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Ashland University
Dwight Schar College of Education
Department of Doctoral Studies and Advanced Programs
Syllabus and Calendar
EDIS 650, Summer Session A 2022

Instructor: Dr. Jennifer Groman

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Semester: Summer, 2022

Ungrad/GRAD XXX

Credit Hours: 3

Field/Clinical Hours: 0

Course number & title:

EDIS 650, Nature and Needs of the Talented

Department(s):

Doctoral Studies and Advanced Programs

Catalog description:

A background course designed to acquaint the students with the definitions, characteristics, potentialities, abilities, and learning styles of talented students. Categories and definitions of students with gifts and talents, including identification criteria shall be explored through a review of related and historical research. An introduction to the unique needs of diverse populations, program development and assessment, as well as curriculum practices for the talented. A critical examination of current philosophical models in the field will provide students a foundation for drafting their own philosophical statement of teaching the gifted. EDIS 650 provides an introduction to Ohio Department of Education Gifted Competencies (a) through (h), and with the five other courses in the endorsement sequence prepares the graduate student for the Ohio Assessments for Educators Gifted Assessment (053). This course fulfills state requirements for the Ohio Intervention Specialist/Gifted Endorsement.

Prerequisites:

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

25

Fees and charges:

Effective catalog date for this master syllabus:

September 30, 2018

Summer A, 2022

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*. 7th edition. Pearson.

Note:

All instructors must discuss *The Ohio Operating Standards for Identifying and Serving Students Who are Gifted* and Law for Gifted Children, Ohio Administrative Code 3301-51-15, Written Education Plans (WEPs) and APA formatting, 7th edition.

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 Policy

Students are expected to abide by the academic integrity standards outlined in the official Academic Integrity policy. This policy document can be found in the student handbook and on the Office of Records and Registration website (<https://www.ashland.edu/administration/office-records-and-registration>).

Academic Support Services

The Graduate, Online, and Adult Center for Academic Support (GOAS Advising) assists online and adult students throughout their academic journey from admission to program completion. The advising staff can assist students with degree planning, course registration, campus resources, academic success strategies, university policies, and procedures. For more

information, visit their website at
<https://www.ashland.edu/administration/graduate-online-adult-center-academic-support>.

Contact Information: Email: goa-advising@ashland.edu, Office Phone: [419-289-5081](tel:419-289-5081)

Student Accessibility Services Statement

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

Ashland Writing and Communications Center (WCC)

- Receive one-on-one feedback from an Writing and Communications Center coach on any project that involves communication - essays, speeches, group presentations, lab reports, poster presentations, etc.
- Location: Bixler 104
- Appointments available: M-TH 9am-9pm and F 9am-5pm (same-day appointments now available)
- Drop-in hours: Sun-TH 7pm-9pm (no appointment needed)
- Go to our website - <https://www.ashland.edu/administration/wcc> - to schedule your appointment today!

The AU Healthy Minds App

Students are encouraged to get the Ashland Healthy Mind app, available on Android and Apple devices. This app provides tips and tools for stress prevention and management, health services, meditation, calming media, anxiety reduction, and highlights the Ashland University and Community mental health related services.

Attendance Reporting

Students are required to participate in a course related activity/log in *within the first three days* of the start date of the course. Students may be administratively withdrawn from the course and/or may lose financial aid benefits if a qualifying activity has not occurred between the student and the course work or faculty within the first three days of the course. Simply logging into a course online via the Learning Management System (LMS) is not considered a qualifying activity.

Student non-participation during the first 8 days of a course may initiate the administrative course withdrawal process. Student non-participation, mid-course, for 14 consecutive days may also initiate the administrative course withdrawal process.

According to policies and procedures set forth by Ashland University's Department for Veterans' Services, AU will grant any service member requiring more than a 30-day leave a release from coursework. Contact the Office of Veterans' Services for more information regarding this process.

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

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

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| <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> |

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| <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 7th 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-HOPD-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

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, 7th Edition*. A copy of this manual or cheat sheet can be purchased at most bookstores.

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 or Google doc, giving the instructor permission to edit and comment (not PDF) to the appropriate assignment box on Blackboard. Bring a hard copy or have access to an electronic copy of assignments for face to face or synchronous online class meetings, if applicable.

The Grading Scale is as follows:

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

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

Content - Assignments are complete and thorough and meet or exceed stated specifications and criteria and are submitted on time. Student has completed all parts of the assignments as defined by the instructor. Knowledge of subject matter is clear, and all work is clearly focused on the assigned topics. Topics are fully developed. If appropriate, the student has included additional material/information beyond requirements. If applicable, the student has demonstrated applicability to the work setting (theory into practice). The student shows evidence of critical and creative thinking. The student demonstrates originality and fresh perspectives.

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

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

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

Bibliography of resources and professional organizations in a separate document on Blackboard

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:

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| 650 | Case Study Presentation (PPT) Any assignments, notes or activities chosen by the instructor or graduate student 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 Service Settings for district |

Summary of Grade Components

| Assignment | Points |
|--|------------|
| Pre/Post-Assessment | 20 |
| Participation (Discussion responses) | 50 |
| Focus Question Responses, 1-4 and 6 (5 X 20) | 140 |
| Collaborative Glossary | 30 |
| Philosophy Paper | 20 |
| Essex Internship OR Focus Question 5 | 40 |
| Case Study Presentation | 100 |
| | |
| Total points possible | 400 |

Assignments

Pre/Post Assessment

All students will complete a Pre-Assessment Survey at the beginning of the semester using the link on Blackboard. Save the confirmation email sent to you, and at the end of the semester, students will complete a Post-Assessment Survey using the link in that email.

“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. Rubric for online discussion posts and responses:

| Criteria | Unacceptable 0 Points | | Excellent 20 Points |
|---|--|--|---|
| Initial Assignment Posting 20 points | Posts no assignment or is more than 3 days late. | | Posts on time. |
| Criteria | Unacceptable 0-15 Points total for this column | Good 16-18 Points total for this column | Excellent 19-20 Points total for this column |
| Response Postings | Posts no follow-up responses to others. Posts shallow contribution to discussion (e.g., agrees or disagrees); does not enrich discussion. 0-5 points | Elaborates on an existing posting with further comment or observation. 6-8 | Demonstrates analysis of others' posts; extends meaningful discussion by building on previous posts. 10 points |
| Content Contribution | Posts information that is off-topic, incorrect, or irrelevant to discussion. Repeats but does not add substantive information to the discussion. 0-2 points | Posts information that is factually correct; lacks full development of concept or thought. 3 points | Posts factually correct, reflective and substantive contribution; advances discussion. 4 points |
| References & Support | Includes no references or supporting experience. Uses personal experience, but no references to readings or research. 0-1 point | Incorporates some references from literature and personal experience. 2 points | Uses references to literature, readings, or personal experience to support comments. 3 points |
| Clarity & Mechanics | Posts long, unorganized content that may contain multiple errors or may be inappropriate. 0-1 point | Contributes valuable information to discussion with minor clarity or mechanics errors. 2 points | Contributes to discussion with clear, concise comments formatted in an easy to read style that is free of grammatical or spelling errors. 3 points |

Focus Question Responses

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. 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.

Dropbox: Some Focus Question responses are submitted only to the Blackboard dropbox.

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| <p>FQ1 Dropbox & Padlet</p> | <p>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.</p> <p>Also, create 1-2 introduction slides. Include your name, where, what, and who you teach, and any personal information you want your colleagues to know. Use one slide to share which Inventory question was most insightful and why. Post the presentation to the Introduction column on the Padlet. You may post a video of your presentation with a voiceover if you wish.</p> |
| <p>FQ2 Dropbox</p> | <p><i>Education of the Gifted and Talented (EGT) Chapter 1</i> 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, I will give comments and APA suggestions). Post to the FQ2 dropbox.</p> |
| <p>FQ3 Padlet & Dropbox</p> | <p><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 Padlet and to the FQ3 dropbox.</p> |
| <p>FQ4 Dropbox</p> | <p><i>Education of the Gifted and Talented (EGT) Chapter 3</i> This chapter is on Identifying Gifted and Talented Students. For FQ4, 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. You may also include ideas from <i>EGT</i> previous chapters 1 and 2. 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 FQ4 dropbox only.</p> |

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| <p>FQ5 Padlet & Dropbox (choose one)</p> | <p>Jigsaw Models of Giftedness Read the three articles on Blackboard (Page; Sternberg; Kaufman, Kaufman, & Plucker). Browse the file of models of giftedness/intelligence (Gagne, Renzulli, Piirto, 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. 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 FQ5 dropbox.</p> <p>View at least 4 colleague videos and comment on two. This Focus Question is worth 30 points. If you attend Essex as an intern, you will need to read these posts, you can use a model in your Case Study, and they may appear on the OAE.</p> |
| | <p>Essex @ Ashland University Internship The Essex School is a summer program for rising high school sophomores, juniors, and seniors that will take place virtually from Sunday, June 19 through Friday, June 24. In this internship option you will be observing an expert facilitator who will plan and implement a morning Plenary session and/or an afternoon Intensive course. Limit 10 interns. Sign up using the Choice Activity Selection link on Blackboard. First come, first served. You will be required to attend the virtual Zoom Welcome and Orientation session on Sunday, June 19, from 4:30pm-6:30pm and observe at least two full sessions (6 to 8 hours total). This link will take you to the Essex Week Information.</p> <p>For your product, you will relate your experience directly to themes or research from this course with-</p> <ul style="list-style-type: none">-a log of hours (these hours can count toward your EDIS 796/710 Internship/Practicum hours) AND one of the following:-a two-page written reflection; OR-a presentation of 5-8 slides as a reflection; OR-a 5-7 minute video (with or without slides) as a reflection. <p>Your reflection should include:</p> <ul style="list-style-type: none">-Overview of the lessons you observed-Discussion section that connects to at least three ideas specific to this course (if you are taking 650 and 651, relate to both courses, still three total ideas)-Conclusions and Applications to your own teaching life <p>Post to the Blackboard Dropbox and the corresponding Padlet column.</p> |

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| FQ6 Padlet and Dropbox | 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. Strive to use APA citations and professional language. Post to the Padlet column corresponding to your chapter and to the FQ6 dropbox. |
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Formatting the File Name of all submitted assignments in this course

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 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, 2022
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.
- Times New Roman, 12 pt font, double-space all, including the references.
- Use APA 7th 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.
 -

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. <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*. <http://Web address>

Rubric for Focus Questions

| | Exceeds Expectations | Meets Expectations | Emerging | Does not meet expectations |
|--|---|---|--|---|
| Understanding | (9 points) Essay demonstrates a thorough understanding of and insight into the material. | (8 points) Essay demonstrates adequate understanding of the material. | (6-7 points) Essay demonstrates a partial understanding of the material. | (0 points) Essay does not show understanding of the material. |
| Application and/or critique (You must suggest a new to you idea for your classroom OR a critique) | (9 points) Essay demonstrates a NEW application idea 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 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 **three** entries to the group glossary this semester. One

entry will be selected from the Historical Documents listed on the Glossary page, the other two entries are taken from readings in the early part of the course.

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 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 of the gifted. To this end, each course provides an opportunity for you to reflect on your practice, consider new information, formulate, and state your philosophy of teaching. By the time you are finished with AU's Talent Development program you will have a strong statement of belief and philosophy of education to move you forward.

In EDIS 650 you will begin by finding any of your early philosophies of education, from old resumes and undergraduate documents. Revisiting this philosophy gives you a chance to reflect on how you have grown since its writing.

As a guide for writing your philosophy, visit the NAGC webpage by Jeff Danielian called "For what it's worth: Crafting a statement of educational philosophy" at <https://www.nagc.org/blog/what-it%E2%80%99s-worth-crafting-statement-educational-philosophy> (his link to the University of Minnesota's site is broken. Use this link <https://cei.umn.edu/writing-your-teaching-philosophy>)

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

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

Your **FIRST** Philosophy statement was submitted as part of Focus Question #1 (the Survey), and does not follow the below rubric. You simply reflected on your beliefs, experiences, and understandings of who gifted students are and how you think they should be served. This is specific to your situation, grade level, and classroom.

Your **SECOND** Philosophy essay should be at least 300- 400 words and include the components from the rubric below. If you are in EDIS 651 concurrently this semester, you may turn in the same philosophy statement for both 650 and 651. *Your philosophy paper must include your thoughts on gifted education and/or gifted learners.*

Philosophy Paper Rubric

| Possible Components | Exceeds Expectations (4) | Meets Expectations (2-3) | Emerging (1) | Does not meet expectations (0) |
|---|---|--|--|--|
| **Required | | | | |
| Define your beliefs about: | Within the context of the teaching philosophy, the writer- | Within the context of the teaching philosophy, the writer- | Within the context of the teaching philosophy, the writer- | The writer- |
| **Teaching and learning in gifted education. | Thoroughly defines <i>teaching and learning</i> in gifted education. | Adequately defines <i>teaching and learning</i> in gifted education. | Partially defines <i>teaching and learning</i> in gifted education. | Does not define <i>teaching and learning</i> in gifted education. |
| The teacher's - your - role. | Thoroughly defines your role in teaching and learning. | Adequately defines your role in teaching and learning. | Partially defines your role in teaching and learning. | Does not define the teacher's role in teaching and learning. |
| The student's role. | Thoroughly defines the student's role in teaching and learning. | Adequately defines the student's role in teaching and learning. | Partially defines the student's role in teaching and learning. | Does not define the student's role in teaching and learning. |
| Teaching and/or assessment strategies. | Thoroughly defines at least one teaching and one assessment strategy. | Adequately defines at least one teaching and/or assessment strategy. | Partially defines at least one teaching or assessment strategy. | Does not define a teaching or assessment strategy. |
| **Writing Conventions | (4) Shows a thorough understanding of the conventions of academic writing | (2) 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 | | | |

Case Study

You will complete a case study of a gifted child or adult and create a presentation that shows connections between the individual's behavior, characteristics, challenges and joys to the course content. You will interview the case study subject, and one or two significant people in the subject's life. Interview and observation notes are then compiled and organized by themes. The case study presentation is an examination of multiple facets of the gifted individual's life and finishes with your suggestions for their future growth, reflections on shifts in your thinking, and realizations.

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

SELECTION OF PARTICIPANT: For ethical reasons, the participant should not be a relative, a spouse, a current student or possible future student, or a close friend. If in doubt, ask the instructor for approval. If you use a current student (whether you grade them or not) you will be required to do the case study again.

Focus on predictive behaviors, characteristics, and crystallizing experiences. You might consider focusing on a chosen model of talent development or intelligence as a framework for the

interview and the thematic analysis.

This assignment is an organized, professionally written presentation. If you prefer to write an APA style paper, you may opt to do that. Use the same sections as listed below.

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

Include your name, course number, session and year (Summer A, 2022), 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 Question #4 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. Ensure anonymity.
3. Interview with the gifted individual
4. Interview with at least one more significant person 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.

Do not include a transcript of your interviews.

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

A video is required. Submit a video with your voice (please include your face, too) of no more than 10 minutes with the PowerPoint presentation to the Padlet. Submit Permission Form materials as a single document to the Dropbox.

I suggest Screencast-o-matic, Screencastify, or Prezi. Padlet has an easy to use video feature, too, without a subscription. I do not recommend Kaltura, as sharing it outside Blackboard is difficult.

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)

EDIS 650 presentations will not be downloaded or used outside the 650 course.

___ I give permission for the researcher to use an image of my face in the final presentation.

___ I do not give permission for the researcher to use an image of my face in the final presentation

*Human Subjects Protocol: The participant is not a relative, a spouse, a current student, future student, or a close friend.

Submit a copy of this to the Case Study dropbox. Keep a copy for your records. Give a copy to the participant or participant's parent.

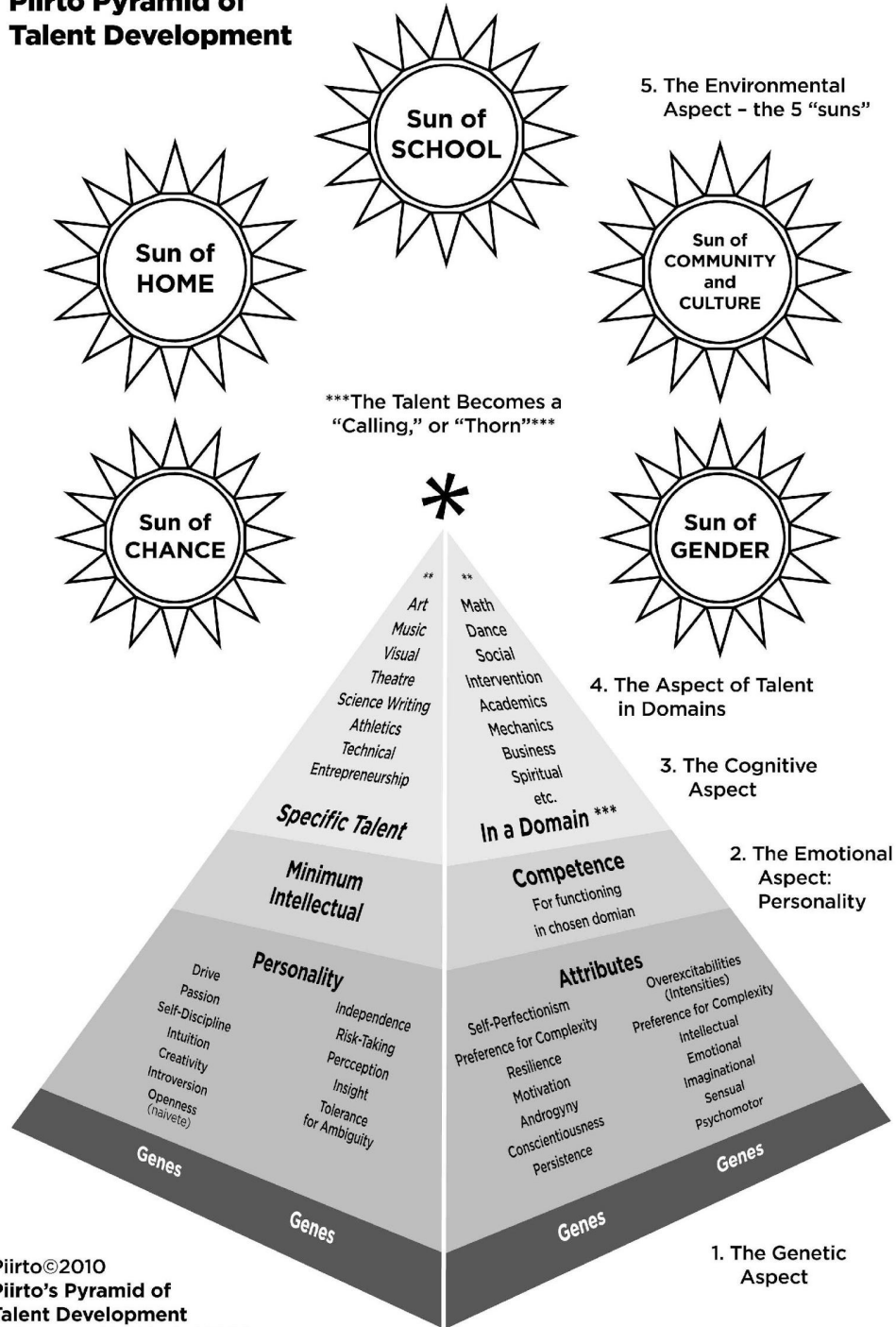
Summer A, 2022

Rubric for Case Study

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

These two pages outline the Piirto Pyramid model as a frame you might use for the Case Study interview questions. You could also frame using one or more of the models you chose for the Focus Question on Models of Intelligence/Giftedness.

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.

Worksheet to formulate questions using to the Piirto Pyramid as a frame.

Genetic Aspect

- 1.
- 2.
- 3.

Emotional aspect (personality attributes)

- 1.
- 2.
- 2.

Cognitive aspect (intelligence(s))

- 1.
- 2.
- 3.

Talent in a domain

- 1.
- 2.
- 3.

“Thorn”

- 1.
- 2.
- 3.

Environmental “Suns”

Sun of Home

- 1.
- 2.
- 3.

Sun of School

- 1.
- 2.
- 3.

Sun of Community and Culture

- 1.
- 2.
- 3.

Sun of Gender

- 1.
- 2.
- 3.

Sun of Chance

- 1.
- 2.
- 3.

Summer, 202, Course Schedule

Please keep up with assignments as best you can, especially discussion boards and video postings. A three day grace period (the Wednesday following the due date) is offered for all dropbox submissions without penalty with the exception of the final week of class.

| Week | Readings and Assignments <i>EGT is the text Education of the Gifted and Talented</i> | Due Sunday at midnight |
|---------------------|---|--|
| Week 1 May 9-15 | <ul style="list-style-type: none"> -Review the Syllabus and Calendar View the Week 1 Video (Introducing the syllabus, calendar, assignment overviews, Blackboard, Essex, and Week 1) -Visit Dr. Groman’s Gifted Document Page -Course Pre-Assessment Survey (link on Blackboard). Keep the email confirmation in a safe place until Week 7 -Focus Question #1 (there are two parts!) -Consider if you would like to attend Essex@Ashland or do FQ5. RSVP next week. <p><u>Case Study</u> -Begin considering your Case Study subject. Ask colleagues or your coordinator. Have a signed consent form by the end of the week.</p> <p><u>Historical Document</u> Skim Jennifer Jolly’s article outlining the historical significance of the <i>National Defense Education Act</i>. Make a note of the <i>NDEA’s</i> authors, purpose, and significance. One student selects and summarizes this on the Collaborative Glossary.</p> <p>I have also added to the Week 1 folder three short articles on the significance of Sputnik and its impact on education and gifted education.</p> <p><u>Dr. Groman’s Zoom office hours</u> Wednesday, 4:00 to 6:30pm, sign up for a 15 minute time via the link on Blackboard. Other days/times by appointment</p> | <ul style="list-style-type: none"> -Course Pre-Assessment -Focus Question 1 (FQ#1) Inventory to Dropbox -FQ#1 Introduction slides to 650 Padlet |
| Week 2 May 16-22 | <ul style="list-style-type: none"> -View the Week 2 Video (Piirto Model, Creating interview Questions) -View the Video called “Review of the Ohio Gifted Operating Standards” -Focus Question #2 | -FQ#2 to Dropbox |

| | | |
|-----------------------------|---|---|
| | <p>-Start Focus Question #3 -Locate the ODE “Ohio Operating Standards for Identifying and Serving Students Who Are Gifted” AND the Law for Gifted Students. This will be needed for FQ#4 and your Resource Notebook -Locate and download/print your district’s gifted identification protocol. It should be accessible on your district’s website or ask your gifted coordinator or administrator. -Choose one term, person, idea, document from this or last week’s reading and add a succinct entry into the Collaborative Glossary, see the link on Blackboard. Do not repeat entries. -If you wish to be an Essex intern, email Dr. Groman this week</p> <p><u>Case Study</u> -Have your Case Study Permission form signed, submit -Begin gathering identification general information, begin making note of what you already know about this person. Date everything. -Begin setting up interview days/times for Weeks 4 and 5.</p> <p><u>Historical Document</u> Skim <i>The Marland Report</i> and note its authors, purpose, and significance. One student selects and summarizes this on the Collaborative Glossary.</p> <p><u>Dr. Groman’s Zoom office hours</u> Wednesday, 4:00 to 6:30pm, sign up for a 15 minute time via the link on Blackboard. Other days/times available by appointment</p> | <p>-Post your Case Study Permission Form to Dropbox -Glossary entry -RSVP for Essex@Ashland this week</p> |
| <p>Week 3 May 23-29</p> | <p>-View the Week 3 video -View the Week 3, Video 2 (Professional Organizations and Journals, various Standards, interview questions) -Finish Focus Question #3 -Focus Question #4</p> <p><u>Case Study</u> -Prepare FQ#4 to incorporate into your final Case Study presentation, Identification section. -Schedule and hold interviews.</p> | <p>-FQ#3 to Padlet and Dropbox by May 29 -FQ#4 to Dropbox only.</p> |

| | | |
|---------------------------------------|--|---|
| | <p><u>Historical Document</u> Skim <i>A Nation at Risk</i> and note its authors, purpose, and significance. One student selects and summarizes this on the Collaborative Glossary.</p> <p><u>Dr. Groman's Zoom office hours</u> Wednesday, 4:00 to 6:30pm, sign up for a 15 minute time via the link on Blackboard. Other times are available by appointment</p> | |
| <p>Week 4 May 30 – June 5</p> | <p>-View the Week 4 video (APA overview) -FQ#5 (<i>Essex has been canceled due to lack of students</i>) -Choose one term, person, idea, document, organization from Week 3 or 4 reading and add a succinct entry into the Collaborative Glossary. Do not repeat entries.</p> <p><u>Case Study</u> -Interviews should occur this week -Begin looking for themes (FQ#5 gives you various models of intelligence/giftedness that you might be able to apply to your case study individual)</p> <p><u>Historical Document</u> Skim <i>National Excellence</i> and note its authors, purpose, and significance. One student selects and summarizes this on the Collaborative Glossary.</p> <p><u>Dr. Groman's Zoom office hours</u> Wednesday, 4:00 to 6:30pm, sign up for a 15 minute time via the link on Blackboard. Other days/times available by appointment</p> | <p>-View at least 4 FQ#3 Padlet posts, comment on 2</p> <p>-FQ#5 slides posted to Padlet and to FQ#5 Dropbox</p> <p>-Glossary entry</p> |
| <p>Week 5 June 6-12</p> | <p>-View the Week 5 Video (ODE Approved List of Assessments, Compiling information and Thematic Analysis) -View the WEP Overview video -Find and skim: your district's identification protocol, your district's Written Education Plan (WEP). -Work on Focus Question 6</p> | <p>-FQ#6 posted to Padlet and to FQ#6 Dropbox</p> |

| | | |
|------------------------------|---|--|
| | <p><u>Case Study</u> -Organizing, thematic analysis, writing your presentation -Begin organizing your presentation</p> <p><u>Historical Document</u> Skim <i>A Nation Deceived</i> and note its authors, purpose, and significance. One student selects and summarizes this on the Collaborative Glossary.</p> <p><u>Dr. Groman's Zoom office hours</u> Wednesday, 4:00 to 6:30pm, sign up for a 15 minute time via the link on Blackboard. Other days/times available by appointment</p> | |
| <p>Week 6 June 13-19</p> | <p>-View the Week 6 Video -No Focus Questions. Woo hoo! -At the end of this week, download the Glossary, format it, and post it to the dropbox. -Essex Internship Zoom this week, Wednesday, June 15, 4:00-4:30pm.</p> <p><u>Case Study</u> -Finalize your presentation and make video</p> <p><u>Historical Document</u> Skim <i>A Nation Empowered</i> and note its authors, purpose, and significance. One student selects and summarizes this on the Collaborative Glossary. Skim the <i>Jacob Javits Gifted and Talented Students Education Act</i> and note its authors, purpose, and significance. One student selects and summarizes this on the Collaborative Glossary.</p> <p><u>Dr. Groman's Zoom office hours</u> Wednesday, 4:00 to 6:30pm, sign up for a 15 minute time via the link on Blackboard. Other times are available by appointment</p> | <p>-Post your Case Study video to Padlet. No dropbox.</p> <p>-Collaborative Glossary posted to Dropbox</p> |
| <p>Week 7 June 20-26</p> | <p>This is Essex Week! -View the Week 7 Video (Final comments!)</p> | <p>-Philosophy Essay</p> |

| | | |
|---|--|--|
| <p>This week's assignments are all due by Sunday, June 26 at midnight</p> <p>Essex Interns: if you need a bit more time for your reflection, please email Dr. G before 6/26</p> | <p>-No Focus Question -Complete Post-Assessment Survey (from Week 1 email confirmation) -Complete SECOND Philosophy Essay (students taking both 650 and 651 may turn in the same paper for both courses, if applicable) -Please complete the AU Course Evaluation. You should receive an invitation in your AU email. -Create a 650 file somewhere safe and compile your Resource Notebook documents now</p> <p><u>Case Study</u> -View 3 Case Study videos and comment on at least two.</p> <p><u>Dr. Groman's Zoom office hours</u> Wednesday, 4:00 to 6:30pm, sign up for a 15 minute time via the link on Blackboard. Other times are available by appointment</p> | <p>-View 3 Case Study videos/ comment on two</p> <p>-Essex Internship Reflection due (if applicable)</p> <p>-Post-Assessment</p> <p>-Philosophy Essay</p> <p>-Save the link to the 650 Padlet for your Resource Notebook.</p> <p>-Collect Resource Notebook items into a 650 file.</p> |
|---|--|--|

Monday, June 27 – Monday, July 4

Enjoy a nice little break until Tuesday, July 5. Be sure to get your books for Summer B courses!

[Here is a list of the required textbooks for the entire program.](#)

[Here are the books for EDIS 653 \(video\).](#)

No drop-in Zoom office hours this week except by appointment.