

EDIS 651, 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, descriptions, and requirements for Ohio gifted education and service as outlined by the Ohio Law and Ohio Rule.	S1. Interpret the general categories, definitions, and requirements for Ohio gifted education and service as outlined by the Ohio Law and Ohio Rule.	D1. Value the strengths and weakness of Ohio's Rule and Law.	ODE = (a)-(h) OAE = 1, 4.1, 5.5, NAGC/CEC =6.2 AU = SLO5
K2. The historical foundations of the curriculum for gifted students; major researchers, curriculum designers and advocacy organizations in the field of gifted education and talent development.	S2. Interpret the impact of the historical foundations of the curriculum on the field today; relate the ideas of the major researchers, curriculum designers, and advocacy organizations in the field to their specific curricular needs and those of their district.	D2. Appreciate the importance of keeping current with historical foundations, major researchers, curriculum designers, and advocacy organizations; value their impact on the field of gifted education.	ODE = (a), (b),(c) OAE = 1, 5.3, 3.4, 3.6, 6, 10, NAGC/CEC = 6.2 AU = SLO2, 5
K3. The service portion of the Written Education Plan (WEP) as required by ODE; the service options in their home/local district for students who are gifted.	S3. Interpret the service portion of the WEP according to the Ohio Rule; explain and critique their home/local district WEP and service options for students who are gifted; support the writing of WEP goals.	D3. Appreciate the importance of the service portion of the WEP; appreciate the need for quality district service options and WEP goals; appreciate the need for the communication of these options to stakeholders.	ODE = (h) OAE = 5, 6, 7 NAGC/CEC = 6, 7 AU = 4
K4. Processes for differentiating instruction based on a student readiness, knowledge and skill level, including using accelerated content, complexity, depth, challenge, creativity, and abstractions.	S2. Differentiate instruction based on student readiness, knowledge, and skill level, using accelerated content, complexity, depth, challenge, creativity, and abstractions; critique their instructional plans in this area; critique their and others' differentiation plans.	D2. Value the need for and importance of differentiating instruction based on student readiness, knowledge, and skill level, using accelerated content, complexity, depth, challenge, creativity, and abstraction.	ODE = (a) OAE = 7, 9, 10 NAGC/CEC = 1, 2, 3, 4, 5, AU = SLO1, 3, 4,

<p>K5. Processes for selecting, adapting, or creating a variety of differentiated curricula that incorporate advanced, conceptually challenging, in-depth, distinctive, and complex content.</p>	<p>S3. Select, adapt, or create a variety of differentiated curricula that incorporate advanced, conceptually challenging, in-depth, distinctive, and complex content; critique their and others' differentiation plans.</p>	<p>D3. Appreciate the need for and importance of selecting, adapting or creating a variety of differentiated curricula.</p>	<p>ODE = (b) OAE = 4, 7, 9, 10 NAGC/CEC = 1, 3, 5 AU = 1, 3, 4</p>
<p>K6. Processes for providing an extension or replacement of the general education curricula, to modify the learning processes through strategies such as curriculum compacting, and to select alternative assignments and projects based on individual student needs.</p>	<p>S4. Provide an extension or replacement of the general education curricula, to modify the learning process through strategies such as curriculum compacting, and to select alternative assignments and projects based on individual and student needs; critique their and others' curricular plans.</p>	<p>D4. See the relevance and value of providing an extension or replacement of the general education curricula and modifying the learning processes of students who are gifted.</p>	<p>ODE = (c) OAE = 7, 9, 10 NAGC/CEC = 1, 3, 5, AU = 1, 3, 4</p>
<p>K7. Characteristics and needs of gifted students from traditionally underrepresented populations who are gifted; create safe and culturally responsive learning environments.</p>	<p>S7. Recognize and respond to characteristics and needs of gifted students from traditionally underrepresented populations of students who are gifted; create safe and culturally responsive learning environments.</p>	<p>D7. Appreciate the importance of recognizing and responding to characteristics and needs of gifted students from traditionally underrepresented populations of students who are gifted, and creating safe and culturally responsive learning environments.</p>	<p>ODE = (e) OAE = 1, 7, 9 NAGC/CEC = 1, 2 AU = 1, 3</p>
<p>K8. Processes to support gifted learners' critical and creative thinking, motivation, self-regulation, and autonomy.</p>	<p>S8. Effectively identify the need for and incorporate strategies to support gifted students' critical and creative thinking, motivation, self-regulation, and autonomy.</p>	<p>D8. Appreciate the need for strategies that support gifted students' critical and creative thinking, motivation, self-regulation, and autonomy.</p>	<p>ODE = (a)-(d) OAE = 7, 9, 10 NAGC/CEC = 3, 5, AU = 1</p>

<p>K9. The variety of sources to measure and monitor the growth of students who are gifted; processes for selecting, using, and interpreting technically sound formal and informal assessments for the purpose of academic decision making.</p>	<p>S8. Effectively incorporate a variety of sources to measure and monitor gifted students' growth; effectively incorporate processes for selecting, using, and interpreting technically sound formal and informal assessments for the purpose of academic decision making.</p>	<p>D9. See the relevance of incorporating a variety of sources to measure and monitor gifted students' growth and selecting, using, and interpreting technically sound formal and informal assessments for the purpose of academic decision making.</p>	<p>ODE = (f) (g) OAE = 4, 5, NAGC/CEC = 4 AU = 1, 4</p>
<p>K10. Appropriate instructional technology for management and as an instructional tool to provide differentiated curricula that is challenging, in-depth, and engaging.</p>	<p>S10. Construct plans that integrate technology for management and as an instructional tool to provide differentiated curricula that is challenging, in-depth, and engaging.</p>	<p>D10. Value technology for management and as an instructional tool to provide differentiated curricula that is challenging, in-depth, and engaging.</p>	<p>ODE = (a)-(c) OAE = 7, 9, 10 NAGC/CEC = 3, 5 AU = 1</p>
<p>K11. Their personal and professional learning goals for EDIS 651, and their current and developing educational philosophy for teaching, especially for teaching gifted students in their context.</p>	<p>S11. Justify their personal and professional learning goals for EDIS 651, apply course learning to their current and developing educational philosophy for teaching, especially for teaching gifted students in their context.</p>	<p>D11. Value their personal and professional growth during EDIS 651, and appreciate the need for a current and developing 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 as related to curriculum including: -NAGC Pre-K to Grade 12 Gifted Programming Standards; -NAGC/CEC Teacher Preparation Standards in Gifted and Talented Education; -ODE Ohio Rule and Gifted Competencies; -OAE Assessment Framework for Gifted Education; -AU Student Learning Objectives.</p>	<p>S12. Effectively utilize the standards and competencies in the field of gifted education to structure, clarify goals, and provide accountability within their teaching context and home school/district.</p>	<p>D12. Value the various standards and competencies as tools to structure, clarify goals, and provide accountability in the field of gifted education into their teaching context.</p>	<p>ODE = (f) OAE = 3 NAGC/CEC = 6 AU = SLO5</p>

<p>K13. Skills and protocol for graduate level professional writing, speaking and presentation according to Ashland University's Accent on Writing (AoW) and the Publication Manual of the American Psychological Association (APA) 6th Edition.</p>	<p>S13. Write, speak, and give presentations with graduate level professionalism according to Ashland University's AoW and APA 6th Edition.</p>	<p>D13. Value the need for writing, speaking, and presenting with graduate level professionalism as a way to further the field of education, gifted education for their own growth and advancement.</p>	<p>OAE = 3, 8 NAGC/CEC = 7 AU = SLO5</p>