

REVISED: 2018jlg

ASHLAND UNIVERSITY
GRADUATE TEACHER EDUCATION
COURSE SYLLABUS

Course Number: **EDIS 650**

Graduate x Undergrad _____
Credit Hours 3
Field/Clinical Hours 0

Course Title for the Catalog: **Nature and Needs of the Talented**

Instructor:

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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. EDIS 650 provides an introduction to Ohio Department of Education Gifted Competencies (a) through (h) and this course fulfills state requirements for endorsement for Intervention Specialist/Gifted.

The prerequisites for this course are: Graduate status.

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

up to 25

Required texts and/or references:

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

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.

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

<u>KNOWLEDGE:</u> The graduate education student will have knowledge of:	<u>SKILLS:</u> The graduate education student will have skills to:	<u>DISPOSITIONS:</u> The graduate education student will:	<u>STANDARDS*</u> 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
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.	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.	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.	ODE = (a), (b), (c) OAE = 6, 7.2, 7.3, 7.4 NAGC/CEC =5.1 AU = SLO1
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.	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.	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.	OAE = 3.2, 3.6 NAGC/CEC = 6.5 AU =SLO2
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.	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.	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.	ODE = (f), (g) OAE = 1.5, 4.1, 4.2, 4.5, 5.1 NAGC/CEC = 4.1, 4.5 AU = SLO4

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.	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.	D9. Appreciate the unique needs of twice-exceptional special populations of gifted learners.	ODE = (d), € OAE = 1.5, 2.4, 4.2, 7.1 NAGC/CEC = 1.1, 6.8 AU = SLO3, 5
K10. Theoretical studies of intelligence, giftedness, talent development, and related concepts that frame the field of gifted education.	S10. Identify and describe major theoretical studies of intelligence, giftedness, and talent development in the context of a case study.	D10. Value the necessity for theoretical studies of intelligence, gifted, talent development, and related concepts as a frame for the field of gifted education.	OAE = 1.3 AU = SLO1
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.	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.	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.	OAE = 3.4 NAGC/CEC = 6.4 AU = SLO5
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.	S12. Apply and understand the application of the standards and competencies in the field of gifted education within their teaching context.	D12. Value the integration of various standards and competencies in the field of gifted education into their teaching context.	OAE = 3.6 NAGC/CEC = 6 AU = SLO5
K13. Skills and protocol for graduate level professional writing, speaking and presentation according to the Publication Manual of the American Psychological Association 6th Edition.	S13. Write, speak, and give presentations with graduate level professionalism according to the APA 6th Edition.	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.	NAGC/CEC = 6.4 AU = SLO5

Suggested Instructional Strategies:

Lecture	Group presentations
Simulation	Shared Inquiry
Role-playing	Guest Presenters
Small-group discussion	Case Study

Description of field/clinical experiences:FIELD EXPERIENCECLINICAL EXPERIENCE

Students 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 differences in expectations:

Graduate credit only.

Evaluation of students:

Assignment	Points
Various 20 point assignments: Pre/Post-Assessment, Glossary, Philosophy Statement	60
Attendance and participation (6 sessions x 20 points)	120
Focus Question Responses (6 X 20)	120
Book Study/Review	50
Case Study	100
Total points possible	450

*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, as long as there is some way to submit it to the instructor at the end of the course. A list of all Resource Notebook items is provided on Blackboard, however, 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* 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

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, 6th 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.

The Grading Scale is as follows:

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

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
Glossary	20
Philosophy Statement	20
Book Study/Review (tentative)	50
Case Study	100
Total points possible	450

Pre/Post Assessment and Graduate Information Form

All students will complete a Graduate Information Form and submit to Blackboard. Adjuncts will forward all student forms to the program director promptly at the beginning of the semester.

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.

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.

Focus Question Responses

List of Focus Questions

FQ1	<i>Education of the Gifted and Talented (EGT)</i> Chapter 1 Choose a focus question and write an essay.	
FQ2	<i>Education of the Gifted and Talented (EGT)</i> Chapter 2 Choose a focus question and write an essay.	
FQ3	<i>Education of the Gifted and Talented (EGT)</i> Chapter 3 Choose a focus question and write an essay.	
FQ4	Jigsaw Models of Giftedness (Gagne, Renzulli, Piirto, Sternberg, Pro/Con of Gardner, others). Presentation and handout outlining the model that aligns most with your personal philosophy and beliefs. [This model may become a frame for the Case Study themes and interview questions.] Post handout/presentation to the Models of Giftedness Discussion Forum.	
FQ5	Gatekeeping Piirto chapters 5, 6, 7, or 8 Gatekeep chapter of your choice.	
FQ6	Write a reflection on the idea of eminence from articles and commentaries on Blackboard.	

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.]

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

Name _____
EDIS 650 [place] [year] _____
Focus Question # _____

Restate the focus question at the top of the page like this.

- 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 6th 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.

See folder on Blackboard for APA formatting information.

Rubric for Focus Questions

	Exceeds Expectations	Meets Expectations	Emerging	Does not meet expectations
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.

Glossary

This assignment will be an ongoing part of your AU Resource Notebook. An empty glossary is on the Blackboard page for this course, with different glossaries for the following:

G1. Terms & Definitions

G2. Professional Associations, Websites and Publications

G3. Name Index (People and Their Ideas)

You are expected to add glossary items throughout the semester. The format is thus:

G1. Term – Definition or details. Include links if you wish.

G2. Name of Association – details about its offerings, especially summer programs, PD, publications, testing, etc. A link to the Association’s site.

G3. Last name, First name – title of their idea, concept, theory and a short overview, with diagrams and/or links as you wish.

The instructor will determine how the glossary will be approached during the semester. At the end of the semester, save your glossaries to word processed document, alphabetize and format it any way you wish, and submit to Blackboard as your Resource Notebook Glossary for 650.

Philosophy Statement

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 could be a two paragraph philosophy like his, or include multiple sections as suggested by his readings.

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 seven components from the rubric below. (Six components of your choice and the required Professional Writing Component.) You may choose to write in two components of your own in the blank rows. Your philosophy paper must include gifted education and/or gifted learners.

Philosophy Statement Rubric

Check those you value to be graded on	Possible Components **Required	Exceeds Expectations (3)	Meets Expectations (2)	Emerging (1)	Does not meet expectations (0)
		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-
	Teaching and learning 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.
	The teacher's role.	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.
	The student's role.	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.
	Teaching and/or assessment strategy.	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.
	Professional Development	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.
	Professional and/or Personal goals	Thoroughly defines and discusses professional and personal goals related to teaching and learning.	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.
	<i>Write-in</i>	Thoroughly	Adequately	Partially	No
	<i>Write-in</i>	Thoroughly	Adequately	Partially	No

✓	**Writing Conventions	(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			

Book Study/Review

Instructors may adapt. This assignment can be carried out in any number of ways, here are two:

1. A Book Study: The entire class chooses one book (or small groups of students choose the same book) and reads it together in a format outlined by the instructor. One suggested text:

Ripley, A. (2013). *The smartest kids in the world and how they got that way*. New York, NY: Simon and Schuster.

2. A Book Review: Each individual student chooses a book to read independently. Format for the Book Review is below.

Choose books that are not strategy-based teacher texts, but theoretical, research, or scholarly texts on a topic related to gifted education. See the course Reference, especially those books in **bold**.

Book Review (this is a book Review, not a book Report)

1. You can be creative with your handout, which is your Blackboard submission for this assignment, but write professionally with a font that is easily read. The handout and your presentation comprise your grade.

2. Give the study a title of your own choosing,

Eight Ways to Be Talented

A Review of Howard Gardner's (1983). *Frames of Mind*. New York, NY: Basic Books.

Your name

(Put the title of the book in the second part of your review title.)

3. Next put this heading, centered, bold: **Summary of Book**. Summarize the book in about 500 words.

4. Next put this heading, centered, bold: **Evaluation of the Book** Interact with the subject matter, say what you think, relate it to what you know about the topic. Try to find other reviews of the

book and quote them, agreeing or disagreeing with them. Cite the reviews in APA style. A book review is an opinion. Length: At least 500 words.

5. Submit your one-page handout. Make enough copies for everyone in the class.

6. Be prepared to share your book review in class.

Case Study

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, someone over whom the researcher has or will have power (e.g., a future student), or a close friend.

Focus on predictive behaviors and crystallizing experiences. You might consider focusing on a chosen model of talent development (those studied for Focus Question # 5) 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 retitling 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, give background information.

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. "Prove" the participant would be identified as gifted if the participant is an adult. This is usually by achievement.

Themes

At least three significant people in the case's life

Interview friends, teachers, both parents, mentors. You may wish to use a model of intelligence or giftedness to use as a framework for your interview questions.

The case study subject

Interview the subject. An audiotape of the participant can be made. You may use a model of intelligence or giftedness as a framework for these questions. Look for the person's "predictive behavior."

Observe the subject in various situations, particularly situations where "predictive behavior" is likely to manifest itself.

Gather samples of the subject's work and "products," indications of his or her talents. Scans of photographs are suitable. Do not include originals that cannot be returned. The samples will go into the left pocket, with a cover sheet listing what is included.

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 a couple of 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 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?
- What recommendations would you have for their previous schooling/support?
- What recommendations would you have for their current or future schooling/support?

References

See APA PowerPoints on Blackboard, you can also use the References in your syllabus as a guide. Include the text, articles, other books, even OAGC Conference proceedings/sessions. 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 in-class sharing of Case Study

- About 7-8 minutes, depending on the size of the class
- Talk about your subject/person, some basic biographical information, your rationale for choosing
- Speak to how the subject exemplifies – or does not exemplify – ideas we have discussed in this course
- Feel free to share examples of their work.
- Share some of the conclusions, points, ideas, 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.

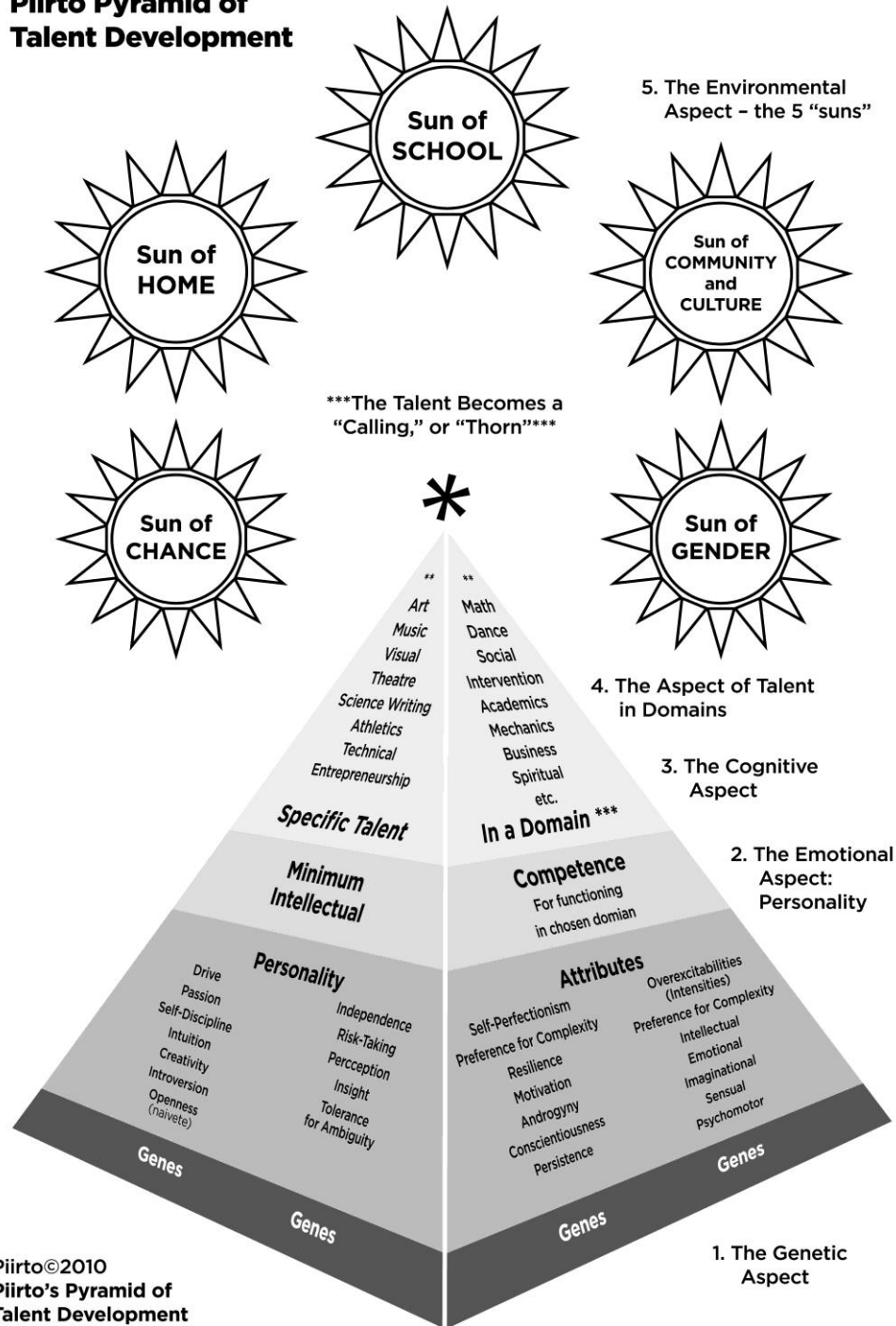
Include a copy of this with your case study. Keep a copy for your records. Give a copy to the participant or participant's parent.

Rubric for Case Study

	Exceeds expectations (3 points)	Meets expectations (2 points)	Emerging (1 points)	Does not meet expectations (0 points)	Raw Score
Required Components: Human Subjects Form; submitted on time; all components listed in the syllabus; presented in class.	X	All required components are present.	X	At least one required component is missing.	
Connects to the literature	Shows a thorough connection to three or more researchers in the literature.	Shows an adequate connection to two or more researchers in the literature	Shows a partial connection to one or more researchers in the literature	Shows no connection to the literature.	
Thematic analysis	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.	
Rationale and	Shows a thorough understanding of characteristics of giftedness manifested in the case study individual	Shows an adequate understanding of characteristics of giftedness manifested in the case study individual	Shows a partial understanding of characteristics of giftedness manifested in the case study individual	Shows no understanding of characteristics of giftedness in the case study individual.	
Conclusion and Recommendations	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.	
Writing Conventions	Shows a thorough understanding of the conventions of academic writing	Shows an adequate understanding of conventions of academic writing	Shows a partial understanding of the conventions of academic writing	Shows no understanding of the conventions of academic writing.	

These two pages outline the Piirto Pyramid model as a frame for Case Study interview questions.

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.

Calendar

Classes are from 5:00 to 8:20 unless otherwise specified.

Class session	Theme KSD	Readings and Assignments In Class Activities
1 Face to Face (F2F) September 10	Course introduction Pre-Assessment Ohio Governance KSD 1, 2, 11, 12, 13	<u>In Class</u> -Course Pre-Assessment -Syllabus overview -Determine Book Review/Book Study format -Determine Glossary format -The Ohio Rule AND Law, ODE Website -APA Conventions (module on Blackboard) -AU Talent Development Graduate Student Information Form (submit to Blackboard)
2 Online September 17	Philosophy KSD 7, 11, 13	<u>Reading/Assignments</u> -Read “Crafting an Educational Philosophy” on NAGC website https://www.nagc.org/blog/what-it%E2%80%99s-worth-crafting-statement-educational-philosophy -Write and submit Philosophy Statement Essay -Ongoing: Reading Book Review/Study <u>Due September 17:</u> -Philosophy Statement Essay to the dropbox
3 F2F September 24	History of the field; key individuals, ideas, events; Definitions; Models of Intelligence KSD 1, 2, 3, 4, 7, 10, 12, 13	<u>Reading/Assignments</u> -EGT Chapter 1 and “National Excellence” section I -Focus Question #1 -Ongoing: Reading Book Review/Study <u>Due September 24:</u> -Focus Question #1 to the dropbox <u>In Class:</u> Discuss the following: -Focus Question #1 -OAE Assessment Framework and study materials online Websites for NAGC, OAGC (Support Organizations), assign others for glossary -NAGC Knowledge and Skill Standards for Teachers, NAGC/CEC Teacher Preparation Standards in Gifted Education

4 Online October 1	Characteristics of gifted students and teachers of the gifted KSD 10, 13	<u>Reading/Assignments</u> -EGT Chapter 2 -Kaufman, Kaufman, & Plucker (2012). “Contemporary Theories of Intelligence.” -Focus Question #2 -Ongoing: Reading Book Review/Study <u>Due October 1:</u> -Focus Question #2 to the dropbox
5 F2F October 8	Identification KSD 5, 8, 10	<u>Reading/Assignments</u> -EGT Chapter 3 and Piirto Pyramid article -Focus Question #3 -Ongoing: Book Review/Study and Case Study <u>Due October 8:</u> -Focus Question #3 to the dropbox -Bring in your district’s gifted identification protocol and a blank WEP <u>In Class:</u> Discuss: -Focus Question #3 and Piirto chart of assessment instruments. -Discuss and share district identification protocol and WEP. (Resource Notebook) -Share updated ODE Approved List of Assessments for gifted [For Resource Notebook, to be discussed further in 652] -General overview of the WEP (PPT on Blackboard) -Discuss Case Study interview questions and other concerns
OAGC Fall Conference October 14 (Parent Day), October 15-16 http://www.oagc.com/fallconference.asp		
6 Online October 15	Models of Intelligence KSD 3, 4, 5, 10	<u>Reading/Assignments</u> -Focus Question #4: Read short Sternberg article on comparing models of intelligence. Skim the online articles, read and report on one model that aligns with your own ideas- Gagne, Renzulli, Piirto Pyramid article, Sternberg, Multiple Intelligences (pro/con), other as desired. (these become part of the Names and Ideas glossary), -Focus Question 4, Prepare Jigsaw for Models of Giftedness -Be working on: Book Review/Study and Case Study

7 F2F October 22	Age specific gifted populations KSD 5, 10	<u>Reading/Assignments</u> -Focus Question #5, choose one: Piirto Chapters 5, 6, 7, or 8, be prepared to gatekeep 5, 6, 7, or 8 -Be working on Book Review/Study and Case Study <u>Due October 22:</u> -Focus Question #4 handout and presentation posted to the Models of Giftedness Discussion Forum -Focus Question #5 to the dropbox <u>In Class:</u> Discuss: -Jigsaw Models of Giftedness FQ4 -Gatekeeping chapters for FQ5 -Check in on Case Study and Book Review/Study
8 October 29	Eminence KSD 3	<u>Readings/Assignments</u> -Online articles: Eminence and commentary -Focus Question #6 on Eminence/commentary -Be working on Book Review/Study and Case Study <u>Due October 29:</u> -Focus Question #6 to the dropbox
9 F2F November 5	Choice Topic KSD various/all	<u>Readings/Assignments</u> -Finish all glossary work by the end of this week -Prepare to share Book Review/Study <u>In Class:</u> -Book Review/Study share -Discuss FQ6 -Check in on Case Study
10 Online November 12	Application of all concepts KSD - all	<u>Readings/Assignments</u> -Work on Case Study
Thanksgiving Holiday		
11 Online November 26	Application of all concepts KSD - all	<u>Readings/Assignments</u> -Work on Case Study -Compile, format and submit glossaries for Resource Notebook

<p>12 F2F December 3</p>	<p>Application of all concepts Philosophy KSD – all</p>	<p><u>Readings/Assignments</u> -Case Study -Revisit Philosophy essay, submit a reflection</p> <p><u>Due by December 3 (in class):</u> -Case Study notebook</p> <p><u>Friday December 7:</u> -Resource Notebook Glossary to the dropbox -Reflection on Philosophy Statement to dropbox -Post-Assessment</p> <p><u>In Class:</u> -Case Study discussion -Post-Assessment completed -Discuss Philosophy essay and shifts in thinking from 650</p>
<p>*Be sure to keep the items listed on pp. 6-7 of this syllabus for your Resource Notebook.</p>		