

EDIS 650, Updated Knowledge, Skill, and Disposition Statements

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

<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>ODE = (d), (e) NAGC/CEC = 2.1, 2.3, 2.4, 2.5, 3.1, 7.5 AU = SLO1, 3</p>
<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>ODE = (a), (b), (c), (d), (e) OAE = 2.3, 7.5 NAGC/CEC = 1.1, 2.1, 2.4 AU =SLO1, 3</p>
<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), € 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>