

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

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><br>The graduate education student will have knowledge of:  | <b><u>SKILLS:</u></b><br>The graduate education student will have skills to:   | <b><u>DISPOSITIONS:</u></b><br>The graduate education student will:   | <b><u>STANDARDS*</u></b><br>ODE, OAE,<br>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)<br>OAE = 1.4, 5.5<br>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)<br>OAE = 1.4, 4.1, 5.3, 5.5<br>NAGC/CEC = 6.1,<br>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<br>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)<br>NAGC/CEC = 2.1, 2.3, 2.4, 2.5, 3.1, 7.5<br>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)<br>OAE = 2.3, 7.5<br>NAGC/CEC = 1.1, 2.1, 2.4<br>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)<br/>OAE = 6, 7.2, 7.3, 7.4<br/>NAGC/CEC = 5.1<br/>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<br/>NAGC/CEC = 6.5<br/>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)<br/>OAE = 1.5, 4.1, 4.2, 4.5, 5.1<br/>NAGC/CEC = 4.1, 4.5<br/>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)<br/>OAE = 1.5, 2.4, 4.2, 7.1<br/>NAGC/CEC = 1.1, 6.8<br/>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<br/>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<br/>NAGC/CEC = 6.4<br/>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<br/>NAGC/CEC = 6<br/>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<br/>AU = SLO5</p>               |

### Grading

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

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

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

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

**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*.

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

### Summary of Grade Components

| Assignment  | Points     |
|---|------------|
| Pre/Post-Assessment   | 20         |
| Participation (Discussion posts and responses, synchronous online on 1/29)  | 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 Teacher Academy | 50         |
| Case Study  | 100        |
|   |            |
| <b>Total points possible</b>  | <b>450</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<br>Any assignments, notes or activities chosen by the instructor or graduate student<br>Pre/Post Assessments<br>Philosophy essay<br>Personal Top Ten Glossary |
| State Documents | Updated Ohio Rule (Operating Standards for Identifying and Serving . . . )<br>Ohio Law (ORC 3324)<br>OAE Assessment Framework  |



|                 |   |
|-----------------|---|
|                 | NAGC Knowledge and Skill Standards in Gifted Education for All Teachers<br>NAGC/CEC Teacher Preparation Standards in Gifted Education |
| Local Documents | Written Education Plan from the district<br>Identification Protocol for district<br>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   |
|--|---|--|---|
| <b>Initial Assignment Posting</b><br>20 points | Posts no assignment or is more than 3 days late.  |  | Posts on time.  |
| <b>Criteria</b>                                | <b>Unacceptable</b><br><b>0-15 Points total for this column</b>   | <b>Good</b><br><b>16-18 Points total for this column</b>   | <b>Excellent</b><br><b>19-20 Points total for this column</b>   |
| <b>Response Postings</b>                       | Posts no follow-up responses to others.<br>Posts shallow contribution to discussion (e.g., agrees or disagrees); does not enrich discussion.<br>0-5 points        | Elaborates on an existing posting with further comment or observation.<br>6-8                          | Demonstrates analysis of others' posts; extends meaningful discussion by building on previous posts.<br>10 points |
| <b>Content Contribution</b>                    | Posts information that is off-topic, incorrect, or irrelevant to discussion.<br>Repeats but does not add substantive information to the discussion.<br>0-2 points | Posts information that is factually correct; lacks full development of concept or thought.<br>3 points | Posts factually correct, reflective and substantive contribution; advances discussion.<br>4 points                |
| <b>References &amp; Support</b>                | Includes no references or supporting experience.<br>Uses personal experience, but no references to readings or research.<br>0-1 point                             | Incorporates some references from literature and personal experience.<br>2 points                      | Uses references to literature, readings, or personal experience to support comments.<br>3 points                  |

|                                       |  |  |   |
|---------------------------------------|--|--|---|
| <p><b>Clarity &amp; Mechanics</b></p> | <p>Posts long, unorganized content that may contain multiple errors or may be inappropriate.<br/>0-1 point</p> | <p>Contributes valuable information to discussion with minor clarity or mechanics errors.<br/>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.<br/>3 points</p> |
|---------------------------------------|--|--|---|

### 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<br>Choose a focus question and write an essay.  |
| FQ2 | <i>Education of the Gifted and Talented (EGT)</i> Chapter 2<br>Choose a focus question and write an essay.  |
| FQ3 | <i>Education of the Gifted and Talented (EGT)</i> Chapter 3<br>Choose a focus question and write an essay.  |
| FQ4 | Jigsaw Models of Giftedness (Gagne, Renzulli, Piiro, Sternberg, Pro/Con of Gardner, others). 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. Upload a 5 minute video presentation and handout 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 your case study based on this model or your own thoughts. Post to the Discussion Forum. View others and comment on two. |
| FQ5 | Focus Question Response from your choice: Piiro chapters 5, 6, 7, or 8<br>Focus Question #5, choose one: Piiro Chapters 5, 6, 7, or 8, based on the age level of your Case Study individual. Write an essay (450 words), outline, or graphic organizer that utilizes and reflects on the information in the chapter as it aligns with your own experience and/or with your Case Study subject.  |
| FQ6 | Write a reflection on the idea of eminence and its impact on your concept of Talent Development/Giftedness from articles and commentaries on Blackboard.  |

### 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.]

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 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.) You may choose to write-in two components of your own in the blank rows. *Your philosophy paper must include your thoughts on gifted education and/or gifted learners.*

**Philosophy Paper Rubric**

| <b>Check those you value to be graded on</b> | <b>Possible Components</b><br><b>**Required</b>     | <b>Exceeds Expectations (3)</b>  | <b>Meets Expectations (2)</b>  | <b>Emerging (1)</b>   | <b>Does not meet expectations (0)</b>  |
|--|---|--|--|---|--|
|  | 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. |
|  | <i>Write-in</i>                                     | Thoroughly   | Adequately   | Partially   | No   |

|   | <i>Write-in</i>              | Thoroughly  | Adequately   | Partially  | No   |
|---|------------------------------|---|--|--|--|
| ✓ | <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**

|                        |   |
|------------------------|---|
| <p><b>Option 1</b></p> | <p><b>Face-to-Face Saturday Session</b><br/>           Saturday, April 6, 2019 at Schar College of Education<br/>           Ashland University Main Campus, 9am – 5pm.<br/>           This session allows online students the opportunity to hear expert speakers, network together, hold large and small group discussions, and share from assignments and projects.<br/>           Bring with you:<br/>           -Something to share from your Case Study (this will be in-progress)<br/>           -Your district Written Education Plan (WEP), Identification protocol and Service protocol<br/>           -One assignment response that you would want to share<br/>           -General or specific questions you have about gifted education for the instructors and for others taking the coursework<br/><br/>           Expect an award-winning lunch at Lower Convo, provided by the College of Education. This is cafeteria style and accommodates all dietary restrictions.<br/>           RSVP to Dr. Groman by February 28.</p> |
| <p><b>Option 2</b></p> | <p align="center"><b>Annotated Bibliography</b></p> <p>As you research your case study subject themes will arise that are indicative to gifted education and were explored in brief with <i>EGT</i> chapters and focus questions. You will choose a relevant theme or a topic of interest to you, locate 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.</p> <p>Head your paper: <span style="float: right;">Your name</span><br/> <span style="float: right;">Date</span><br/> <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 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>No conclusion is needed. Double space and start into the next Annotated Bibliography. You will have at least five annotated sources.</p> |
| <b>Option 2</b> | <p><b>Ohio Association for Gifted Children Teacher Academy (one full day)</b><br/>Attend at least one full day of the OAGC Teacher Academy 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.</p> <p>February 25 and 26, 9:00-4:00 at the Columbus Doubletree in Worthington.<br/>See the OAGC website for details<br/><a href="http://www.oagc.com/teacherAcademy.asp">http://www.oagc.com/teacherAcademy.asp</a></p>  |

### Case Study

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

SELECTION OF PARTICIPANT: For ethical reasons, the participant should not be a relative, a spouse, someone over whom the researcher has or will have power (e.g., a future student), or a close friend.

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

Use APA Heading Levels.

Level 1: Bold, Centered, Sentence Case, No Period. Start the sentence on the next line, indented.

Level 2: Bold, Left Aligned, Sentence Case, No Period. Start the sentence on the next line, indented.

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

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



Use the headings I give you below or 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, give background information.

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

Obtain written parental permission if the person who is to be studied is a minor. If possible, obtain and include relevant test scores and records of the person, in order to determine by what criteria the person is to be considered talented by the Ohio *Rule*. Give the person a pseudonym and black out the person's real name on the test records. "Prove" the participant would be identified as gifted if the participant is an adult. This is usually by achievement.

### **Themes**

#### **At least three significant people in the case's life**

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

#### **The case study subject**

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

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

Gather samples of the subject's work and "products," indications of his or her talents. Scans of photographs are suitable. All Case Study materials are uploaded to the dropbox, including a cover sheet listing what is included in the submission.

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

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

### **Conclusions and Recommendations**

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

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

-What recommendations would you have for their current or future schooling/support?

### **References**

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

### Format for submission

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

- Create a 5-7 minute video using Kaltura or a format of your choice. You may use slides to organize your ideas, but not required.
- Talk about your subject/person, some basic biographical information, your rationale for choosing
- Speak to how the subject exemplifies – or does not exemplify – ideas we have discussed in this course
- Feel free to share examples of their work.
- Share some of the conclusions, points, ideas, issues you have learned about gifted individuals that result from this project. What surprised you?



## PERMISSION FORM FOR CASE STUDY

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

\_\_\_\_\_

(Signature)

\_\_\_\_\_

(date)

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

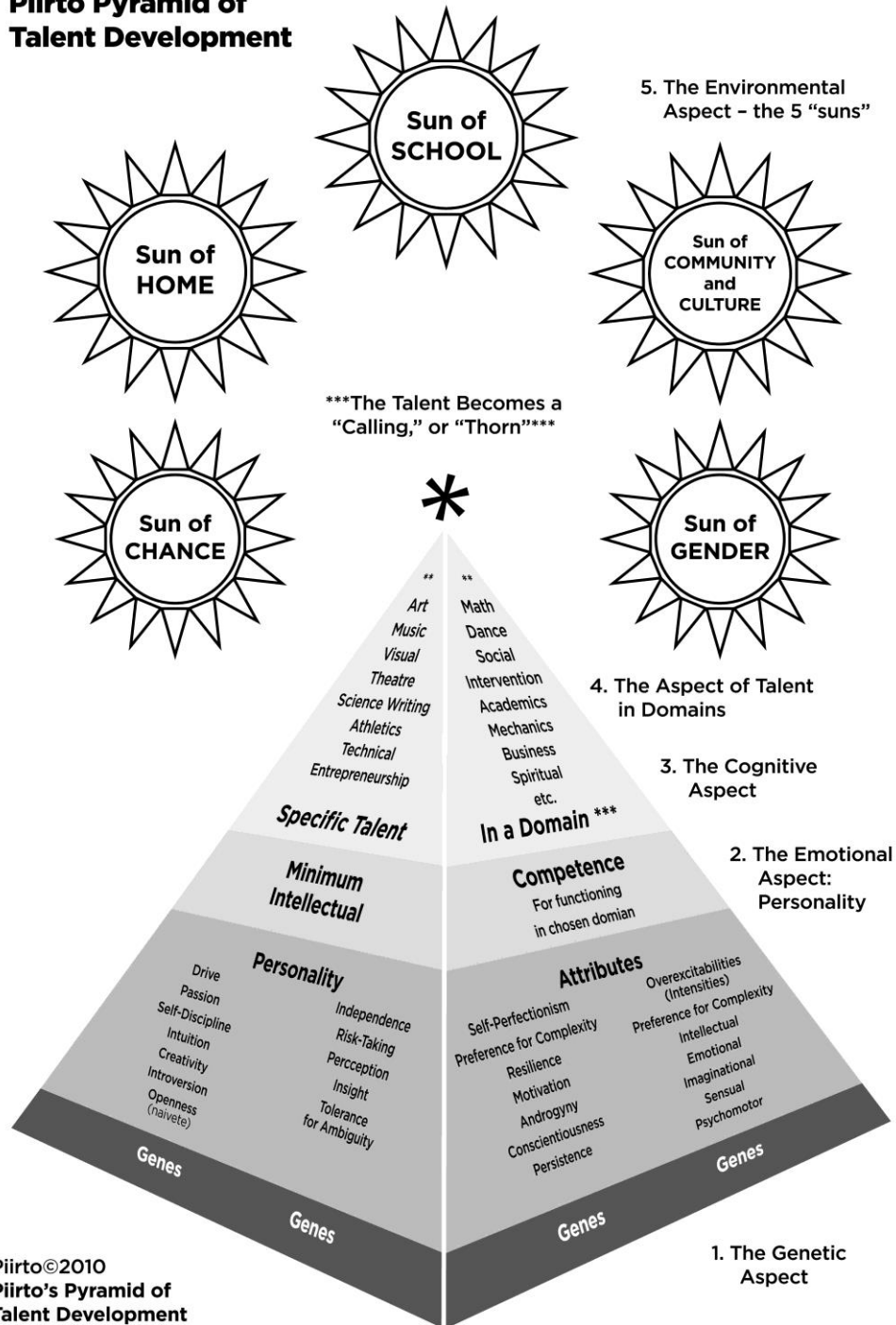
Include a copy of this with your case study. Keep a copy for your records. Give a copy to the participant or participant's parent.

**Rubric for Case Study**

|   | <b>Exceeds expectations (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 #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.

| Week  | Theme<br>KSD   | Readings and Assignments   | Due at the end of<br>the week<br>(Sunday) at<br>midnight   |
|---|--|--|--|
| 1<br>Jan 22–27  | Course<br>introduction<br>Pre-Assessment<br>Ohio Governance<br>KSD 1, 2, 11, 12,<br>13   | <ul style="list-style-type: none"> <li>-View the Week 1 Video</li> <li>-Review the Syllabus</li> <li>-Visit the ODE Website to find the The Ohio Rule AND Law for Gifted Students</li> <li>-Course Pre-Assessment</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 Philosophy Statement Essay</li> <li>-Read over and prepare your technology to join the Blackboard Collaborate Synchronous Session</li> </ul> | <ul style="list-style-type: none"> <li>-Course Pre-Assessment</li> <li>-Philosophy Statement Essay (due before the Collaborate Session)</li> </ul> |
| Tuesday,<br>January 29<br>6:30–8:30pm<br>Synchronous<br>Online<br>Session on<br>Collaborate | Follow the instructions on Blackboard to join this session before 6:30. You will need to access: <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>-OAE Assessment Framework</li> <li>-NAGC Knowledge and Skill Standards for Teachers</li> <li>-NAGC/CEC Teacher Preparation Standards in Gifted Education</li> <li>-Your Gifted Philosophy Statement</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</li> <li>-Questions</li> <li>-What do you already do for students who need a challenge?</li> <li>-Syllabus, course, program questions answered</li> <li>-Activity: Gifted students – positive and negative characteristics</li> <li>-Review and discuss the Rule</li> <li>-Discuss standards and assessment frameworks for the field</li> <li>-Sharing your Gifted Philosophy Statement and discussion</li> <li>-Questions</li> </ul> |  |  |
| 2<br>Jan 28–Feb 3   | Philosophy<br>KSD 7, 11, 13  | <ul style="list-style-type: none"> <li>-View the Week 2 Video</li> <li>-Read <i>EGT</i> Chapter 1 and “National Excellence” section I</li> <li>-Choose a Focus Question for this chapter</li> </ul>  | -Focus Question #1   |



|                        |  |   |   |
|------------------------|--|---|---|
|                        |  | <p><u>Case Study</u><br/>-Begin considering your Case Study subject</p>   |   |
| <p>3<br/>Feb 4–10</p>  | <p>History of the field; key individuals, ideas, events;<br/>Definitions;<br/>Models of Intelligence<br/>KSD 1, 2, 3, 4, 7, 10, 12, 13</p> | <p>-View the Week 3 video<br/>-Read <i>EGT</i> Chapter 2<br/>-Write Focus Question essay #2<br/>-Read Kaufman, Kaufman, &amp; Plucker (2012). “Contemporary Theories of Intelligence.”<br/>-Choose a Focus Question for chapter 2<br/>-Browse the Websites for NAGC, OAGC and begin your Personal Top Ten Glossary</p> <p><u>Case Study</u><br/>-Determine your Case Study subject, gain permission and begin notes (what you already know/have experienced with that individual) and gathering identification information.</p> | <p>-Focus Question essay #2</p>                                     |
| <p>4<br/>Feb 11–17</p> | <p>Characteristics of gifted students and teachers of the gifted<br/>KSD 10, 13</p>  | <p>-View the Week 4 video<br/>-Review the updated ODE Approved List of Assessments for gifted<br/>-Read <i>EGT</i> Chapter 3, Pfeiffer and Piirto Pyramid article<br/>-Write Focus Question #3<br/>-Locate your district’s identification protocol and Written Education Plan (WEP) for next week<br/>-Continue to add to your Glossary (people, organizations, concepts)</p> <p><u>Case Study</u><br/>-Continue gathering data on your case study individual, schedule observations and interviews</p>                         | <p>-Focus Question #3</p>   |
| <p>5<br/>Feb 18–24</p> | <p>Identification<br/>KSD 5, 8, 10</p>   | <p>-View the Week 5 Video<br/>-Locate your district’s identification protocol and Written Education Plan (WEP)<br/>-View the WEP Overview video<br/>-Write a Discussion Board post outlining your district’s protocol for identification and the WEP. Comments on two colleagues’ posts.<br/>-Continue to add to your Glossary (people, organizations, concepts)</p> <p><u>Case Study</u><br/>-Continue gathering data on case study individual, setting up interviews and observations</p>                                     | <p>-Online Discussion Board post and comment on two other posts</p> |

|                   |   |   |   |
|-------------------|---|---|---|
| Feb 25-26         | OAGC Teacher Academy<br><a href="http://www.oagc.com/teacheracademy.asp">http://www.oagc.com/teacheracademy.asp</a> |   |   |
| 6<br>Feb 25–Mar 3 | Models of Intelligence<br>KSD<br>3, 4, 5, 10  | <ul style="list-style-type: none"> <li>-View the Week 6 Video</li> <li>-Focus Question #4: Read short Sternberg article on comparing models of intelligence.</li> <li>-Skim all online articles, read and report on one model that aligns with your own ideas- Gagne, Renzulli, Piirto Pyramid article, Sternberg, Multiple Intelligences (pro/con), other as desired. (these can become part of your Glossary, if you wish),</li> <li>-Focus Question 4 Prepare a Kaltura (or other format) video/PowerPoint for your chosen Model of Intelligence. Include at the end a few possible interview questions based on this model or your own thoughts.</li> </ul> <p><u>Case Study</u><br/>-Continue gathering data, interviews</p> | <ul style="list-style-type: none"> <li>-Post your FQ 4 video in the Discussion Forum by the end of next week (3/10)</li> <li>-RSVP Journal this week for Face-to-Face session on 4/6. See the Journal link on Blackboard</li> </ul> |
| Mar 4 – 10        | AU Spring Break   | <u>Take a breather</u>  |   |
| 7<br>Mar 11–17    | Age specific gifted populations<br>KSD 5, 10  | <ul style="list-style-type: none"> <li>-View the Week 7 Video</li> <li>-View APA Overview Video</li> <li>-View all FQ4 videos and comment intelligently on two colleagues' videos</li> <li>-Focus Question #5, choose one: Piirto Chapters 5, 6, 7, or 8, based on the age of your Case Study individual. Write an essay (450 words), outline, or graphic organizer that utilizes the information in the chapter with your Case Study subject.</li> </ul> <p><u>Case Study</u><br/>-Finish interviews<br/>-Begin analyzing your data for themes</p>   | <ul style="list-style-type: none"> <li>-View FQ4 videos and comment on two</li> <li>-Submit FQ 5 to the dropbox</li> </ul>  |
| 8<br>Mar 18–24    | Eminence<br>KSD 3   | <ul style="list-style-type: none"> <li>-View Week 8 video</li> <li>-Online articles: Eminence and commentary</li> <li>-Focus Question #6 is simply a 400 word comment on these articles. What are your thoughts on the authors' ideas on eminence?</li> </ul> <p><u>Case Study</u><br/>-Analysis and outlining your paper</p>   | Submit FQ 6   |

|   |  |  |  |
|---|--|--|--|
| <p>9<br/>Mar 25–31</p>                                    | <p>KSD various/all</p>   | <p>-View Week 9 Video (if applicable)<br/>-Finish all glossary work by the end of this week</p> <p><u>Case Study</u><br/>-Organizing and writing</p>   |  |
| <p>Saturday,<br/>April 6<br/>Face-to-Face<br/>Session</p> | <p><b>Face-to-Face Saturday Session</b><br/>Saturday, April 6, 2019 at Schar College of Education<br/>Ashland University Main Campus, 9am – 5pm.<br/>Bring with you:<br/>-Something to share from your Case Study (this will be in-progress)<br/>-Your district Written Education Plan and Identification protocol and Service protocol<br/>-One assignment response that you would want to share<br/>-General or specific questions you have about gifted education for the instructors and for others taking the coursework</p> <p>Janet James, Retired Gifted Coordinator, will be the featured speaker in the morning.<br/>Expect an award-winning lunch at Lower Convo, provided by the College of Education.<br/>This is cafeteria style and accommodates all dietary restrictions.<br/>RSVP to Dr. Groman by February 28.</p> |  |  |
| <p>10<br/>Apr 1–7</p>                                     | <p>Application of all<br/>concepts<br/>KSD - all</p>   | <p>-View Week 10 Video (if applicable)<br/>-Finalizing and Formatting your Top Ten Glossary</p> <p><u>Case Study</u><br/>-Organizing and writing</p>   | <p>-Submit Glossary</p>  |
| <p>11<br/>Apr 8–14</p>                                    | <p>Application of all<br/>concepts<br/>KSD - all</p>   | <p>-Finish your Case Study<br/>-Compile, format and submit glossary for Resource Notebook<br/>-Post a video that outlines your Case Study project and what you learned about gifted students or shifted your thinking</p>  | <p>-Post Case Study video<br/>-Case Study Paper Due at the end of this week<br/>-Annotated Bib OR OAGC Teacher Academy paper due</p> |
| <p>12<br/>Apr 15–21</p>                                   | <p>Application of all<br/>concepts<br/>Philosophy<br/>KSD – all</p>  | <p>-Revisit Philosophy essay, submit an update and a reflection<br/>-Comment on two colleagues’ Case Study videos<br/>-Complete Post-Assessment and submit<br/>-You will receive a link to the AU Course Evaluations. Please complete this as soon as you can!</p> | <p>-Comment on Case Study videos<br/>-Philosophy of Education essay rewrite and reflection<br/>-Post Assessment</p>                  |