

REVISED: 2013

ASHLAND UNIVERSITY  
GRADUATE TEACHER EDUCATION  
COURSE SYLLABUS  
Summer, 2018, Main Campus, Tuesdays

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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**

Catalog Description:

A background course designed to acquaint the students with the definitions, characteristics, potentialities, abilities and learning styles of academically talented, creative, and visual and performing arts and other talented students. Methods of identification and a survey of assessment instruments shall be explored through a review of related and historical research as well as a critical examination of current practices in educating the talented. 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

The New Ohio Operating Standards for Identifying and Serving Students Who Are Gifted (Effective July 1, 2017) stipulate that:

- (b) A general education teacher who is designated as the provider of gifted services shall:
  - (i) Receive specialized training in gifted education as documented and monitored by the district on the teacher's Individual Professional Development Plan (IPDP) or other methods as determined by the department in order to meet the following competencies:
    - (a) The ability to differentiate instruction based on a student's readiness, knowledge and skill level, including using accelerated content, complexity, depth,

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- challenge, creativity and abstractness;
- (b) The ability to select, adapt, or create a variety of differentiated curricula that incorporate advanced, conceptually challenging, in-depth, distinctive and complex content;
- (c) The ability to provide an extension or replacement of the general education curricula, to modify the learning process through strategies such as curriculum compacting, and to select alternative assignments and projects based on individual student needs;
- (d) The ability to understand the social and emotional needs of students who are gifted and to address the impact of those needs on student learning;
- (e) The ability to recognize and respond to characteristics and needs of students from traditionally underrepresented populations who are gifted and create safe and culturally responsive learning environments;
- (f) The ability to use data from a variety of sources to measure and monitor the growth of students who are gifted;
- (g) The ability to select, use, and interpret technically sound formal and informal assessments for the purpose of academic decision making; and
- (h) The ability to participate in the development of the Written Education Plan.

(ii) Participate in ongoing professional development related to gifted education as documented on the Individual Professional Development Plan (IPDP), or other methods as determined by the department, from an educator who holds licensure or endorsement in gifted education, a graduate degree in gifted education, or is a state or national presenter in gifted education. Professional development covering the competencies listed in (D)(8)(b)(i)(a) – (h) must include at least 30 clock hours during the first year, at least 30 clock hours during the second year, and additional clock hours each year thereafter as determined by the district. Any documented clock hours earned in the 24 months prior to the adoption of this rule shall count toward this requirement; and

(iii) Receive ongoing support in curriculum development and instruction from an educator who holds licensure or endorsement in gifted education.

This course provides readings and activities in the foundation of all the above competencies and can count for 45 contact hours of gifted PD. The readings allow the graduate education student the opportunity to explore the competencies, align them with their own current and growing philosophy of gifted education, and consider their impact on teaching and learning.

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

A Pre- and Post-test of these objectives appears on Blackboard. Students are invited to self-assess at the beginning and end of this course to determine personal and professional growth.

**KNOWLEDGE:**

The graduate education student will have knowledge of:

1. The categories of giftedness and talent as defined by the state and federal governments.
2. General philosophies regarding gifted education and talent development, including the Ohio Rule and law for Gifted Education.
3. Implications of various research findings regarding the education of the academically talented, creative, and visual and performing arts talented student.
4. The history foundations and classic studies, including the major contributors that undergird the growth of knowledge and practices in the field of talent development
5. Characteristics of the academically talented, creative, and visual and performing arts talented student.
6. Special concerns in counseling the academically talented, creative, and visual and performing talented student.
7. Current educational definitions of students with gifts and talents, including identification criteria, labeling issues, and current incidence and prevalence figures.
8. Policies and issues at the national, state, and local levels that affect the education of students with gifts or talents.
9. An introductory knowledge of various curricular options for academically talented, creative, and visual and performing arts talented students, with attention to acceleration, enrichment, and honors placements.
10. The impact of various educational placement options on individual students with gifts and talents with regard to cultural identity or economic class and physical, linguistic, academic, and social-emotional development, including pullout, self-contained, resource room, and out of school placement.
11. National, state, and local professional publications, as well as support and advocacy groups for students with gifts and talents for the purposes of collaboration and dissemination of information.
12. 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.
13. The social and cultural forces affecting the growth and development of students with gifts and talents including family, community, schools and other institutions.
14. An introductory knowledge of commonly used assessment instruments both standardized and authentic.

**SKILLS:**

The graduate education student will have skills to

1. Communicate current knowledge and definitions about academic, creative, and visual and performing arts talent to colleagues, community, and students.

2. Utilize multiple criteria such as intelligence, creativity, and achievement instruments, nominations, interviews, product ratings, and portfolios in the identification of individual outstandingly talented children.
3. Interpret the results of such instruments to colleagues and to parents utilizing technological programs and profiles.
4. Plan individualized programs for outstandingly talented students based on recognizing and accommodating cultural, ethnic, language, gender and socioeconomic diversity, and to do so based on team assessment and consultation.
5. Take into account learning style instruments and research in planning for individual outstandingly talented children.
6. Demonstrate appropriate conferencing and listening skills when working with parents, administrators, colleagues, and students.
7. Demonstrate a variety of techniques for dealing with classroom management of outstandingly talented children, taking into account their individual developmental differences and their academic and creative strengths and talents.
8. To be able to make reflective and informed decisions about appropriate interventions for outstandingly talented students.

**DISPOSITIONS:**

The graduate education student will:

1. Appreciate the need for breadth, depth, and pace in differentiating the contents of instruction for outstandingly talented students.
2. Appreciate different current and historical theories and definitions of giftedness.
3. Value the use of multi-factored assessment instruments for equitable placement in appropriate programs and services.
4. Appreciate the need for instruction based on research and learning theory in order to maximize the individual empowerment and diversity of outstandingly talented students, based on their academic and creative strengths.
5. Appreciate the need for including special program components for underserved outstandingly talented students such as those twice-exceptional based on socioeconomic, ethnic, cultural, language, or gender factors.
6. Appreciate the family, school, societal, and cultural dynamics in the fulfillment of individual talent potential.
7. Value the role of motivation, creativity, and ability in the prevention of underachievement in outstandingly talented learners.
8. Appreciate the diversity of options for the education of outstandingly talented learners, both in and outside of the classroom.
9. Appreciate the necessity for clear, professional, and sensitive interpersonal communication between school and family, as all are necessary in the optimal development of the outstandingly talented individual.
10. Value the need for looking at talented students individually, through case studies and other methods, in order to be able to design educational programs.

Suggested texts and/or references:

Piirto, J. (2007). *Talented children and adults: Their development and education*, 3<sup>rd</sup> edition. Waco, TX: Prufrock Press.

All instructors must discuss the 2017 Ohio Operating Standards for Identifying and Serving Students Who Are Gifted, and 650 instructors must also discuss the Ohio Law for Gifted Children: Ohio Administrative Code 3301-51-15

Suggested Instructional Strategies:

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

Description of field/clinical experiences:

FIELD EXPERIENCE

CLINICAL EXPERIENCE

Students will research a gifted individual as clinical experience.

Faculty who frequently teach the course:

Dr. Jennifer Groman

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:

Activity	Points Possible
Five focus questions on reading material (20 points each) Read the assigned chapter. Choose a focus (focusing) question from the list at the beginning of the chapter, respond to it in a short (3-5 page, 500 words) APA style essay.	100
FQ1 TC&A Chapter 1, "Who are the talented?"	
FQ2 TC&A Chapter 2, "Getting started: Developing a program for the talented"	
FQ3 TC&A Chapter 3, "Identification of the Academically Gifted and Talented"	
FQ4 Choose one: TC&A Chapter 5, "The Young talented child: From birth to grade 2" TC&A Chapter 6, "The Elementary and middle school talented child" TC&A Chapter 7, "High school and college gifted and talented youth"	
FQ5 TC&A Chapter 8, "Talented Adults" This is an informal response to a focus question of no more than a page single spaced. Not APA, just speak informally to me about the question.	
FQ 6: Journal Article response	30
FQ 7: NAGC/OAGC website assignment (determined in class)	20
Case Study Project Paper You will choose a gifted individual and collect data/evidence of their abilities and giftedness and write an APA paper comparing and contrasting this person to the literature on gifted persons.	100
Final Course Journal: Reflect on the class, evaluate the material, usefulness, text, activities in an informal journal to me	10
Please complete the University course evaluation (which is anonymous). 10 bonus points if everyone in the class completes this.	
Attendance and participation (5 X 20)	100
<b>Total</b>	<b>330</b>

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.

Bibliography

See document titled "Bibliography" on Blackboard for a comprehensive list of book and journal titles, professional organizations and publishers who offer books and materials relating to gifted education and talent development.

## Directions for Focus Question Essays (except FQ5 and FQ6)

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

Name  
EDIS 650, Columbus Site  
Date  
Chapter \_\_\_\_ or FQ#\_\_\_\_  
Competency Addressed: \_\_\_\_

### Restate the question in bold before beginning.

- Note which Competency/Competencies you address with your essay.
- Answer the Focus Question. Use specific examples from the reading. I need to know that you read the material.
- It is better to paraphrase but if you use a direct quotation, use quotation marks. Cite your source. This is good APA practice for your final project paper.
  - Citing = (Author, year).
  - Citing direct quotes = “blahblah blah” (Author, year, p. ?).
  - Note: The end quotation mark goes **OUTSIDE** the final comma or period in American English, and the period comes after the final parenthesis (except in block quotes of 40 or more words).
- Do not 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
- Tell at least one story from your own experience to relate to the topic. This shows that you are able to **apply** the material. Interact with the material, showing you understand it.
- You should also give opinions and **evaluate** the material as appropriate.
- The best essays will both apply and evaluate.
- Here is a suggested outline for a reflective essay.
  - Intro
  - Short Summary of an idea related to the Focus Question
  - Story (application) and/or Evaluation

- Conclusion. Make some comments to summarize and conclude.
- References (Include Piirto in Focus Question responses, others as you wish)
- The essay should be at least 500 words.
- Upload to Blackboard in Word format, not PDF, not Google Docs.

<b>2017 Ohio Rule Competencies</b>
Competency 1: The ability to differentiate instruction based on the student's readiness, knowledge and skill level, including using accelerated content, complexity, depth, challenge creativity and abstractness.
Competency 2: The ability to select, adapt, or create a variety of differentiated curricula that incorporate advanced, conceptually challenging, in-depth, distinctive and complex content.
Competency 3: The ability to provide an extension or replacement of the general education curricula, to modify the learning process through strategies such as curriculum compacting, and to select alternative assignments and projects based on individual student needs
Competency 4: The ability to understand the social and emotional needs of students who are gifted and to address the impact of those needs on student learning; (e) The ability to recognize and respond to characteristics and needs of students from traditionally underrepresented populations who are gifted and create safe and culturally responsive learning environments.
Competency 5: The ability to understand the social and emotional needs of students who are gifted and to address the impact of those needs on student learning; (e) The ability to recognize and respond to characteristics and needs of students from traditionally underrepresented populations who are gifted and create safe and culturally responsive learning environments.
Competency 6: The ability to use data from a variety of sources to measure and monitor the growth of students who are gifted.
Competency 7: The ability to select, use, and interpret technically sound formal and informal assessments for the purpose of academic decision making.
Competency 8: The ability to participate in the development of the Written Education Plan.

### **Directions for Focus Question 6**

Head your paper as usual.

You have a choice for this assignment.

- Find and read an article from a professional journal on an aspect of gifted individuals that you are interested in or that connects to your Case Study individual. Write up a 600-700 word annotated bibliography and reflection (a bit longer than a regular focus question). The format:

Paragraph One: APA formatted reference of the article.

Paragraph Two: A short summary of the article's main points.

Paragraph Three and more: A reflection on the article, connecting it to our work in the class and the applicability of the ideas to your classroom. How might you use the ideas



you heard? Citations are not necessary, as the annotation at the beginning gives credit to your source.

RUBRIC FOR GRADING FOCUS QUESTIONS

<b>Score</b>	<b>Product</b>
<b>20</b>	Demonstrates understanding of at least one of the eight Ohio Rule competencies, shows insight into material, tells a story that applies material, no grammatical errors
<b>18</b>	Demonstrates understanding demonstrates understanding of at least one of the Ohio Rule Competencies, shows insight into material, tells a story that applies material, one or more grammatical errors
<b>16</b>	Demonstrates reading and understanding done of material, demonstrates understanding of at least one of the Ohio Rule Competencies, does not tell story, and does not apply material, makes several grammatical errors.
<b>14</b>	Demonstrates reading of material, demonstrates understanding of at least one of the Ohio Rule Competencies, does not show application, makes grammatical errors
<b>12</b>	No evidence of reading and understanding the material, poor grammar. Does not demonstrate understanding of at least one of the Ohio Rule Competencies. Or paper is late.

## FORMAT FOR THE 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. Focus on the Piirto Pyramid (Chapter 1) as a framework for the interview.

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.

Do not put a large space between sections, each section should flow right into the next section.

### **Rationale**

Write a section on why and how you chose this particular case. Discuss how you have interacted with the individuals, and include specific behaviors and achievement you have seen that indicate giftedness.

### **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**

A. Interview at least 3 significant people in the case's life (friends, teachers, both parents, mentors). **Use the Piirto Pyramid as a framework.**

B. Interview the participant. An audiotape of the participant can be made, perhaps showing the person's "predictive behavior." **Use the Piirto Pyramid as a framework.**

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

D. Samples of the subject's work. Include samples of the subject's "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. Refer to these products in your writing.

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. 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. Cite at least five general references (you may include your text and the journal article/annotated bibliography) about the development of talent, give background information. Use first person throughout.

### **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?

**In addition** fill out "Individual Plan" in Chapter 11 of *Talented Children and Adults* according to how that person's schooling should go (or went). Include this in your notebook. Refer to it while you comment on recommendations, if you wish.

### **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 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 Case Study:

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
6. Individual plan from Chapter 11

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
- 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 if under 18 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)

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.

Interview Questions

Formulate a variety questions according to this protocol organized according to the Piirto Pyramid. You need not use all of the Pyramid aspects.

Genetic Aspect

Emotional aspect (personality attributes)

Cognitive aspect (intelligence(s))

Talent in a domain

“Thorn”

**Environmental “Suns”**

Sun of Home

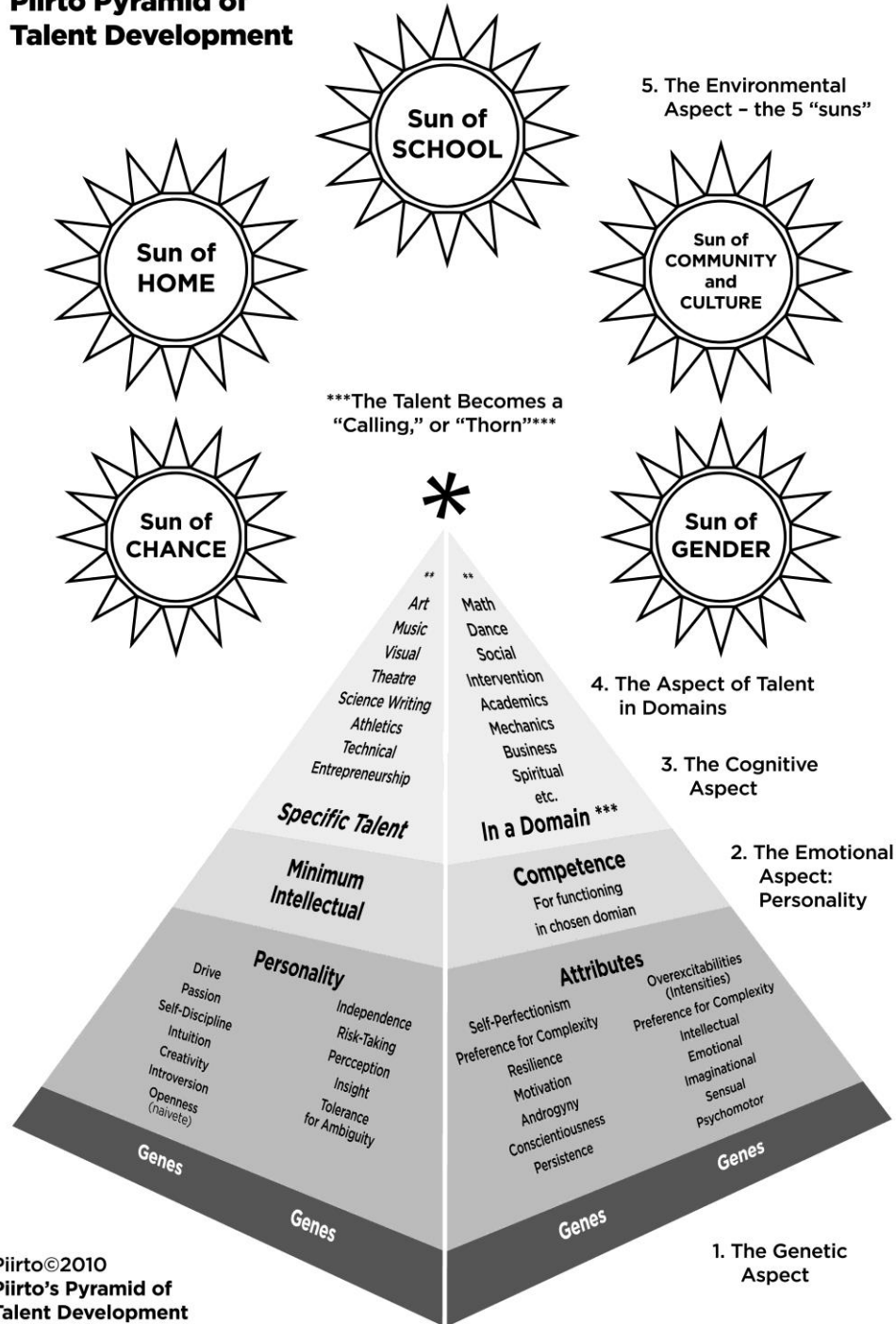
Sun of School

Sun of Community and Culture

Sun of Gender

Sun of Chance

**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.

## The use of APA

- See the APA PowerPoints on Blackboard, and the samples of Focus Question and Case Study papers. We will discuss basic APA on the first night.
- Double-space all. Number your pages in the upper right hand corner. To format, see Insert/Page Numbers.
- Use APA 6<sup>th</sup> Edition for references. There is no need for a lot of references. A personal touch is better. Here is an URL from Purdue OWL that is helpful:  
<https://owl.english.purdue.edu/owl/resource/560/10/>
  - You can always see how to reference books and journals by looking at the bibliography in the syllabus, and your textbooks.
  - Use a hanging indent for References. To format this properly go to Format/Paragraph/ Special/Hanging indent 0.5”.
  - Pay special attention to how citations and references are **punctuated and formatted**.
  - Notice how it is capitalized. 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.
  - Single space within each reference, double space between each reference.

### References

*(Centered. Not "Reference List", not "Sources Cited")*

- **Here is how to reference online 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>

- **Here is how to reference a video: (remove hyperlinks)**

Author, A. A. [Screen name]. (year, month day). *Title of video* [Video file]. Retrieved from <http://xxxxx>



### **Grading Policy**

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. Please 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 is humanly possible. Upload virtual assignments in Word format (not PDF or Google Doc) to the appropriate assignment box in Blackboard. Bring a hard copy or have access to electronic copy of assignments to class.

**The GRADING SCALE is as follows:**

**91-100 % = A-- Excellent Achievement 81- 90 % = B-- Good Achievement 70-80 % = C-- Below Expectations for Graduate Work Below 69 % = F-- Failure**

**GENERAL RUBRIC FOR ASSIGNING GRADES For a grade of 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*.

## Schedule, Main Campus, Summer A, 2018

### Required Text:

Piirto, J. (2007). *Talented children and adults: Their development and education*, 3rd Edition. Waco, TX: Prufrock Press.

[TC&A]

Bring electronic or hard copies of assignments due for Face to Face meetings so you are prepared to share. Email me immediately about any foreseen absences or extreme difficulties with posted due dates.

### Class meets for 200 minutes unless otherwise indicated, 5:00 to 8:20pm.

<b>Session 1:</b> <b>Online</b> <b>Tuesday,</b> <b>May 8</b>	<u>Class Activities:</u> -Video - Course overview. -Characteristics of gifted individuals, the Piirto Pyramid -APA overview
<b>Session 2:</b> <b>Online</b> <b>Tuesday,</b> <b>May 11</b>	<u>Read and do:</u> - <i>Talented Children and Adults</i> Chapter 1 and respond to a focusing question, which appear on the first page of the chapter. 3-5 pages double spaced/12 point font, professional writing, practice your APA citations. -Pre-Assessment from Blackboard, complete the Pre- portion of this document, consider and write professional goals for your endorsement work.  <u>Submit to the dropbox by midnight May 11:</u> -Focus Question 1 (FQ1) <i>TC&amp;A</i> Chapter 1 response.
<b>Session 3:</b> <b>Face to Face</b> <b>Tuesday,</b> <b>May 15</b> <b>5:00-8:20</b> <b>Schar Room</b>	<u>Read and do:</u> -Read the Kaufman, Kaufman, and Plucker chapter, “Contemporary Theories of Intelligence” (2012) on Blackboard. -Read Chapter 2 <i>TC&amp;A</i> , write Focus Question 2 response -Print your Pre-Assessment to bring to class  <u>Submit in the dropbox by midnight May 15:</u> -Focus Question 2 (FQ2) response to <i>TC&amp;A</i> (include Kaufman, Kaufman & Plucker in your response if you find any applicable information there)  <u>Class Activities:</u> -Discuss Focus Questions 1 and 2 -Discuss the Ohio Operating Standards and the Ohio Law -Discuss the Case Study -Bring a hard copy of the Pre-Assessment to class

<b>Session 4:</b> <b>Online</b> <b>Friday,</b> <b>May 18</b>	<u>Read and do:</u> -Chapter 3 <i>TC&amp;A</i> -Look over Appendix, “Comparison of Standardized Tests” pp. 662-675 -Also skim the Pfeiffer chapter, noting his comments on the various tests -Write Focus Question 3  <u>Submit to the dropbox by midnight May 18:</u> -Focus Question 3 response
<b>Session 5:</b> <b>Face to Face</b> <b>Tuesday,</b> <b>May 22</b> <b>Time TBD</b>	<u>Read and do:</u> -Focus Question 4. Read your choice: Chapter 4, 5, or 6, and write Focus Question 4 response  <u>Submit by midnight May 22:</u> -Focus Question 4 response  <u>Class Activities:</u> -Discuss Focus Questions 3 and 4 -Piirto Pyramid discussion -Discuss Case Studies in-progress and brainstorming interview questions -Overview of AU Library and gifted professional journals
<b>Session 6:</b> <b>Online</b> <b>Friday,</b> <b>May 25</b>	<u>Read and do:</u> -Focus Question 5, <i>TC&amp;A</i> Chapter 8 and write Focus Question 5 response  <u>Submit by May 25:</u> -Focus Question 5 response
<b>Session 7:</b> <b>Online</b> <b>Tuesday,</b> <b>May 29</b>	<u>Read and do:</u> -Focus Question #6, Journal Article Annotated Bibliography. -See Annotated Bibliography template and instructions on Blackboard  <u>Due in dropbox on May 29:</u> -Focus Question #6. Be prepared to share.  <u>Class Activities:</u> -Discuss Journal Articles -Discuss Case Study
<b>Session 8:</b> <b>Online</b> <b>Friday,</b> <b>June 1</b>	<u>Read and do:</u> -Work on Case Study

<b>Session 9: Face to Face Tuesday, June 5 Time TBD</b>	<u>Read and do:</u> -Work on Case Study  <u>Class Activities:</u> -Journal article share -NAGC and OAGC website, and in-class readings/activities -Case Study discussion
<b>Session 10: Online Friday, June 8</b>	<u>Read and do:</u> -Work on Case Study -Read for NAGC/OAGC assignment, FQ7
<b>Session 11: Online Tuesday, June 12</b>	<u>Read and do:</u> -Work on Case Study -Read for NAGC/OAGC assignment, FQ7
<b>Session 12: Face to Face Tuesday, June 19 Time TBD</b>	<u>Read and do:</u> -Prepare for Case Study sharing session -Bring all Case Study folders to class today -Be prepared to share for FQ 7  <u>Class Activities:</u> -Sharing FQ 7 -Sharing Case Study -Final thoughts
<b>Friday, June 22</b>	Please complete the Final Course Journal (worth 10 points) and Complete Ashland University's Course Evaluation (anonymous) on Blackboard. You will receive instructions in your email. 10 bonus if everyone in the class completes.