u>Due:</u> -Philosophy Essay Reflection 2</p>

	-Organizing, thematic analysis, and writing your paper.	
12 F2F Tuesday, December 3	<u>Readings/Assignments</u> -Case Study  <u>In Class</u> -Case Study due (to be returned in 651) -Post-Assessment completed -Discuss Philosophy essay and shifts in thinking from 650	<u>Due:</u> -Case Study (no grace period!) -Post-Assessment  <u>Bring</u> -Case Study Presentation -Philosophy Reflection 2