

Ashland University
Dwight Schar College of Education
Department of Doctoral Studies and Advanced Programs
Syllabus and Calendar
Online Coursework
Fall, 2019

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

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

Course number & title:

EDIS 650, Nature and Needs of the Talented

Department(s):

Doctoral Studies and Advanced Programs

Catalog description:

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

Prerequisites:

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

25

Fees and charges:

Tuition. May include technology fee.

Effective catalog date for this master syllabus:

Fall, 2019

Student assessment criteria:

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

Fall, 2019

650OL

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*. 7th 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. 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 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, 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):

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

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

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

Bibliography and list of Professional Organizations

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

Grading

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

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

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

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

Save your document with the following title: 650_FirstnameLastInitial_AssignmentTitle
Which may look thus: 650_JenniferG_FQ1 (this is for Focus Question 1)
This truly helps save me time in downloading and grading assignments.

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

The Grading Scale is as follows:

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

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

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

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

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

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

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

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

Summary of Grade Components

Assignment	Points
Pre/Post-Assessment	20
Participation (Discussion posts and responses, synchronous online on 9/25)	80
Focus Question Responses (6 X 20)	120
Personal Top Ten Glossary	30
Philosophy Papers (Beginning is 20pts, End is 30pts)	50
Face to Face Session 3/30 OR Annotated Bibliography OR OAGC Fall Conference (1 day)	50
Case Study	100
Total points possible	450

Pre/Post Assessment

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

Resource Notebook

*Students will begin compiling an AU Resource Notebook in EDIS 650 and continue adding to it throughout their program. The student determines his/her format (hard copy or electronic) for the Notebook. A list of all Resource Notebook items is provided on Blackboard, 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 essay Personal Top Ten Glossary
State Documents	Updated Ohio Rule (Operating Standards for Identifying and Serving . . .) Ohio Law (ORC 3324) OAE Assessment Framework NAGC Knowledge and Skill Standards in Gifted Education for All Teachers NAGC/CEC Teacher Preparation Standards in Gifted Education
Local Documents	Written Education Plan from the district Identification Protocol for district Service Settings for district

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

<p>Content Contribution</p>	<p>Posts information that is off-topic, incorrect, or irrelevant to discussion. Repeats but does not add substantive information to the discussion. 0-2 points</p>	<p>Posts information that is factually correct; lacks full development of concept or thought. 3 points</p>	<p>Posts factually correct, reflective and substantive contribution; advances discussion. 4 points</p>
<p>References & Support</p>	<p>Includes no references or supporting experience. Uses personal experience, but no references to readings or research. 0-1 point</p>	<p>Incorporates some references from literature and personal experience. 2 points</p>	<p>Uses references to literature, readings, or personal experience to support comments. 3 points</p>
<p>Clarity & Mechanics</p>	<p>Posts long, unorganized content that may contain multiple errors or may be inappropriate. 0-1 point</p>	<p>Contributes valuable information to discussion with minor clarity or mechanics errors. 2 points</p>	<p>Contributes to discussion with clear, concise comments formatted in an easy to read style that is free of grammatical or spelling errors. 3 points</p>

Content of Focus Questions (FQ)

- Respond to the question, using specific examples from the reading and viewing material, and tell at least one story from your own experience to relate to the topic at hand. This shows that you are able to **apply** the material. Interact with the material, showing you understand it.
- Your essay should be at least 500 words.
- You may also give opinions and **evaluate** the material.
- Don't just repeat the material. Your discussion level should be at the *Evaluating, and Applying* levels from Bloom's Revised Taxonomy.
 - Knowing—reading the assignment
 - Comprehending—understanding the assignment
 - Applying—being able to relate to the assignment by telling a related story
 - Evaluating—being able to judge the value and truth of the material; having an opinion about it
 - Creating—the act of writing your essay about the assignment
- Here is a suggested outline for a reflective essay.
 - Intro
 - Summary of an idea
 - Story (application)
 - Evaluation
 - Conclusion (Make some comments to summarize and conclude)
 - References
- If the assignment is late, it is 2 points off per day late.

Formatting Focus Questions

[See the APA folder online for detailed information.]

Please format the file name thus:

650_FirstNameLastInitial_FQ# It would look like this: **650_JenniferG_FQ2**

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

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

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

Here is how to reference online journal articles.

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

Here is how to reference online books:

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

See folder on Blackboard for APA formatting information and examples.

Rubric for Focus Questions

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

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.

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

As a guide for writing your philosophy, visit the NAGC webpage by Jeff Danielian called "For what it's worth: Crafting a statement of educational philosophy" at

<https://www.nagc.org/blog/what-it%E2%80%99s-worth-crafting-statement-educational-philosophy> (his link to the University of Minnesota's site is broken. Use this link <https://cei.umn.edu/writing-your-teaching-philosophy>)

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

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

Your finished essay should be at least 400 words and include six components from the rubric below. (Five components of your choice and the required Professional Writing Component.) *Your philosophy paper must include your thoughts on gifted education and/or gifted learners.* Save this as **650_FirstNameLastInitial_Philosophy1**

End of Course Philosophy Reflection

In week 11 or 12, revisit your Philosophy paper from the beginning of the course and resave it as **650_FirstNameLastInitial_Philosophy2** . Choose at least two components from the rubric below that are the most meaningful for you in your situation and at the end of the paper you wrote, comment on any shifts in your thinking that have occurred as a result of the readings, discussions, and activities from EDIS 650.

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

Philosophy Paper Rubric

Check those you value to be graded on	Possible Components **Required	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-
	**Teaching and learning in gifted education.	Thoroughly defines <i>teaching</i> and <i>learning</i> in gifted education.	Adequately defines <i>teaching</i> and <i>learning</i> in gifted education.	Partially defines <i>teaching</i> and <i>learning</i> in gifted education.	Does not define <i>teaching</i> and <i>learning</i> in gifted education.
	The teacher's role.	Thoroughly defines the teacher's role in teaching and learning.	Adequately defines the teacher's role in teaching and learning.	Partially defines the teacher's role in teaching and learning.	Does not define the teacher's role in teaching and learning.
	The student's role.	Thoroughly defines the student's role in teaching and learning.	Adequately defines the student's role in teaching and learning.	Partially defines the student's role in teaching and learning.	Does not define the student's role in teaching and learning.
	Teaching and/or assessment strategies.	Thoroughly defines at least one teaching and one assessment strategy.	Adequately defines at least one teaching and/or assessment strategy.	Partially defines at least one teaching or assessment strategy.	Does not define a teaching or assessment strategy.
	Professional Development	Thoroughly defines the role of professional development.	Adequately defines the role of professional development.	Partially defines the role of professional development.	Does not define the role of professional development.
	Professional and/or Personal goals	Thoroughly defines and discusses professional and personal goals related to teaching and learning.	Adequately defines the professional and personal goals related to teaching and learning.	Partially defines the professional and personal goals related to teaching and learning.	Does not define professional or personal goals related to teaching and learning.
✓	**Writing Conventions	(2) Shows a thorough understanding of the conventions of academic writing	(1) Shows an adequate understanding of conventions of academic writing	(0) Shows a partial understanding of the conventions of academic writing	(0) Shows no understanding of the conventions of academic writing.
		Total Score out of 20 (first) 30 (second)			

Face-to-Face Saturday Session, OAGC Fall Conference Attendance (1 day) OR Annotated Bibliography on a Topic OR Optional Replacement Activities

<p>Option 1</p>	<p>Face-to-Face Saturday Session Saturday, November 23, 2019 at Schar College of Education Ashland University Main Campus, 9:30am – 4:00pm. This session allows online students the opportunity to hear expert speakers, network together, hold large and small group discussions, share from assignments and projects, and collaborate on application of the material. Bring with you: -Your prepared presentation for your Case Study -One assignment response that you would want to share -General or specific questions you have about gifted education for the instructors and for others taking the coursework</p> <p>We will eat lunch together at Lower Convo for 10.00 or less. This is cafeteria style and accommodates all dietary restrictions. If you prefer to eat off campus, that is also an option. RSVP to Dr. Groman by October 31.</p>
<p>Option 2</p>	<p>Ohio Association for Gifted Children Fall Conference Attend at least one full day of the OAGC Fall Conference and write a 500 word reflection on the sessions you attended, specific ideas that were new or interesting,, and specific ways you will use what you learned in your classroom/context. Professional writing, first person, headed like the Annotated Bibliography, double spaced, edited. Save as 650_FirstNameLastInitial_Conference</p> <p>October 20 (Parent Day), 21 and 22 at the Columbus Hilton Easton See the OAGC Website for details http://oagc.com/fallconference.asp</p>
<p>Option 3</p>	<p align="center">Annotated Bibliography</p> <p>As you research your case study subject themes will arise that are indicative to gifted education and were explored in brief with <i>EGT</i> chapters and focus questions. You will choose a relevant theme or a topic of interest to you, locate four recent scholarly articles or book chapters on that topic (scholarly means that it has a list of reference), and write a short annotation for each, and write a conclusion that connects learning from all of the articles. Save as 650_FirstNameLastInitial_AnnBib</p> <p>Head your paper: Your name Date Annotated Bibliography</p>

<p>Paragraph 1: Use APA to create a Reference for the journal article. See the “Brief APA Guide” on Blackboard.</p> <p>Paragraph 2: Create a succinct (that means short) well-written summary of the article, including its important points and conclusions. Please do not copy from the abstract (if there is one) or other places. This should be your own words.</p> <p>Paragraph 3: Create a well-written response to the article in terms of your context, teaching area, student age, etc. This paragraph should contain your thoughts on the relevance and use of the author’s ideas on your Case Study. You do not need to discuss all the ideas from the article, focus on those most relevant and interesting to you. How do the author’s ideas impact what you know about your case study subject? What ideas does it give you toward gifted students in general?</p> <p>Double space and start into the next Annotated Bibliography. You will have at least four annotated sources.</p> <p>Conclude with a reflection compiling what you learned from all of the articles, how you will use your new knowledge, and what questions you still have.</p>

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

Focus on predictive behaviors and crystallizing experiences. You might consider focusing on a chosen model of talent development (those studied for Focus Question # 5) as a framework for the interview and the thematic analysis.

Use APA Heading Levels.

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

Start the sentence on the next line, indented.

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

Start the sentence on the next line, indented.

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

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

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

Rationale

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

How the subject is identified as gifted

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

Themes

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

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

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

Hints for writing this section

After compiling your research, look for recurring themes, ideas that connect to or are outliers to the research we read about gifted individuals and the model of intelligence/giftedness that you most identify with. Using these themes to organize your writing in this section, describe characteristics and behaviors of the individual, connecting to the interviews and observations

(you may quote directly and/or summarize the interviewee's statements/ideas) and the research. Use APA citations for field notes (see APA PowerPoint) and the research.

Conclusions and Recommendations

Make suitable conclusions about the subject AND recommendations about the person's future (if applicable). Use the following questions to guide you:

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

References

See APA PowerPoints on Blackboard, you can also use the References in your syllabus as a guide. Include the text, articles, other books, 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

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.

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 according to the Ohio rule.
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 (if you attend the November 23 Saturday face-to-face session, you will share this in person ONLY, still following this format. No video is required for posting online)

- Be prepared to speak for 7-9 minutes. You may use slides to organize your ideas. This should be highly structured and include the following points:
 - Introduce us to the subject.
 - Speak about how your subject exemplifies – or is an outlier of - three specific ideas we have discussed in the course or that connect to our readings.
 - Feel free to share examples of their work.
 - Share two conclusions, surprises, or issues you have learned about gifted individuals that result from this project.



PERMISSION FORM FOR CASE STUDY

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

(Signature)

(date)

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

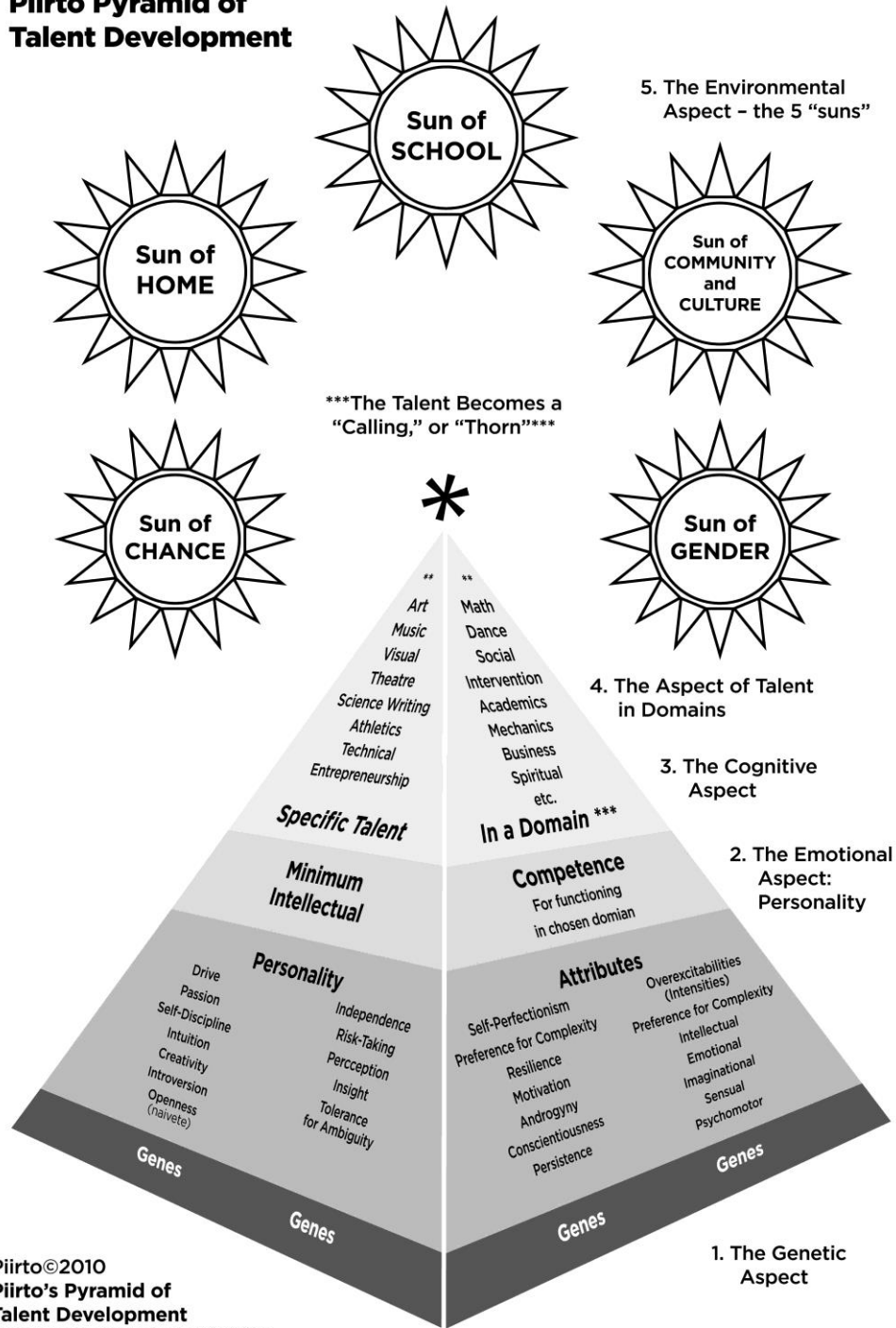
Include a copy of this with your case study. Keep a copy for your records. Give a copy to the participant or participant's parent.

Rubric for Case Study

	Exceeds expectations (3 points)	Meets expectations (2 points)	Emerging (1 points)	Does not meet expectations (0 points)	Raw Score
Required Components:	Human Subjects Form; submitted on time; all components listed in the syllabus; presented in Discussion Forum	All required components are present.	X	At least one required component is missing.	
Connects to the literature	Shows a thorough connection to three or more researchers in the literature.	Shows an adequate connection to two or more researchers in the literature	Shows a partial connection to one or more researchers in the literature	Shows no connection to the literature.	
Thematic analysis	Shows a thorough analysis with examples from case study data of four or more themes in gifted education.	Shows an adequate connection with examples from case study data to three or four themes in gifted education.	Shows a partial connection to one or more themes in gifted education.	Shows no connection to gifted education themes.	
Rationale and Gifted Characteristics	Shows a thorough understanding of characteristics of giftedness manifested in the case study individual	Shows an adequate understanding of characteristics of giftedness manifested in the case study individual	Shows a partial understanding of characteristics of giftedness manifested in the case study individual	Shows no understanding of characteristics of giftedness in the case study individual.	
Conclusion and Recommendations	Thorough discussion of: the writer's new understandings; conclusions about case study individual, recommendations for their past, present, or future life.	Adequate discussion of: the writer's new understandings; conclusions about the case study individual, recommendations for their past, present, or future life.	Partial discussion of: the writer's new understandings; conclusions about the case study individual, recommendations for their past, present, or future life.	No discussion of: the writer's new understanding; conclusions about the case study individual, recommendations for their past, present, or future life.	
Writing Conventions	Shows a thorough understanding of the conventions of academic writing	Shows an adequate understanding of conventions of academic writing	Shows a partial understanding of the conventions of academic writing	Shows no understanding of the conventions of academic writing.	

These two pages outline the Piirto Pyramid model as a frame you might use for the Case Study interview questions. You could also frame using one or more of the models you chose for FQ 4.

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.

Spring, 2019, Course Schedule

Unless otherwise indicated, dropboxes close 7 days after the assignment is due. You may upload the assignment before this grace period expires without penalty.

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

Week (Monday – Sunday)	Readings and Assignments	Due at the end of the week (Sunday) at midnight
1 September 16 - 22	<p>-View the Week 1 Videos: Introduction video, the Syllabus video, and the Week 1 Calendar video. [Save the Case Study video and the APA Video – which is in the APA folder – for next week]</p> <p>-Review the Syllabus</p> <p>-Visit the ODE Website to find the The Ohio Rule AND Law for Gifted Students</p> <p>-Course Pre-Assessment</p> <p>-Read “Crafting an Educational Philosophy” on NAGC website https://www.nagc.org/blog/what-it%E2%80%99s-worth-crafting-statement-educational-philosophy</p> <p>-Write Philosophy Statement Essay</p> <p>-Click the link to Padlet and write an introduction. [Your name, where you work, anything you want us to know, and three statements: two truths and one LWL – Little White Lie]</p> <p>-Prepare your technology to join the Blackboard Collaborate Synchronous Session</p>	<p>-Course Pre-Assessment</p> <p>-Philosophy Statement Essay (due before the Collaborate Session)</p>
2 September 23 - 29	<p>-View the Week 2 Video and the video that Review of the Ohio Operating Standards [You may also wish to watch the Case Study video and the APA Video – which is in the APA folder]</p> <p>-FQ1. (This starts with Chapter 2 not with Chapter 1). <i>Education of the Gifted and Talented (EGT)</i> Chapter 2 and Kaufman, Kaufman, & Plucker (2012), “Contemporary Theories of Intelligence” from Blackboard. For this Focus Question, sketch out your Top 3 Ah-hah (new and interesting) ideas from the chapter that connect to you and your experience. Professional Language, make a strong attempt at APA citations (points will not be deducted for imperfect APA, this is good practice). Be prepared to share these during the Synchronous Online session on Wednesday, September 25 as an introduction. Dropbox submission.</p> <p>On the Padlet, within your first post and in the “comment” box tell us which statement in your introduction was the LWL.</p> <p><u>Case Study</u></p>	<p>-Focus Question #1 (FQ1)</p>

	-Begin considering your Case Study subject	
<p>Wednesday, September 25 from 6:30-8:30 Synchronous Online Session on Collaborate We may split into two groups if the class is large.</p>	<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"> -The 650 Syllabus -Share your Ah-hah moments from Focus Question 1. -“Ohio Operating Standards for identifying and Serving Students Who Are Gifted” and Ohio Law for Gifted Students -Questions about the course or gifted education in general <p><u>Format</u></p> <ul style="list-style-type: none"> -Introductions -Questions -What do you already do for students who need a challenge? -Syllabus, course, program questions answered -Questions 	
<p>3 September 30 – October 6</p>	<ul style="list-style-type: none"> -View the Week 3 video (NAGC, OAGC) -FQ2. <i>Education of the Gifted and Talented (EGT)</i> Chapter 1 and “National Excellence” section I (link on Blackboard). 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). Dropbox submission. -Browse the Websites for NAGC, OAGC and begin your Personal Top Ten Glossary <p>Please make sure to view my comments on your submissions after I post them back to the dropbox. If you cannot see them, please email me for information on how to access those comments.</p> <p><u>Case Study</u></p> <ul style="list-style-type: none"> -Determine your Case Study subject, gain permission and begin notes (what you already know/have experienced with that individual) and gathering identification information. 	-FQ2
<p>4 October 7 – 13</p>	<ul style="list-style-type: none"> -View the Week 4 video. (Review the updated ODE Approved List of Assessments for gifted) - FQ3. <i>Education of the Gifted and Talented (EGT)</i> Chapter 3, Pfeiffer article and Piirto Pyramid article. This chapter is on Identifying Gifted and Talented Students. For FQ3, write an essay that connects at least one idea from the readings 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, 	-Focus Question #3

	<p>so write using strong APA and professional language. Dropbox submission.</p> <p>-Locate your district’s identification protocol and Written Education Plan (WEP) for next week</p> <p>-Continue to add to your Glossary (people, organizations, concepts)</p> <p><u>Case Study</u> -Continue gathering data on your case study individual, schedule observations and interviews</p>	
<p>5 October 14 - 20</p>	<p>-View the Week 5 Video</p> <p>-Locate your district’s identification protocol and Written Education Plan (WEP)</p> <p>-View the WEP Overview video</p> <p>- On the Padlet, write a Discussion Board post outlining your district’s protocol for identification and the WEP including your thoughts on the process and how easy it is for parents to access and understand it. Comment on two colleagues’ posts.</p> <p>-Continue to add to your Glossary (people, organizations, concepts)</p> <p><u>Case Study</u> -Continue gathering data on case study individual, setting up interviews and observations</p>	<p>-Padlet Discussion Board post and comment on two other posts</p>
<p style="text-align: center;">Ohio Association for Gifted Children Fall Conference October 20 (Parent Day), 21 and 22 at the Columbus Hilton Easton See the OAGC Website for details http://oagc.com/fallconference.asp</p> <p>If you are not able to attend the conference or the Optional Face-to-Face Session, begin your Annotated Bibliography on a topic that has emerged from your work in 650 so far.</p>		
<p>6 October 21 - 27</p>	<p>-View the Week 6 Video</p> <p>-FQ4, Jigsaw Models of Giftedness (Gagne, Renzulli, Piirto, Sternberg, Pro/Con of Gardner, others). Padlet Discussion. 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 a 5 minute video presentation and handout OR presentation (PowerPoint, Prezi, etc) outlining the model. [This model may become a frame for the Case Study themes and interview questions.] Include at the end a few possible interview questions for</p>	<p>-Post your FQ 4 video in the Padlet by the end of next week</p> <p>-RSVP this week for Face-to-Face session by 10/31 See the Wiki link on Blackboard</p>

	<p>your case study based on this model or your own thoughts. On the Padlet under the name of your model, upload your presentation. View others and comment on two.</p> <p>Please make sure to view my comments on your submissions.</p> <p><u>Case Study</u> -Continue gathering data, interviews</p>	
<p>7 October 28 – November 3</p>	<p>-View the Week 7 Video and review the APA Overview Video if you need to</p> <p>-View one FQ4 video for each model and comment intelligently on two colleagues' videos. *Note* You may want to save or print at least one presentation from each model for your Resource Notebook, to help you study for the OAE.</p> <p>- FQ5. Age-Specific Chapters by Piirto. Focus Question Response from your choice: Piirto chapters 5, 6, 7, or 8. Choose a chapter based on the age of your case study individual or of your own interest and experience. Write a narrative, an outline, chart, or graphic organizer that utilizes, applies, and reflects on the information in the chapter as it aligns with your case study subject and/or with your own experience. Post to the Padlet under the heading of the Piirto chapter you chose. This can possibly be transferred into the Case Study paper to connect to research.</p> <p><u>Case Study</u> -Finish interviews -Begin analyzing your data for themes</p>	<p>-View FQ4 posts for each model and comment on two</p> <p>-Submit FQ 5 to the Padlet</p>
<p>8 November 4 - 10</p>	<p>-View Week 8 video</p> <p>-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.</p> <p><u>Case Study</u> -Analysis and outlining your paper</p>	<p>Submit FQ 6 to dropbox</p>
<p>9 November 11 - 17</p>	<p>-View Week 9 Video (if applicable)</p> <p>-Finish all glossary work by the end of this week</p> <p>Please make sure to view my comments on your submissions.</p> <p><u>Case Study</u></p>	

	-Organizing and writing	
10 November 18 - 24	-View Week 10 Video (if applicable) -Finalizing and Formatting your Top Ten Glossary <u>Case Study</u> -Organizing and writing	-Submit Glossary to dropbox
Saturday, November 23 Face-to-Face Session	<p>Face-to-Face Saturday Session Saturday, November 23, 2019 at Schar College of Education Ashland University Main Campus, 9:30am – 4:00pm. This session allows online students the opportunity to hear expert speakers, network together, hold large and small group discussions, share from assignments and projects, and collaborate on application of the material. Bring with you: -Your prepared presentation for your Case Study -One assignment response that you would want to share -General or specific questions you have about gifted education for the instructors and for others taking the coursework</p> <p>We will eat lunch together at Lower Convo for 10.00 or less. This is cafeteria style and accommodates all dietary restrictions. If you prefer to eat off campus, that is also an option. RSVP to Dr. Groman by October 31.</p>	
11 November 25 – December 1	-Finish your Case Study -Compile, format and submit glossary for Resource Notebook -If you did not attend the Face-to-Face session, post a video that outlines your Case Study project and what you learned about gifted students or shifted your thinking to the Blackboard Discussion Forum. Please make sure to view my comments on your submissions.	-Post Case Study video and view others -Case Study Paper Due at the end of this week -Annotated Bib OR OAGC Fall Conference due
12 December 2 - 8	-Revisit Philosophy essay, submit an update and a reflection -View at least three Case Study videos and comment on two colleagues' videos -Complete Post-Assessment and send the confirmation to Dr. Groman -You will receive a link to the AU Course Evaluations. Please complete this as soon as you can!	-Comment on Case Study videos -Philosophy of Education essay rewrite and reflection -Post Assessment