

Ashland University  
Dwight Schar College of Education  
Department of Doctoral Studies and Advanced Programs  
Syllabus and Calendar  
Online Coursework  
Spring, 2021

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Office hours Wednesdays, from 5:30-8:00pm, see sign up on Blackboard for appointment

Or other days/times by appointment

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 philosophy statement, book study or review, a case study, reading and focus question responses, and attendance and participation.

Spring, 2021

650

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. 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.

Suggested instructional strategies:

Lecture	Group and individual presentations
Simulation	Shared inquiry
Role-playing	Guest presenters
Small-group discussion	Case Study

Description of field/clinical experiences:

FIELD EXPERIENCE

CLINICAL EXPERIENCE

Student will perform a case study on a gifted individual as a clinical experience.

Faculty who frequently teach the course:

Licensure programs in which course is required:

Endorsement/Gifted

If the course is offered for either undergraduate or graduate credit identify the respective difference in expectations:

Graduate Credit Only

Academic Integrity

Students are responsible for reading, understanding, and abiding by the academic integrity policies in the Ashland University catalogs:

<https://www.ashland.edu/administration/office-records-and-registration/academic-integrity-policy>

HLC statement for online and hybrid courses

This course format consistently meets the same quality, assessment, learning outcomes, and requirements of the traditional semester offering of this course.

Student Accessibility

It is Ashland University's goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on a disability, please contact the Student Accessibility Center at 419-289-5904, or send an email to [au-sac@ashland.edu](mailto:au-sac@ashland.edu). The Student Accessibility Center and the course instructor will work together in order to establish accommodations, and to meet your learning needs.

Tutoring included in your tuition

AU provides students with peer tutoring **in any of your undergraduate courses**, drop-in on most requested courses from Monday – Thursdays 7 – 9 pm. **We also offer Time Management, Study Skills, Note Taking, and Test Taking Strategies tutoring.**

Please visit [www.ashland.edu/tutor](http://www.ashland.edu/tutor) for a full drop-in courses schedule or click on “One on One Tutoring” to request a tutor by filling out the form, and we will be in touch with you very soon. The ideal time to request tutoring is during your 3rd week of class to get you ready for your mid-term taking place during week 8.

Questions? Denisia Stoops, Tutoring Programs Coordinator, [dstoops@ashland.edu](mailto:dstoops@ashland.edu), 419.207.6779, or 701 Library during regular business hours.



Walk-in



Request a tutor

Course content:

See course content listed under Knowledge criteria.

Student Learning Outcomes

See specific SLOs listed under Skills and Dispositions criteria

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

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

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

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

Referenced Standards:

Ohio Department of Education Gifted PD Competencies (see p. 2): <http://education.ohio.gov/getattachment/Topics/Other-Resources/Gifted-Education/Teaching-Gifted-Students-in-Ohio/High-Quality-Professional-Development-HQPD-in-Gi/Gifted-Education-Professional-Development-Resource-Guide.pdf.aspx?lang=en-US>

Ohio Assessments for Educators Strands - [https://www.oh.nesinc.com/CONTENT/STUDYGUIDE/OH\\_SG\\_OBJ\\_053.htm](https://www.oh.nesinc.com/CONTENT/STUDYGUIDE/OH_SG_OBJ_053.htm)

NAGC/CEC Teacher Preparation Standards <https://www.nagc.org/resources-publications/resources/national-standards-gifted-and-talented-education/nagc-cec-teacher>

Ashland University SLOs <https://www.ashland.edu/coe/>

### Grading

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

Word process all assignments following the *Publication Manual of the American Psychology Association, 7<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 to the appropriate assignment box on Blackboard.

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:**

<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*.

### 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. Begin now to collect documents for each course in a document file. A list of all Resource Notebook items and an overview video are provided on Blackboard, however, items required from EDIS 650 include:

650	Case Study Presentation (PPT) Any assignments, notes or activities chosen by the instructor or graduate student Jigsaw – one presentation for each Model of Giftedness Philosophy essay Collaborative Glossary
State Documents	Ohio Operating Standards for Identifying and Serving . . . Ohio Law (ORC 3324) OAE Assessment Framework NAGC Knowledge and Skill Standards in Gifted Education for All Teachers NAGC/CEC Teacher Preparation Standards in Gifted Education
Local Documents	Written Education Plan from the district Identification Protocol for district



**Summary of Grade Components**

Assignment	Points
Pre/Post-Assessment	20
Participation (Discussion posts and responses)	60
Focus Question Responses (1X40, 6 X 20)	160
Top Ten Glossary	40
Philosophy Paper	30
Self-Selected Learning Activity: OAGC Spring Teacher Academy Feb 22-23 (1 day), OR Annotated Bibliography	40
Case Study (Permission form = 10, Presentation = 90)	100
<b>Total points possible</b>	<b>450</b>

**Assignments**

**Pre/Post Assessment**

All students will complete a Pre-Assessment Survey at the beginning of the semester using the link on Blackboard. At the end of the semester, students will complete a Post-Assessment Survey using the same link.

**“Attendance”/Participation**

There are no required synchronous online sessions this semester. 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.

**Focus Question Responses**

Focus questions for *EGT* chapters are posted with the dropboxes.

Padlet: Some Focus Question responses are posted to a Padlet, where they will be seen by all, AND to a Blackboard dropbox, where I will comment personally to you about the work. Some FQ response are posted only to the dropbox. On Padlet you can see many application ideas from the readings by your class colleagues to use as you wish. Please give credit to your colleague if you download and use these in your district. Do not post to the Padlet anything you do not want shared with others.

FQ1 Dropbox & Padlet	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 post to the FQ1 dropbox.
FQ2 Dropbox	<i>Education of the Gifted and Talented (EGT)</i> Chapter 1 Read. 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). Post to the FQ2 dropbox.

<p>FQ3 (Identification) Dropbox only</p>	<p><i>Education of the Gifted and Talented (EGT) Chapter 3</i> This chapter is on Identifying Gifted and Talented Students. For FQ3, read the chapter, and organize your thinking on the identification portion of your Case Study project. Connect at least one idea from this chapter and the Ohio Operating Standards to what you know about your Case Study subject so far. Your submission may be an essay of your thinking on these connections, or it may be the Rationale and/or Identification slides for your final Case Study presentation. Strive to use APA citations and professional language. Post to the FQ3 dropbox only.</p>
<p>FQ4 (Models of Giftedness) Dropbox and Padlet column</p>	<p>Jigsaw Models of Giftedness (Gagne, Renzulli, Piirto, Sternberg, Pro/Con of Gardner, others). Read the three articles on Blackboard (Page; Sternberg; Kaufman, Kaufman, &amp; Plucker). Browse the file of models of giftedness/intelligence. Choose and research a model that aligns with your personal philosophy and beliefs. Use the articles/websites provided on Blackboard and research of your own. Create 3-5 PowerPoint slides or a handout that outlines the basic ideas of this model. Your final slide should include a few possible interview questions for your case study based on this model or your own thoughts. This model may become a frame for the Case Study themes and interview questions. Upload a 5 minute (no more!) video presentation of your slides or handout to the Padlet column that corresponds to your model. Also post the slides or handout to the FQ4 dropbox.  View at least 4 colleague videos and comment on two. This Focus Question is worth 40 points.</p>
<p>FQ5 (Identification Discussion Board)</p>	<p>Locate and read/review your district’s protocol for identification of gifted and the district’s WEP On the Padlet, write a post under the “FQ5 – Identification” column outlining your district’s protocol for identification. Keep it short, bullet points are best. Under “FQ5 – WEP” post your district’s WEP. Under “FQ5 – Identification Discussion” write a short post with your thoughts on the process and how easy it is for parents to access and understand it. Read all and comment meaningfully on one. Under “FQ5 – WEP Discussion” – write a short post with your thoughts on the WEP process in your district. Read all and comment meaningfully on one.</p>
<p>FQ6 (Age-Specific Chapters) Padlet and Dropbox</p>	<p>Age-Specific Chapters by Piirto. Choose a chapter based on the age of your case study individual or of your own interest and experience. For FQ6, read your chosen chapter, and organize your thinking on utilizing, applying, and reflecting on the information in the chapter as it aligns with your case study subject. Connect at least two ideas from this chapter to what you have learned about your case study subject so far. Your submission may be an essay of your thinking on these connections, or it may be part of the Rationale slides, or the Theme slides for your final Case Study presentation, and you would</p>

	submit those slides. Strive to use APA citations and professional language. Post to the Padlet column corresponding to your chapter and to the FQ6 dropbox.
FQ7 Dropbox	<i>Education of the Gifted and Talented (EGT) Chapter 2</i> Read. Sketch out (slides or document, narrative, bullet points, graphic organizer, format of your choice) your Top 3 “A-ha” ideas from this chapter, connecting one of them to what you know about your Case Study subject so far. Post to FQ7 dropbox.

### Formatting the File Name of your Focus Questions and all submitted assignments

Please format the file name thus:

**650\_FirstNameLastInitial\_FQ#** It would look like this: **650\_JenniferG\_FQ2**

This is a great help to me in grading and organizing and finding submissions quickly if I need to.

### Traditional Written Focus Questions

- Respond to the question, using specific examples from the reading and viewing material, and tell at least one story from your own experience to relate to the topic at hand. This shows that you are able to **apply** the material or even evaluate it. Interact with the material, showing you understand it.
- Your essay should be at least 300-450 words.
- Don’t just repeat the material. Your discussion level should show 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
- Include a reference list titled “References” that includes your text properly formatted, and any other works you may have cited.

### Formatting Focus Questions

[See the APA folder online for model paper.]

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

Name \_\_\_\_\_  
EDIS 650, Summer, 2020  
Focus Question # \_\_\_\_\_

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

- Number your pages on the Upper Right. To format, see Insert/Page Numbers.
- Double-space all, including the references.
- Use APA 7<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**. Use hanging indent. 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 italicized, written in title case, with major words capitalized.
  - In the References, double space between and within entries.

**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.

### **Collaborative Glossary**

We will keep a collaborative Google document throughout the semester where each student chooses important people, websites, and professional organizations from the readings/work and writes a succinct glossary description. You will add **two** entries to the group glossary this semester. The glossary should include these government reports and their impact on gifted education. See the Historical Documents folder on Blackboard. The Marland Report, A Nation At Risk, National Excellence, A Nation Deceived, A Nation Empowered, Sputnik. Please choose one of these on the Google doc.

At the end of the semester, save the 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.

Submit your Glossary with this file name:

**650\_FirstNameLastInitial\_Glossary** It would look like this: **650\_JenniferG\_Glossary**

### **Philosophy Essay**

One of the main efforts of Ashland University's Talent Development program is to support you as you materialize, verbalize, and realize your true self as a teacher, especially a teacher of the gifted. To this end, each course provides an opportunity for you to reflect on your practice, consider new information you are learning, formulate and state your philosophy of teaching. By the time you are finished with AU's Talent Development program you will have a strong statement of belief and philosophy of education to move you forward.

In EDIS 650, you will begin by finding any previously written philosophies of education, from old resumes and undergraduate documents. Revisiting these gives you a chance to reflect on how you have grown since then.

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 final essay 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 in your classroom. This statement is personal – not about gifted education in general. 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 four components from the rubric below. (three components of your choice and the required Professional Writing Component.)

**Philosophy Paper Rubric**

Check those you value to be graded on	Possible Components <b>**Required</b>	Exceeds Expectations (3)	Meets Expectations (2)	Emerging (1)	Does not meet expectations (0)
	Define your beliefs about:	Within the context of the teaching philosophy, the writer-	Within the context of the teaching philosophy, the writer-	Within the context of the teaching philosophy, the writer-	The writer-
	<b>Teaching and learning</b> in gifted education.	Thoroughly defines <i>teaching</i> and <i>learning</i> in gifted education.	Adequately defines <i>teaching</i> and <i>learning</i> in gifted education.	Partially defines <i>teaching</i> and <i>learning</i> in gifted education.	Does not define <i>teaching</i> and <i>learning</i> in gifted education.
	<b>The teacher's role.</b>	Thoroughly defines the teacher's role in teaching and learning.	Adequately defines the teacher's role in teaching and learning.	Partially defines the teacher's role in teaching and learning.	Does not define the teacher's role in teaching and learning.
	<b>The student's role.</b>	Thoroughly defines the student's role in teaching and learning.	Adequately defines the student's role in teaching and learning.	Partially defines the student's role in teaching and learning.	Does not define the student's role in teaching and learning.
	<b>Teaching and/or assessment strategies.</b>	Thoroughly defines at least one teaching and one assessment strategy.	Adequately defines at least one teaching and/or assessment strategy.	Partially defines at least one teaching or assessment strategy.	Does not define a teaching or assessment strategy.
	<b>Professional Development</b>	Thoroughly defines the role of professional development.	Adequately defines the role of professional development.	Partially defines the role of professional development.	Does not define the role of professional development.
	<b>Professional and/or Personal goals</b>	Thoroughly defines and discusses professional and personal goals related to teaching and learning.	Adequately defines the professional and personal goals related to teaching and learning.	Partially defines the professional and personal goals related to teaching and learning.	Does not define professional or personal goals related to teaching and learning.
✓	<b>Writing Conventions REQUIRED</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)			

**Self-Selected Learning Activities (40 points)**

<b>Option 1</b>	<p><b>Ohio Association for Gifted Children Spring Teacher Virtual Academy</b> Attend at least 5 sessions 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. Save as <b>650_FirstNameLastInitial_Conference</b></p> <p>February 22 and 23, 2021 See the OAGC Website for details <a href="http://www.oagc.com/teacheracademy.asp">http://www.oagc.com/teacheracademy.asp</a></p>
<b>Option 2</b>	<p><b>Annotated Bibliography</b></p> <p><b>Annotated Bibliography</b> 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 three 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 <b>650_FirstNameLastInitial_AnnBib</b></p> <p>Head your paper: <span style="float: right;">Your name Date 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>Double space and start into the next Annotated Bibliography. You will have at least three 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.

This assignment is an organized, professionally written presentation.

Be discriminating when you write up your slides. Use bullet points rather than long paragraphs. Include images, but only include your subject's face if permission is granted (on the Permission form). Some of your Focus Question responses may be integrated into the presentation.

### Title Slide

Include your name, course number, session and year, and a title of your Case Study. Include any other information as you wish.

### Rationale

This slide/these slides show(s) why and how you chose this particular individual, 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. Ideas from Focus Question #6 could be included here.

### How the subject is identified as gifted

To prepare for this section, obtain written parental permission if the person who is to be studied is a minor and submit to the dropbox. 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 Operating Standards*. Give the person a pseudonym and black out the person's real name on the test records, if you share them.

Use these slides to show how the participant is identified gifted, or "prove" that the participant would be identified 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 Questions on Identification could be used here.

### **Themes**

This section will be organized into themes from the data you gather. You will have at least four 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. Interview with at least one more significant people in the person's life (friends, teachers, parents, mentors).

You may wish to use a model of intelligence or giftedness as a framework for your interview questions. Writing from any applicable Focus Questions 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. Organize your slides in this section by theme. For each theme, use specific descriptions of 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 also connecting to the literature/research. Use APA citations for field notes (see APA PowerPoint) and the research.*

*At least one slide per theme. Three themes minimum.*

### **Recommendations**

Make recommendations for this person based on what you know as an educator and on what you have learned this semester. These could be recommendations for the person's past education, home, or other support, or for the present education, home, or other support, or for their future.

### **Conclusions**

Draw conclusions from this case study. Use the following questions to guide these slide

- 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 Slide**

See APA PowerPoints on Blackboard, you can also use the References in your syllabus as a guide. Include the text, articles, other books, etc, in an alphabetized list. Use hanging indent and proper APA formatting, including italics. You should have at least two references in this list.

### **Format for submission**

Submit Permission Form materials as a single document to the Dropbox early in the semester. Submit a video of no more than 10 minutes with the PowerPoint presentation to the Padlet.

- Use your slides to organize your video. This should be highly structured and focus mostly on 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.

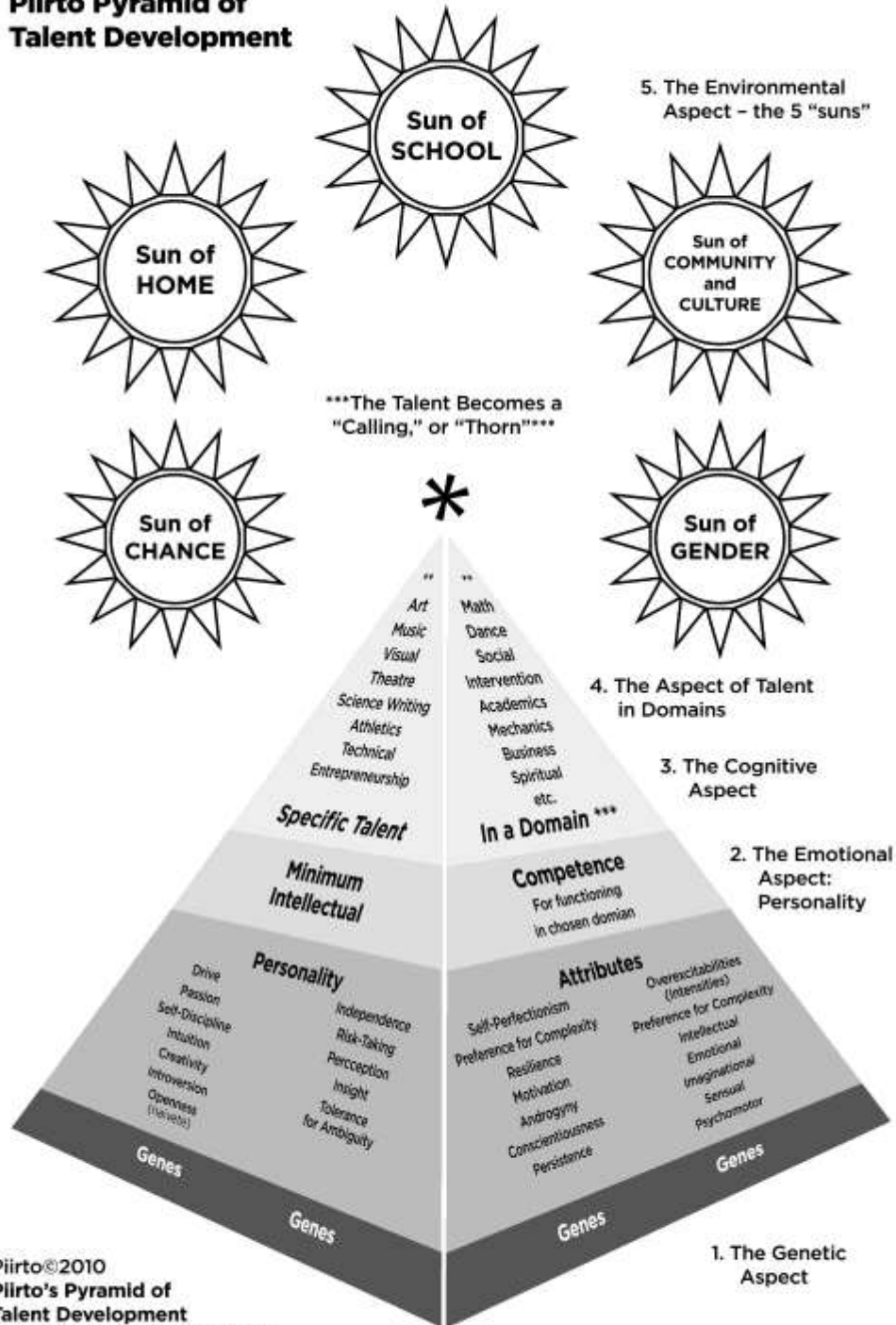
Include a copy of this with your case study. Keep a copy for your records. Give a copy to the participant or participant's parent.

**Rubric for Case Study**

	<b>Exceeds expectations</b>	<b>Meets expectations</b>	<b>Emerging</b>	<b>Does not meet expectations</b>	<b>Raw Score</b>
<b>Human Subjects form 10 points</b>	Submitted and correct 10 points			Not submitted  0 points	
<b>Required Components: 20 points</b>	All components listed in the syllabus; presented in Discussion Forum 10 points	All required components are present.  8-9 points	At least one required component is missing.  6-7 points	Two or more components missing  0-5 points	
<b>Connects to the literature 20 points</b>	Shows a thorough connection to three or more researchers in the literature. 19-20 points	Shows an adequate connection to two or more researchers in the literature 17-18 points	Shows a partial connection to one or more researchers in the literature 15-17 points	Shows no connection to the literature. 0-14 points	
<b>Rationale and Gifted Characteristics 20 points</b>	Shows a thorough understanding of characteristics of giftedness manifested in the case study individual 19-20 points	Shows an adequate understanding of characteristics of giftedness manifested in the case study individual 17-18 points	Shows a partial understanding of characteristics of giftedness manifested in the case study individual 15-17 points	Shows no understanding of characteristics of giftedness in the case study individual. 0-14 points	
<b>Conclusion and Recommendations 20 points</b>	Thorough discussion of: the writer's new understandings; conclusions about case study individual, recommendations for their past, present, or future life. 19-20 points	Adequate discussion of: the writer's new understandings; conclusions about the case study individual, recommendations for their past, present, or future life. 17-18 points	Partial discussion of: the writer's new understandings; conclusions about the case study individual, recommendations for their past, present, or future life. 15-17 points	No discussion of: the writer's new understanding; conclusions about the case study individual, recommendations for their past, present, or future life. 0-14 points	
<b>Writing Conventions 10 points</b>	Shows a thorough understanding of the conventions of academic writing 10 points	Shows an adequate understanding of conventions of academic writing 8-9 points	Shows a partial understanding of the conventions of academic writing 6-7 points	Shows no understanding of the conventions of academic writing. 0-5 points	

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, 2021, Course Schedule

Unless otherwise indicated, dropboxes close 3 days after the assignment is due – Wednesday at midnight. 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
<p>Week 1 Feb 8 - 14</p>	<p>-View the Week 1 Videos: Syllabus video, Week 1 video [Save the Case Study video and the APA Video – which is in the APA folder – for next week]</p> <p>-Review the Syllabus -Complete the course Pre-Assessment, saving the link you receive by email for your Post-Assessment -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> -Read FQ1 articles from Blackboard. Complete the Teacher Inventory and post it to the dropbox. - Create and post a short (3 minutes or less) introduction video to Padlet. Include your name, where, what, and who you teach, any personal information you want classmates to know, and a response to one of the questions in FQ1. Post to the Introduction column on the Padlet. -Self-Selected Learning Activity. If you plan to attend the OAGC Spring Teacher Academy, you must register by February 12.</p> <p>Wednesday office hours, 5:30-8:00pm. Sign up on Blackboard.</p>	<p>-Course Pre-Assessment</p> <p>-Introduction video to Padlet</p> <p>-Focus Question #1 (FQ1) to DB</p> <p>-Register for OAGC Academy, if attending</p>
<p>Week 2 Feb 15-21</p>	<p>-View the Week 2 Videos: Week 2 video, Case Study video, APA video</p> <p>-FQ2</p> <p><u>Case Study</u> -Begin considering your Case Study subject Wednesday office hours, 5:30-8:00pm. Sign up on Blackboard.</p>	<p>-Focus Question #2 (FQ2) to DB</p>
<p>Ohio Association for Gifted Children Virtual Teacher Academy February 22 and 23, 2021</p> <p>Register by February 12, 2021 See the OAGC Website for details <a href="http://www.oagc.com/teacheracademy.asp">http://www.oagc.com/teacheracademy.asp</a></p>		

<p>Week 3 Feb 22-28</p>	<p>-View the Week 3 video and the video Review of the Ohio Operating Standards</p> <p>-Visit the ODE Website to find The Ohio Operating Standards AND Law for Gifted Students</p> <p>-Focus Question 3 (Identification)</p> <p>-Begin Collaborative 650 Glossary</p> <p><b>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.</b></p> <p><u>Case Study</u></p> <p>-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>Wednesday office hours, 5:30-8:00pm. Sign up on Blackboard.</p>	<p>-FQ3 to DB</p>
<p>Week 4 Mar 1-7</p>	<p>-View the Week 4 video. (NAGC, OAGC)</p> <p>-View the Piirto Pyramid overview video</p> <p>- FQ4 (Models of Giftedness)</p> <p>-Browse the Websites for NAGC, OAGC</p> <p>-Continue to add to Glossary (people, organizations, concepts)</p> <p>-Locate your district’s identification protocol and Written Education Plan (WEP) for next week</p> <p><u>Case Study</u></p> <p>-Finalize your your Case Study permission form to post</p> <p>-Continue gathering data on your case study individual, schedule observations and interviews. FQ 4 will help you determine a few good interview questions</p> <p>Wednesday office hours, 5:30-8:00pm. Sign up on Blackboard.</p>	<p>-FQ3 to Padlet and DB</p> <p>-Post your Case Study permission document to the DB</p>
<p>Week 5 Mar 8-14</p>	<p>-View the Week 5 Video (Review the updated ODE Approved List of Assessments for gifted) and the WEP Overview video</p> <p>-Have your district’s identification protocol and Written Education Plan (WEP)</p> <p>-FQ5 - (Identification Discussion Board).</p> <p>-Continue to add to your Glossary (people, organizations, concepts)</p>	<p>-Padlet Discussion Board posts to “Identification,” “WEP,” “Identification - Discussion,” and “WEP Discussion” and</p>



	<p><u>Case Study</u> -Continue gathering data on case study individual, setting up interviews and observations</p> <p>Wednesday office hours, 5:30-8:00pm. Sign up on Blackboard.</p>	comment on two other posts
<p>Week 6 Mar 15-21</p>	<p>-View the Week 6 Video -View one FQ4 video for each model and comment meaningfully on two colleagues' videos. *Note* You may want to save or print at least one presentation from each model for your Resource Notebook and to help you study for the OAE.</p> <p>-Focus Question 6 (Age-Specific Chapters by Piirto)</p> <p><u>Case Study</u> -Continue gathering data, do interviews after this week.</p> <p>Wednesday office hours, 5:30-8:00pm. Sign up on Blackboard.</p>	<p>-Comment on FQ4 -Post your FQ 6 to DB and Padlet</p>
<p>Week 7 Mar 22-28</p>	<p>-View the Week 7 Video and review the APA Overview Video again if you need to - Focus Question 7</p> <p><u>Case Study</u> -Finish interviews -Begin analyzing your data for themes</p> <p>Wednesday office hours, 5:30-8:00pm. Sign up on Blackboard.</p>	-Submit FQ7 to DB
<p>Week 8 Mar 29-Apr 4</p>	<p>-View Week 8 video - Self-Selected Learning Activity. - If you attended the OAGC conference, write up your reflection. If you did not attend, choose a topic of interest and begin gathering articles for the Annotated Bibliography.</p> <p><u>Case Study</u> -Analysis and outlining your paper</p> <p>Wednesday office hours, 5:30-8:00pm. Sign up on Blackboard.</p>	
<p>Apr 1 - 5</p>	AU Easter Break Weekend	
<p>Week 9 Apr 5-11</p>	<p>-View Week 9 Video -Finish all glossary work by the end of this week</p> <p><u>Case Study</u> -Organizing and writing</p> <p>Wednesday office hours, 5:30-8:00pm. Sign up on Blackboard.</p>	-Submit Self-Selected Learning Activity write-up (DB only)

<p>Week 10 Apr 12-18</p>	<p>-View Week 10 Video (if applicable) -Finalizing and Formatting your Collaborative Glossary</p> <p><u>Case Study (due April 25, firm)</u> -Organizing and writing</p> <p>Wednesday office hours, 5:30-8:00pm. Sign up <a href="#">here</a>:</p>	<p>-Submit Glossary to DB</p>
<p>Week 11 Apr 19-25</p>	<p>-Finish your Case Study and post your video -Compile, format and submit glossary for Resource Notebook</p> <p>Wednesday office hours, 5:30-8:00pm. Sign up <a href="#">here</a>:</p>	<p>-Case Study Presentation due April 25 (firm – no grace period!) on Padlet and DB</p>
<p>Week 12 Apr 26-30</p>	<p>View Week 12 video -Revisit Philosophy statement from FQ1, write your Philosophy Essay -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! An extra 10 points for everyone if there is 100% participation.</p> <p>Wednesday office hours, 5:30-8:00pm. Sign up <a href="#">here</a>:</p> <p>Be sure to enroll in summer courses! EDIS 651 and 654 are offered in Summer A EDIS 652 and 653 are offered in Summer B</p>	<p>-Comment on Case Study videos -Philosophy of Education essay due in DB -Post Assessment</p>