

September 2018

Ashland University  
Dwight Schar College of Education  
Department of Doctoral Studies and Advanced Programs  
Syllabus and Calendar  
Online Coursework

Instructor: Dr. Jennifer Groman

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Semester: Spring, 2019

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. EDIS 650 provides an introduction to Ohio Department of Education Gifted Competencies (a) through (h), and with the five other courses in the endorsement sequence prepares the graduate student for the Ohio Assessments for Educators Gifted Assessment (053). 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:

Effective catalog date for this master syllabus:

September 30, 2018

Summer A, 2019

Student assessment criteria:

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

### Grading

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, if applicable.

#### **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.

**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*.

Bibliography of resources and professional organizations in a separate document.  
See Blackboard

**Summary of Grade Components**

Assignment	Points
Pre/Post-Assessment	20
Participation (Discussion responses, synchronous online sessions)	50
Focus Question Responses/Discussion Posts (6 X 20)	120
Personal Top Ten Glossary	30
Philosophy Papers (Beginning is 20pts, End is 30pts)	50
Face to Face Session 8/10 OR Alternate Assignment (Regardless of how many courses you are taking this summer, you may either attend the one optional Face to Face OR complete an Alternate Assignment that can be submitted for all summer courses)	
Case Study	100
<b>Total points possible</b>	<b>420</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, 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 Any assignments, notes or activities chosen by the instructor or graduate student Pre/Post Assessments Philosophy essays Personal Top Ten Glossary
State Documents	Updated Ohio 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 from the district Identification Protocol for district Service Settings for district
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### Attendance/Participation

All students are expected to log in frequently, view videos, submit assignments promptly, and engage fully into the discussions and activities. Please inform the instructor as soon as you are aware of conflicts or emergency situations that may prevent you from prompt and engaged participation in the course.

Rubric for online discussion posts and responses

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

**List of Focus Questions.** Focus questions for *EGT* are in the Focus Question folder and are organized by chapter.

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).
FQ2	<i>Education of the Gifted and Talented (EGT)</i> Chapter 2 Sketch out your Top 3 “A-ha” ideas from this chapter. Be prepared to share these during the Synchronous Online Session (5/15). No dropbox submission.
FQ3	<i>Education of the Gifted and Talented (EGT)</i> Chapter 3 This chapter is on Identifying Gifted and Talented Students. For FQ3, write an essay that connects at least one idea from this and the previous chapter (2 and 3) 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.
FQ4	Jigsaw Models of Giftedness (Gagne, Renzulli, Piirto, Sternberg, Pro/Con of Gardner, others). Read the 3 articles on Blackboard (Page; Sternberg; Kaufman, Kaufman, & 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. Create 3-5 PowerPoint slides or a handout that outlines this model. Include at the end a few possible interview questions for your case study based on this model or your own thoughts. This model may become a frame for the Case Study themes and interview questions. We will decide how these are shared: FQ4 Option A. Upload a 5 minute video presentation of your slides or handout to the Discussion Board. View them all and comment on two. FQ4 Option B. Prepare to share your slides at a Synchronous Online Session on/about May 15, 6:30-8:30. Post slides only to the Discussion Board.
FQ5	Age-Specific Chapters by Piirto. Choose a chapter based on the age of your case study individual or of your own interest and experience. Write an essay (450 words) 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. This can possibly be transferred into the Case Study paper to connect to research. APA, professional language.
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.

### Traditional Written Focus Questions (FQ 1)

- 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

### 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 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>

### 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	X	X	(0) Shows no attempt or understanding of

	understanding and/or attempt at the conventions of academic writing			the conventions of academic writing.
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### Personal Top 10 Glossary

This assignment will 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. You will compile ten entries to the glossary this semester.

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. This glossary will help you study for the OAE Exam.

### 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 you will begin by finding any of your early 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 FIRST Philosophy statement does not have to follow the below rubric. Simply reflect on your beliefs, experiences, and understandings of who gifted students are and how you think they should be served. This is specific to your situation, grade level, and classroom. 250 words.

Your SECOND Philosophy 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.) If you are in EDIS 651 concurrently this semester, you may take the philosophy you create in the last week of class turn it in for both 650 and 651. *Your philosophy paper must include your thoughts on gifted education and/or gifted learners.*

**Philosophy Paper Rubric**

Possible Components <b>**Required</b>	Exceeds Expectations (3)	Meets Expectations (2)	Emerging (1)	Does not meet expectations (0)
Define your beliefs about:	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 strategies.</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 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.
<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 (first) 30 (second)				

**Face-to-Face Saturday Session OR Optional Replacement Activities**

Students taking multiple courses in the gifted sequence this summer (650, 651, 652, 653) may either attend the Face to Face Saturday Session, or **one** alternate activity which can be submitted for all summer courses.

<b>Option 1</b>	<p><b>Face-to-Face Saturday Session for all Summer, 2019 courses</b> Saturday, August 10, 2019 at Schar College of Education Ashland University Main Campus, 9:30am – 4pm. This session allows online students the opportunity to hear expert speakers in the morning, share from assignments and projects in the afternoon, and network together all day.</p> <p>You will be expected to present a 7-9 minute talk from one of your summer course projects. 650 could be the Case Study; 651 could be the Curriculum Project or a strategy from the Cash text, 652 could be the Final Project, 653 could be the Dialogue Project. Each student is expected to present only once. We will spend time answering general or specific questions you have about gifted education for the instructors and for others taking the coursework.</p> <p>Expect an award-winning lunch at Lower Convo. This is cafeteria style and accommodates all dietary restrictions.</p>
<b>Option 2</b>	<p><b>Annotated Bibliography</b></p> <p><b>Annotated Bibliography</b></p> <p>As you work through courses this summer, ideas, themes and topics will arise that are of deep importance to you in your situation. You will choose a relevant theme or a topic of interest to you, locate five 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. You may only use two chapters from our texts toward the five.</p> <p>Head your paper: <span style="float: right;">Your name</span> <span style="float: right;">Date</span> <span style="float: right;">Annotated Bibliography</span></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 teaching situation. You do not need to discuss all the ideas from the article, focus on those most relevant and interesting to you.</p>

	<p>What ideas does it give you toward gifted students and gifted education? How can you apply this new information to your current teaching situation.</p> <p>No conclusion is needed. Double space and start into the next Annotated Bibliography. You will have at least five annotated sources.</p>
<b>Option 3</b>	<p>If you are taking more than one course in the gifted sequence this summer, you may choose from an option provided by any other syllabus and it may be turned in as an alternate activity for all of your courses.</p>

### 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. 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

Submit two documents to the dropbox, the Case Study paper and the Supplemental Materials. Scanned images are acceptable, please label everything and submit a cover sheet listing all supplemental materials.

Double space. Number pages on upper right hand side.

Include a title page as modeled on Blackboard. No abstract.

Minimum/Approximate length: Ten word processed pages.

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

### Two Documents

Case Study Paper, organized as follows

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

Supplemental Materials

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

### Format for sharing of Case Study

- Create a 5-7 minute video using Kaltura or a format of your choice. 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, a current student, future student, or a close friend.

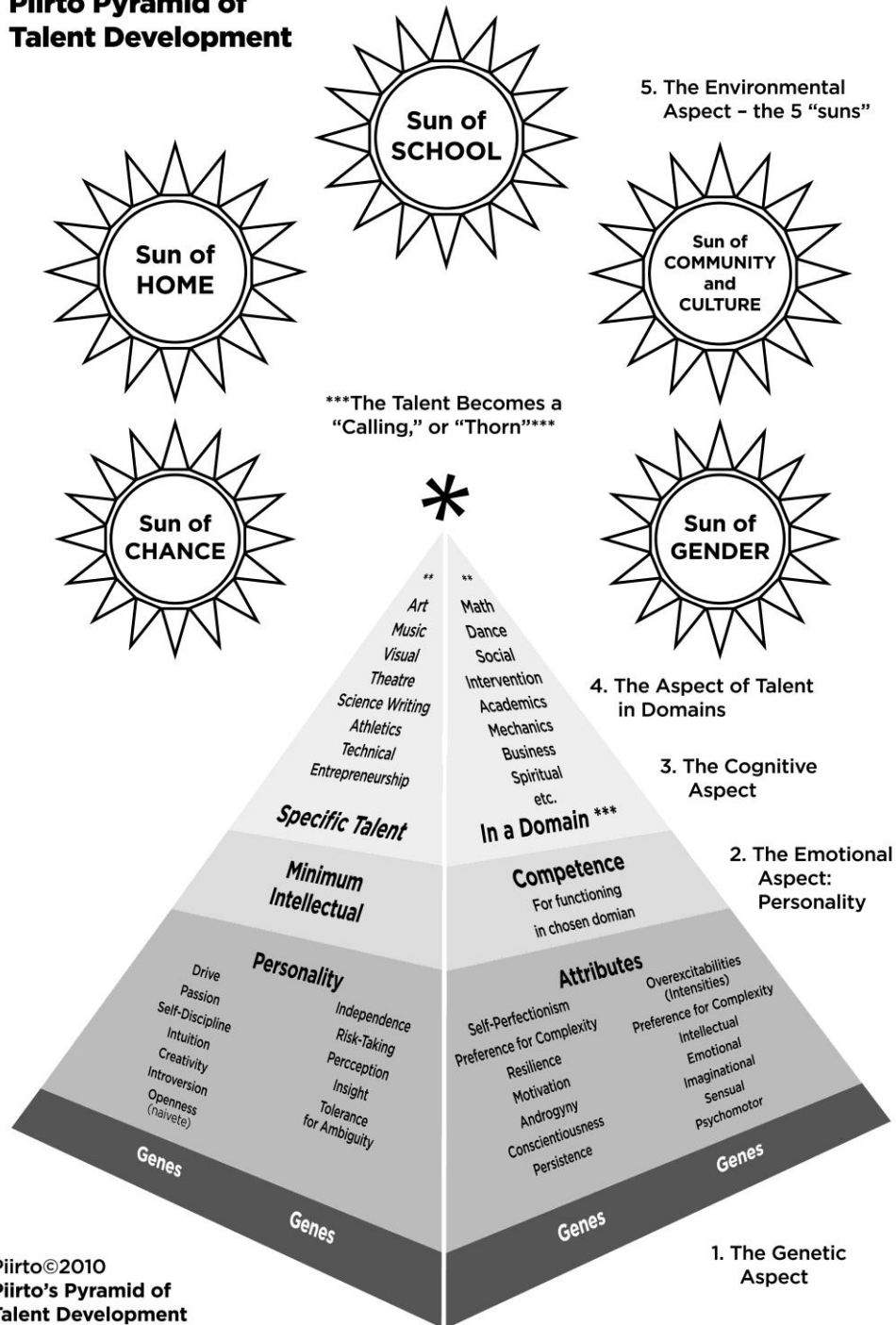
Include a copy of this with your case study. Keep a copy for your records. Give a copy to the participant or participant's parent.

**Rubric for Case Study**

	<b>Exceeds expectations (3 points)</b>	<b>Meets expectations (2 points)</b>	<b>Emerging (1 points)</b>	<b>Does not meet expectations (0 points)</b>	<b>Raw Score</b>
<b>Required Components:</b>	Human Subjects Form; submitted on time; all components listed in the syllabus; presented in Discussion Forum	All required components are present.	X	At least one required component is missing.	
<b>Connects to the literature</b>	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.	
<b>Thematic analysis</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</b>	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.	
<b>Conclusion and Recommendations</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</b>	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 you might use for the Case Study interview questions. You could also frame using one or more of the models you chose for FQ #3.

**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.

### Summer, 2019, Course Schedule

Please keep up with assignments as best you can, especially those shared in discussion boards and video postings. The course is seven weeks, but a week grace period at the end of Summer A session allows you to better spend time with the material and catch up a bit. The final Case Study can be turned in **any time before the end of the Summer B session (August 16)**. If the dropbox is closed, email the assignment to me.

Please be timely in posting to discussion boards and be prepared to share at Synchronous Online Sessions when they occur.

Week	Readings and Assignments <i>EGT</i> is the text <i>Education of the Gifted and Talented</i>	Due Sunday at midnight
1 May 6 - 12	<ul style="list-style-type: none"> <li>-View the Week 1 Video (Introducing the syllabus, calendar, assignment overviews, Blackboard and Collaborate intro)</li> <li>-Review the Syllabus and Calendar</li> <li>-Download the Course Pre-Assessment and complete it</li> <li>-Begin your Top Ten Glossary</li> <li>-Read <i>EGT</i> Chapter 1, and skim “National Excellence” section I. Choose a focus question for this chapter.</li> <li>-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></li> <li>-Write your FIRST Philosophy Statement Essay (Due end of Week 2)</li> <li>-Prepare your technology to join the Collaborate Synchronous Session</li> </ul> <p><u>Case Study</u></p> <ul style="list-style-type: none"> <li>-Begin considering your Case Study subject. Ask colleagues or your coordinator. Have a signed consent form by the end of the week.</li> </ul>	<ul style="list-style-type: none"> <li>-Course Pre-Assessment</li> <li>-FIRST Philosophy Statement Essay</li> <li>-Focus Question 1 (FQ#1)</li> </ul>
2 May 13-19	<ul style="list-style-type: none"> <li>-View the Week 2 Video (Piiro Model, Creating interview Questions, the Operating Standards and Rule)</li> <li>-Read <i>EGT</i> Ch. 2, FQ#2 (by Wednesday, 5/15)</li> <li>-Read <i>EGT</i> Ch. 3, FQ#3</li> <li>-Visit the ODE Website to find the “Ohio Operating Standards for Identifying and Serving Students Who Are Gifted” AND the Law for Gifted Students. This will be needed for FQ#3</li> <li>-Locate and download/print your district’s gifted identification protocol. It should be accessible on your district’s website, or ask your gifted coordinator or administrator.</li> <li>-Continue to add to your Top Ten Glossary</li> </ul> <p><u>Case Study</u></p> <ul style="list-style-type: none"> <li>-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.</li> <li>-Begin setting up interview and observation days/times for Weeks 4 and 5</li> </ul>	<ul style="list-style-type: none"> <li>-<i>EGT</i> Ch. 2, be ready to share your Top 3 “A-ha” ideas in the 5/15 online session.</li> </ul>



	-FQ#3 connects Ch. 3 (identification) and the Ohio Operating Standards to your case study subject.	
Synchronous Online Session Wednesday, May 15 at 6:30-8:30	<p>Follow the instructions on Blackboard to join this session before 6:30. You will need to access:</p> <ul style="list-style-type: none"> <li>-The 650 Syllabus</li> <li>-“Ohio Operating Standards for identifying and Serving Students Who Are Gifted” and Ohio Law for Gifted Students</li> <li>-Your FIRST Gifted Philosophy Statement</li> <li>-Your FQ#2 three “A-ha” ideas to share</li> <li>-Questions about the course or gifted education in general</li> </ul> <p><u>Format</u></p> <ul style="list-style-type: none"> <li>-Introductions and “What do you already do for students who need a challenge?”</li> <li>-Questions - Syllabus, course, program</li> <li>-Face-to-Face Session on August 10.</li> <li>-Sharing your Gifted Philosophy Statement and your three “A-ha” ideas</li> <li>-Decide on format for FQ#4 and determine next Synchronous Online Meeting day/time (May 29, 6:30?) as needed for that assignment.</li> </ul>	
3 May 20-26	<ul style="list-style-type: none"> <li>-View the Week 3 video (Professional Organizations and Journals, various Standards, interview questions)</li> <li>-Read and prepare Focus Question #4, which will either be due on our Synchronous Online Meeting (Wed, 5/29) or to the Discussion Board by Week 4.</li> <li>-Add to your Top Ten Glossary</li> </ul> <p><u>Case Study</u></p> <ul style="list-style-type: none"> <li>-Glean interview questions from FQ#4.</li> <li>-Schedule interviews and observations.</li> </ul>	-FQ#4. Post PPT slides to discussion board by 5/29.
4 May 27- June 2	<ul style="list-style-type: none"> <li>-View the Week 4 video (APA overview)</li> <li>-FQ#5 – Choose a Piirto chapter based on the age of your case study individual. Follow the directions for FQ#5, using APA to the best of your ability.</li> <li>-Continue to add to your Glossary (people, organizations, concepts)</li> <li>--Post to the Face-to-Face Wiki if you will be attending the August 10 optional Face to Face Session or doing an alternative assignment. You will have until August 10 to submit this assignment.</li> </ul> <p><u>Case Study</u></p> <ul style="list-style-type: none"> <li>-Start interviews and observations</li> <li>-FQ#5 gives you a chance to apply research by Piirto to your case study individual.</li> </ul>	-FQ#5

<p>5 June 3-9</p>	<p>-View the Week 5 Video (Compiling information and Thematic Analysis) -Read the article on Blackboard and complete the Teacher Inventory -Find and skim for next week: updated ODE Approved List of Assessments for gifted, your district's identification protocol, your districts Written Education Plan (WEP). -View the WEP Overview video -Continue to add to your Glossary</p> <p><u>Case Study</u> -Finish interviews and observations -Begin organizing your paper</p>	<p>-FQ#6, Teacher Inventory from Galbraith &amp; Delisle</p>
<p>6 June 10-16</p>	<p>-View the Week 6 Video (Written Education Plans) -No Focus Questions. Woo hoo! -Put together a 5-6 minute video outlining your case study. See p. 19 of this syllabus for components. -Finish your Top Ten Glossary, clean it up and format -Begin working on your SECOND Philosophy Essay</p> <p><u>Case Study</u> -5-6 minute video overview of your case study. You do not need to be done with your paper to do this. If you are behind, give us as much information as you can and your thoughts and reflections on the study so far. -Organizing, thematic analysis, and writing your paper.</p>	<p>-Post your case study video by 6/14 -listen to all videos and comment meaningfully on two</p>
<p>7 June 17-23</p>	<p>-View the Week 7 Video (Final comments!) -Complete Post-Assessment -Complete SECOND Philosophy Essay (651 students may turn in their 651 Philosophy Essay here) -Complete Glossary -Post to the Face-to-Face Wiki if you will be attending the August 10 optional Face to Face Session or doing an alternative assignment. -Please complete the AU Course Evaluation. You should receive an invitation in your AU email.</p> <p><u>Case Study</u> -Finalize your Case Study Paper</p>	<p>-Post-Assessment -SECOND Philosophy Essay -Top Ten Glossary -Case Study Paper -Post to F2F Wiki</p>

**Face-to-Face Saturday Session for all Summer, 2019 courses**

Saturday, August 10, 2019 at Schar College of Education on AU's Main Campus, 9:30am – 4pm.

This session allows online students the opportunity to hear expert speakers in the morning, share from assignments and projects in the afternoon, and network together all day. You will be expected to present a 7-9 minute talk from one of your summer course projects: 650 could be the Case Study; 651 could be the Curriculum Project or a strategy from the Cash text, 652 could be the Final Project, 653 could be the Dialogue Project. Each student is expected to present only once.

We will spend time answering general or specific questions you have about gifted education for the instructors and for others taking the coursework. Expect an award-winning lunch at Lower Convo. This is cafeteria style and accommodates all dietary restrictions. Alternate assignments are available.