

ASHLAND UNIVERSITY
EDIS 653 Summer, 2018, Columbus Center
Graduate Teacher Education
Course Syllabus

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Credit Hours: GRAD 3 UNDERGRAD
Field/Clinical Hours: 0

Course Number: EDIS 653

Course title for the catalog: **Guidance and Counseling for the Talented**

Catalog Description:

Guidance and counseling theories and practices for dealing with the affective, career, and educational planning needs of the outstandingly talented in the four areas identified by the Ohio Rule—intellectual, specific academic, creative, and visual and performing arts—will be the main thrust of this course. Needs of special and diverse populations of talented students will also be considered. Among these will be disadvantaged, rural, young, females, minorities, twice-exceptional, very high-IQ, and underachieving students. Techniques and strategies involving the cooperative effort and utilization of parents, community agencies, advocacy groups, and school personnel will be considered. This course fulfills requirements for the Ohio Intervention Specialist/Gifted Endorsement.

The prerequisite (s) for this course is (are):

None: EDIS 650 Nature and Needs of the Talented is suggested.

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

up to 25

Fees and charges:

Student assessment criteria:

Students will be assessed using a pre- and post-self-assessment, focus question responses, a chart of social/emotional and guidance/counseling issues, philosophy statements, discussion board on the Myers-Briggs Type Indicator, the planning, research, facilitating, and reflection of a small group dialogue on a social/emotional or guidance/counseling issue, online attendance and participation.

Required texts:

Rimm, S. B., Siegle, D. B., & Davis, G. A. (2017). <i>Education of the Gifted and Talented</i> (7th ed.). Boston, MA: Pearson.
Neihart, M., Pfeiffer, S. I., & Cross, T. L. (2016). <i>The Social and Emotional Development of Gifted Children: What Do We Know?</i> Waco, TX: Prufrock Press.
AND EITHER
Peterson, J. S. (any copyright version). <i>The Essential Guide to Talking with Gifted Teens</i> . Minneapolis, MN: Free Spirit Press. (you can get any copyright date, used is fine, just be sure to get the version for gifted teens .)
OR
Fonseca, C. (2015). <i>I'm Not Just Gifted: Social-Emotional Curriculum for Guiding Gifted Children</i> . Waco, TX: Prufrock Press.

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, 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 facilitate a dialogue with gifted individuals as a clinical experience.
Conference attendance (optional)

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. 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 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, 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):

KNOWLEDGE:

The graduate education student will have knowledge of:

1. Common developmental and psychological theories as they relate to talent development.
2. The *Ohio Operating Standards for the Education of Gifted Students*.
3. The use of multifaceted approaches to the assessment and identification of the various types of outstanding creativity and talent, and of creativity as required by the state, including technological resources that are available.
4. The importance of the influence of parent, peer, and institutional attitudes towards the talented and creative.
5. How to differentiate and communicate individually and in groups, utilizing various affective domain and learning style activities in working with the talented and creative.
6. Counseling services and programs in school and in the community that are suitable for the talented and creative, utilizing team and individual assessment, including self-assessment.
7. Guidance services in school and in the community that are suitable for the talented and creative, utilizing team and individual assessment, including technological resources that are available.
8. Current practices in career education and career and college planning for the talented and creative, including technological resources that are available.
9. Guidance and counseling needs of "twice exceptional" special populations of gifted learners, such as culturally diverse, economically disadvantaged, learners with learning, physical, or behavioral disabilities, language diverse, gay/lesbian/bi, rural, females, underachieving, very high IQ, young, and others who may be underserved.
10. Guidance and counseling implications for those with multiple exceptionalities that result in additional sensory, motor, and/or learning needs.
11. Legal provisions, regulations, and guidelines regarding unbiased assessment of students with gifts and talents.
12. Specialized policies regarding referral and placement procedures for students with gifts and talents.
13. Self-regulation and its manifestations and implications; teaching students to be proactive about their needs both for advanced curriculum and special programs, and also for special career, personal, and guidance options.
14. Career and college planning needs of gifted and talented students, including helping the students to self-assess in college choice and college applications.

SKILLS:

The graduate education student will have skills to:

1. Demonstrate an understanding of developmental and psychological theory as related to talented and creative students.
2. Demonstrate an understanding of and working knowledge of classroom and counseling activities in the affective domain, utilizing individual and group processes and taking into account the learning styles of gifted, talented, and creative students.
3. Utilize various counseling and guidance models that are suitable for use with the gifted, talented, and creative.
4. Demonstrate the ability to provide for the various needs of individuals from special subgroups of outstandingly talented and creative students, taking into account gender, ethnicity, second language acquisition, and cultural differences.

5. Refer and place students with gifts and talents, not only in school, but also in community volunteer positions, post-secondary options, and special summer and weekend programs.
6. Work effectively with parents, colleagues, community, and students utilizing interpersonal and counseling skills developed in this course.
7. Demonstrate counseling and listening skills.
8. Demonstrate knowledge of norm-referenced assessment instruments for achievement, cognitive ability, career planning, personality, and learning styles, including technology-based assessments.
9. Demonstrate knowledge of authentic assessment instruments such as portfolios and criterion-referenced tests including technology-based assessments.

DISPOSITIONS:

The graduate education students will:

1. Understand their own preferred teaching and learning styles in order to be able to make adaptations for the students they are working with.
2. The student will gain an appreciation of the physiological, safety, self-esteem, and emotional needs of the gifted, talented, and creative.
3. Appreciate the need for strong self-concept and affective development in gifted, talented, and creative students.
4. Appreciate the need for interpersonal skills in conflict resolution in advocacy for the needs of the outstandingly talented and creative at school, at home, and in the community at large.
5. Appreciate the value of defensible, research-based assessment and identification procedures in the education of the academically talented, creative, and visual and performing arts talented students.
6. Appreciate the cultural, ethnic, and gender differences among talented and creative students.
7. Appreciate the various collaborative and team roles of educators, parents, and professional consultants in the guidance and counseling of talented and creative students.
8. Appreciate the societal and personality dynamics that contribute to underachievement in gifted, talented, and creative students.
9. Value the role of personal reflection, introspection, and thoughtful planning in guiding and counseling each individual student according to demonstrated or potential talents, strengths, and needs.

Grading

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

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

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

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

The Grading Scale is as follows:

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, student has included additional material/information beyond requirements. If applicable, student has demonstrated applicability to the work setting (theory into practice). Student shows evidence of critical and creative thinking. Student demonstrates originality and fresh perspectives.

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

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

Attendance –Often, school districts have parent conference nights which may fall on a class night. Students are excused for these. If a student has been absent more than once, an “A” grade for the course is not possible. Students should turn in all missed work after the absence.

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

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

Summary of Grade Components

Assignment/Product	Points Possible
Focus Questions 7 x 20	140
Discussions and Participation	60
MBTI Discussion Forum	50
Counseling/Guidance Needs Chart	30
Face to Face Session 3/30 OR OAGC Teacher Academy OR Annotated Bibliography	50
Peterson OR Fonseca Dialogue Paper	100
Philosophy Paper	20
Total	450

Resource Notebook

*Students will begin compiling an AU Resource Notebook in their first course or EDIS 650 and continue adding to it throughout their program. The student determines his/her format (hard copy or electronic) for the Notebook, as long as there is some way to submit it to the instructor at the end of the course. A list of all Resource Notebook items is provided on Blackboard, however, items required from EDIS 653 include:

653	Pre/Post Assessments MBTI Printout Guidance and Counseling needs Chart Dialogue paper Any Focus Question responses you wish Philosophy essay
State Documents	Updated Ohio Rule (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

“Attendance” and Participation

EDIS 653, Spring, 2019, Online

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

List of Focus Questions. *EGT=Education of the Gifted and Talented*

SEDGC=The Social and Emotional Development of Gifted children

FQ1 Dropbox	EGT Chapter 17 Read the chapter and choose a Focus Question from the list on Blackboard. Post to the dropbox.
FQ2 Discussion Post	SEDGC, A chapter from Section I Choose a chapter from this section. For this Focus Question, use a PowerPoint and/or video to gatekeep this chapter. Walk us through five to ten of the most important points, and finish with an application of one idea in the chapter you could use right now. Post to the Gatekeeping Discussion Forum. View all and comment meaningfully on at least one colleague's postings.
FQ3 Dropbox	Choose one chapter from EGT 12 – 16. Read the chapter and choose a Focus Question from the list on Blackboard. There are Focus Questions in the list for every chapter. Post to the dropbox.
FQ4 Discussion Post	SEDGC, A chapter from Section II Choose a chapter from this section. For this Focus Question, use a PowerPoint and/or video to gatekeep this chapter. Walk us through five to ten of the most important points, and finish with an application of one idea in the chapter you could use right now. Post to the Gatekeeping Discussion Forum. View all and comment meaningfully on at least one colleague's postings.
FQ5 Dropbox	SEDGE, A chapter from Section III Read the chapter and write a Focus Question response on one or two salient points that are most meaningful and applicable to you or choose a General Focus Question from previous Focus Question lists. Include a discussion of how you might use the ideas in your context. Post to dropbox.
FQ6 Discussion Post	SEDGC, A chapters from Section IV Journal. Choose a chapter from this section. For this Focus Question. In a short journal, discuss one or two ideas you found useful and share a practical idea. This is short so that you can focus on your Dialogue Project.
FQ7 Discussion Post	Readings on Special Topics Choose a topic and read the assigned materials. Create a Top Ten list of important ideas from the reading(s). Include at least one practical idea (one that gives teachers a strategy to use with students). This could be a document or slides. Submit this to the Special Topics Discussion Forum. View all of the Top Ten lists. No comments necessary. This gives you a general overview of these topics for future reference or self-study.

	<p><u>Special Topics</u></p> <ul style="list-style-type: none">• Dabrowski Theory of Overexcitabilities• Three articles on depth psychology• Article on parenting the gifted• Chapter on gender differences• Chapter on twice exceptionality
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Content of Focus Questions (FQ)

Focus Question responses may answer to a question from the list posted on Blackboard (traditional FQ), or may be a discussion of one or two ideas in the chapter with a practical application for your classroom.

-If it is a practical application, it may appear in any form that works well this your idea(s). It could be a graphic organizer, lesson plan, bulleted points, a video where you talk about how you will integrate the idea into your classroom or show us something your students did (these will not be posted outside Blackboard). Email Dr. Groman if you need more details.

-If it is a traditional Focus Question response:

[See the folder on Blackboard for detailed information on APA.]

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

Name
EDIS 651 [place] [year]
Focus Question # ____

- Restate the focus question and center it at the top of the essay.
 - Number your pages on the Upper Right. To format, see Insert/Page Numbers.
 - Double-space all, including the references. Number pages in the upper right hand corner.
 - Submit it with your last name and the number on both the attachment and the email.
 - Use APA 6th Edition for references.
 - There is no need for a lot of references. A personal touch is better.
 - It's better to paraphrase but if you use a direct quotation, use quotation marks. Note: The end quotation mark goes OUTSIDE the final comma or period in American English.
- You can always see how to reference books and journals by looking at the bibliography in the syllabus, and at the bibliographies of your textbooks.
 - References: Pay special attention to how these are **punctuated, spaced, capitalized, and formatted**. There is no hard return until the end of the item. To format this properly go to Format/Paragraph/ Special/Hanging indent 0.5". The title of the

article is written in sentence case, with the capital letter on the first word. The titles of journals are written in title case, with major words capitalized. To format this go to the third little “A” in the font toolbar, select, and choose Sentence Case or Title Case.

- o Double space between entries, single space within each entry. It is sometimes helpful to create a table and put each entry into a separate row. In longer reference lists this makes it easy to re-alphabetize all entries.

Here is how to reference online journal articles.

Author, A. A., & Author, B. B. (Date of publication). Title of article. *Title of Journal*, volume number. Retrieved from <http://www.journalhomepage.com/full/url/>

Here is how to reference online books:

Author, A. A., & Author, B. B. (Date of publication). *Title of document*. Retrieved from <http://Web address>

Here is how to reference a video: (remove hyperlinks)

Author, A. A. [Screen name]. (year, month, day). *Title of video* [Video file]. Retrieved from <http://xxxxx>

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	(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.
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Philosophy Paper

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

In EDIS 650 (or the first course you take), you will begin by finding any previously written philosophies of education, from old resumes and undergraduate documents. Revisiting this philosophy gives you a chance to reflect on how you have grown since its writing. The philosophy statement expected from EDIS 653 is directed specifically to the social/emotional and guidance and counseling issues of gifted students. Do not try to define all of these! Choose those most applicable to your situation.

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 could be a two paragraph philosophy like his, or include multiple sections as suggested by his readings.

This philosophy essay focuses on the social/emotional, guidance and counseling issues of gifted populations. It should be relevant to the age of student you work with, content you teach, your specific type of interaction with gifted (All day? One period a day? Teaching? Homeroom?), your specific situation (urban, rural, suburban). You should speak to the issues that you see as the most important and your role in meeting these types of affective needs. 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 200 words and include four components from the rubric below. (Three components of your choice and the required Professional Writing Component.) You

may choose to write in two components of your own in the blank rows. *Your philosophy paper must focus on the needs and challenges of gifted learners.*

Philosophy Paper Rubric

Check those you value to be graded on	Possible Components **Required	Exceeds Expectations (3)	Meets Expectations (2)	Emerging (1)	Does not meet expectations (0)
		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>social, emotional, guidance and counseling</i> in gifted education.	Adequately defines <i>social, emotional, guidance and counseling</i> in gifted education.	Partially defines <i>social, emotional, guidance and counseling</i> in gifted education.	Does not define <i>social, emotional, guidance and counseling</i> in gifted education.
	The teacher's role.	Thoroughly defines the teacher's role in meeting these needs.	Adequately defines the teacher's role in meeting these needs.	Partially defines the teacher's role in meeting these needs.	Does not define the meeting these needs.
	Student issues	Thoroughly describes at least one social/emotional, guidance or counseling need of importance to the teacher.	Adequately defines at least one social/emotional, guidance or counseling need of importance to the teacher.	Partially defines at least one social/emotional, guidance or counseling need of importance to the teacher.	Does not define one social/emotional, guidance or counseling need of importance to the teacher.
	Teaching and/or assessment strategy.	Thoroughly defines at least one teaching strategy.	Adequately defines at least one teaching strategy	Partially defines at least one teaching strategy.	Does not define a teaching strategy.
	Professional Development	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.
	Professional and/or Personal goals	Thoroughly defines and discusses	Adequately defines the professional and personal goals.	Partially defines the professional and personal goals.	Does not define professional or personal goals related.

		professional and personal goals.			
	<i>Write-in</i>	Thoroughly	Adequately	Partially	No
	<i>Write-in</i>	Thoroughly	Adequately	Partially	No
✓	**Writing Conventions	(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			

Face-to-Face Saturday Session and Optional Replacement Activities

Option 1	<p>Face-to-Face Saturday Session Saturday, April 6, 2019 at Schar College of Education Ashland University Main Campus, 9am – 5pm. Bring with you: -Your district Written Education Plan (WEP), Identification protocol and Service protocol -One assignment response that you would want to share, which might be a practical idea! -Be prepared to share (no more than 5 minutes) your Dialogue Project with the group. The paper is not due until later, but bring your notes and thoughts on the project. -General or specific questions you have about gifted education for the instructors and for others taking the coursework</p> <p>Janet James, Retired Gifted Coordinator, will be the featured speaker in the morning. Expect an award-winning lunch at Lower Convo, provided by the College of Education. This is cafeteria style and accommodates all dietary restrictions. RSVP to Dr. Groman by February 28.</p>
Option 2	<p>Annotated Bibliography</p> <p>Annotated Bibliography As you work through 653, subjects will arise that are very applicable to your work with gifted students. You will choose a relevant theme or a topic of interest to you, locate five recent scholarly articles or book chapters on that topic (scholarly means that it has a list of references), and write a short annotation for each.</p> <p>Head your paper:</p> <p style="text-align: right;">Your name</p>

	<p style="text-align: right;">Date Annotated Bibliography</p> <p>Paragraph 1: Use APA to create a Reference for the journal article. See the “Brief APA Guide” on Blackboard.</p> <p>Paragraph 2: Create a succinct (that means short) well-written summary of the article, including its important points and conclusions. Please do not copy from the abstract (if there is one) or other places. This should be your own words.</p> <p>Paragraph 3: Create a well-written response to the article in terms of your context, teaching area, student age, etc. This paragraph should contain your thoughts on the relevance and use of the author’s ideas on your Case Study. You do not need to discuss all the ideas from the article, focus on those most relevant and interesting to you. How do the author’s ideas impact what you know about your case study subject? What ideas does it give you toward gifted students in general?</p> <p>No conclusion is needed. Double space and start into the next Annotated Bibliography. You will have at least five annotated sources.</p> <p>Possible Topics</p> <table border="1" data-bbox="342 1018 1430 1402"> <tr> <td data-bbox="342 1018 889 1402"> <ul style="list-style-type: none"> • Self-Concept • What does it mean to be gifted? • Adjustment Issues for Rural, Economically Disadvantaged, or Culturally Disadvantaged Students • Labeling • Risk Taking • Perfectionism </td> <td data-bbox="889 1018 1430 1402"> <ul style="list-style-type: none"> • Emotional Sensitivity and Overexcitability • Gifted and Gay • Gifted and Overweight • Depression and Suicide • Career Guidance • Multipotentiality • Bibliotherapy • Stress Management </td> </tr> </table>	<ul style="list-style-type: none"> • Self-Concept • What does it mean to be gifted? • Adjustment Issues for Rural, Economically Disadvantaged, or Culturally Disadvantaged Students • Labeling • Risk Taking • Perfectionism 	<ul style="list-style-type: none"> • Emotional Sensitivity and Overexcitability • Gifted and Gay • Gifted and Overweight • Depression and Suicide • Career Guidance • Multipotentiality • Bibliotherapy • Stress Management
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<p>Option 3</p>	<p>Ohio Association for Gifted Children Teacher Academy (one full day) Attend at least one full day of the OAGC Teacher Academy and write a 500 word reflection on the sessions you attended, specific ideas that were new or interesting, and specific ways you will use what you learned in your classroom/context. Professional writing, first person, headed like the Annotated Bibliography, double spaced, edited.</p> <p>February 25 and 26, 9:00-4:00 at the Columbus Doubletree in Worthington. See the OAGC website for details http://www.oagc.com/teacherAcademy.asp</p>		

Counseling and Guidance Needs Chart

As you read chapters and articles for this course you will fill out a Counseling and Guidance Needs Chart, below. See template on Blackboard. Start by answering the Your Context Question #1 at the top of the page to identify up to five counseling and guidance issues you see in your situation.

As you read throughout this course, add to your chart, starting with the five issues from Question #1. You may use bullet points or narrative writing as you prefer. The initial Counseling Needs already on the chart are from EGT Chapter 17, for your information. As you read other chapters and articles, you can add counseling and guidance issues that seem relevant to your teaching situation. and fill in the other columns. You may wish to do a search for more information. This chart should have five needs to begin with, and up to 10. Hit “tab” to add rows. There is a document on Blackboard of this chart only.

Descriptions of each column:

Causes or Contributing Factors – what are some of the causes of this issue? What factors (family, school, cultural, etc.) can contribute to this issue?

Identifying Behaviors What behaviors, physical, or emotional symptoms are indicative of this issue?

Outcomes if left unsupported –What can be the consequence of this issue if left without intervention?

Possible interventions or strategies – this would be a place to write down authors/researchers or useful books or programs that are specifically geared to this issue, as well as counseling interventions or school/home strategies.

You may not fill every box (and it is fine if you do not), but find as much as you can.

Social/Emotional, Guidance or Counseling need	Causes or Contributing Factors	Identifying Behaviors	Outcomes if left unsupported	Possible interventions or strategies

Directions and format for PETERSON or FONSECA DIALOGUE Project

This is the major project in this course. You will identify a topic, a group of gifted/high achieving individual, plan, and implement a dialogue with that group. There nine sequential steps that will eventually become your Final Dialogue Project Paper.

Step 1. Select a text. (Weeks 1-2) Choose the Peterson or Fonseca book from the syllabus reading list, according to their needs. Read the Introduction (Peterson, pp. 1-24/Fonseca, pp. 1-13). Scan the different section and format of the dialogues. Consider which dialogue you might wish to use. The Fonseca has units with individual dialogues. You will be doing an individual dialogue – not a unit.

Step 2. Read. (Weeks 2-3) Choose a Topic. Skim or review the different sections or topics in the

book. Choose one that you feel aligns well with your students or the adults you want to work with or is a topic you are interested in. Prepare to facilitate one of the dialogues or lessons with a small group of students OR adults you know (either colleagues or adult friends), taking approximately 30-45 minutes from start to finish. Use the dialogues as written in Peterson and Fonseca as closely as possible— of course you may adapt as you wish, but these dialogues are created by highly respected researchers with a great deal of experience working with gifted students firsthand.

Step 3. Background Research. (Weeks 4-6 and AU Spring Break) Write an Annotated Bibliography. Once you have chosen your topic, find four scholarly articles/resources related to the topic. You are looking specifically for research that applies this topic to *gifted* individuals, the articles should have a reference list and should come from a respected professional journal or book.

-you may use chapters from our assigned texts for these sources

-you may use a non-scholarly blog, trade or popular magazine article for one of the four sources

-you can use more than one non-scholarly source, but you can only count one toward your four

Directions for formatting the Annotated Bibliography start on p. 15 of this syllabus.

Step 4. Choose your participants and schedule a Dialogue. (Weeks 4-6) Choose a small group of participants (no less than three no more than 8), adults or students. If you are the teacher of record with gifted students you can probably schedule this session without too much trouble. If this were an ongoing dialogue group you might wish to gain parent permission, but for a one-time discussion with your own students, you can simply make it a part of their regular time with you. Use your discretion: If your discussion session is outside your normal time with students, you may wish to have parent permission. See the Fonseca or Peterson text for templates. You will need a 30 to 40 minute session in a quiet room without interruptions.

Step 5. Plan your dialogue. (Week 7) Using the introduction in the text and the information from your instructor on Blackboard, plan your session keeping the age of the participants in mind. If you are working with adults, plan to facilitate the dialogue as though they were adults, not adults acting like students/children. The experience should be real. As a facilitator you are *not* in a teaching role – but creating a space for participants to open up and talk about their life as it relates to the topic. I will share some discussion strategies with you in the first and second weeks of the course.

Your dialogue should have a specific beginning (sharing the discussion norms), a middle (an activity and discussion), and a specific closing.

With adults: At the end of the dialogue have the participants share their thoughts with you (verbally and in writing) about the session using these Closing Questions, and/or others as you wish:

1. What was/were the most valuable part(s) of this dialogue for you?
2. What suggestions do you have for the facilitator if he/she would use this dialogue with students?
3. Is there anything else you want to tell the facilitator?

With students: At the end of the dialogue have the participants share their thoughts with you about the discussion using a journal prompt or follow-up Closing Questions you create that aligns with the discussion topic.

Step 6: Facilitate your dialogue. (Week 8) Be sure to have your participants do a Closing Question/Journal in writing.

Step 7: Reflect. (Week 9) Immediately after your session, write a quick reflection on how it went, discussion topics, statements and the conversation flow you want to remember for your final paper.

Step 8: Write your Project Paper. (Week 9-11) Write up your experience in a short paper. You will include your Annotated Bibliography as part of this paper and should create an Annotated Bibliography entry for either the Fonseca OR Peterson in your Annotated Bibliography section. Five sources in your Annotated Bibliography section.

Step 9: Discuss/Post to the Discussion Forum: (Week 11 OR Face-to-Face Session) If you attend the F2F Session be prepared to talk a few minutes about your project and insights you gained. If you do not attend the F2F Session, post a 5 minute video that tells us about your project to the Discussion Forum. View all and comment if you wish, but not required.

Formatting the Dialogue Paper

Center and **Bold** each of these headings. Start the next sentence on the next immediate line and indent each paragraph. Double space throughout. See the Dialogue Paper Template on Blackboard.

Title Page

Introduction and rationale

What book and topic did you choose and why?

Annotated Bibliography

For this section, list each of the five sources (four sources plus the Fonseca OR Peterson book) in alphabetical order by first author's last name (as you would in a Reference List) and use a full APA reference format (the reference list in the back of your text is a good example of this format). After each source name, you should have two paragraphs.

Paragraph One should have a quick summary of the article or chapter.

Paragraph Two is your personal interaction with the material in the article or chapter. What are the most interesting, important or salient ideas to you? How do they help you in planning your Dialogue?

The Plan

Who did you plan for and how did you choose your participants? What was your plan? How did the session actually play out?

Participant Response

How did the participants interact during the dialogue? What did you learn from their follow-up responses?

Reflection and Conclusions

What are your thoughts on the Dialogue? What did you learn about yourself in this role? Your participants? The process? The topic? What questions do you still have about this topic? What might you discuss if you meet with this group again? Any other comments or conclusions.

No Reference List is necessary for this paper. Your Annotated Bibliography is sufficient.

Rubric (out of 100 points)

72-80	All components are included. Responses are thorough, detailed and show strong planning, thought and unique insight. APA is near-perfect.
64-71	All components are included. Responses are straightforward, include basic information but few details, show planning and insight. Three to five non-repeating APA errors.
56-63	One component is missing. Responses are superficial, vague and do not show planning. Six more APA non-repeating APA errors. Or paper is late.
Up to 55	Two or more components missing. Responses show little planning or insight, and are vague or superficial. Many APA errors.
Any student unhappy with their grade may rewrite until they reach a grade they are satisfied with. Email the professor as soon as possible, three days before the last day of the course to make these arrangements.	

Spring, 2019, Online Course Schedule Unless otherwise indicated, dropboxes close 7 days after the assignment is due. You may upload the assignment before this grace period expires without penalty. Because there are so many discussion forum assignments, all will be left open for you to read/view and comment (if required) until Week 12.

Week	Readings and Assignments		Due Sunday at midnight
<p>1 Jan 22–27</p>	<p>-View the Week 1 Video -Review the Syllabus -Visit the ODE Website to find The Ohio Rule AND Law for Gifted Students -Chart. Answer Question 1 on the Guidance and Counseling Needs Chart and begin entering ideas with next week’s reading. Continue throughout the semester. -Beginning Thoughts Discussion Forum. Post a 5 minute video OR a couple of paragraphs. What are the most challenging or most often seen social/emotional, counseling, or guidance needs in your students? Read and view all responses. Comment if you wish, but not required. We will do introductions during our synchronous online session.</p> <p><u>Dialogue Project (no submissions until the Annotated Bib in Week 7)</u> -Review carefully the Dialogue Project specifications -Step 1 and Step 2</p>		<p>-Post in the Beginning Thoughts Discussion Forum</p>
<p>Thursday, January 31 6:30–8:30pm Synchronous Online Session on Collaborate</p>	<p>Follow the instructions on Blackboard to join this session before 6:30. You will need to access: -The 653 Syllabus -“Ohio Operating Standards for identifying and Serving Students Who Are Gifted” and Ohio Law for Gifted Students -OAE Assessment Framework -NAGC Knowledge and Skill Standards for Teachers and the NAGC/CEC Teacher Preparation Standards in Gifted Education -Chart Question #1 -Questions about the course or gifted education in general</p>	<p><u>Format</u> -Introductions -Questions -Syllabus, course, program questions answered -Review and discuss the Rule -Discuss standards and assessment frameworks for the field -Sharing and discussing Chart Question #1 -Questions</p>	

<p>2 Jan 28–Feb 3</p>	<p>-View the Week 2 Video -Read EGT Chapter 17 and complete Focus Question #1 -Start filling in the Guidance and Counseling Chart as you read</p> <p><u>Dialogue Project</u> -Steps 1 and 2</p>	<p>-Focus Question #1 (FQ1) to dropbox</p>
<p>3 Feb 4–10</p>	<p>-View the Week 3 video -Read SEDGC, one chapter from Section I and gatekeep for Focus Question #2 -Find your district’s Written Education Plan (WEP) for next week</p> <p><u>Dialogue Project</u> -Step 2, beginning Step 3</p>	<p>-FQ2 is a video, document, or PPT post in the Gatekeeping Discussion Forum. Comment on 1 colleague.</p>
<p>4 Feb 11–17</p>	<p>-View the Week 4 video, which will also review WEP social/emotional needs goals, so have your district WEP handy -Choose a chapter from <i>EGT</i> Chapters 12-16 and complete Focus Question #3 -Continue adding to your Chart -Take the online Myers-Briggs Type Indicator quiz and print/save the results.</p> <p><u>Dialogue Project</u> -Step 3 and Step 4</p>	<p>-FQ3 to dropbox</p>
<p>5 Feb 18–24</p>	<p>-View the Week 5 Video which also talks about the MBTI -View the Myers-Briggs Type Indicator (MBTI) introduction at https://www.youtube.com/watch?v=ENHSbSY9GUK -Choose a chapter from SEDGC, Section II, for Focus Question #4</p> <p><u>Dialogue Project</u> -Step 3 and Step 4</p>	<p>-FQ4 is a video, or PPT post in the Gatekeeping Discussion Forum -Comment on 1</p>
<p>Feb 25-26</p>	<p>OAGC Teacher Academy http://www.oagc.com/teacheracademy.asp</p>	
<p>6 Feb 25– Mar 3</p>	<p>-View the Week 6 Video, which also talks about the MBTI – E/I preferences -Choose one chapter from SEDGE, Section III, for Focus Question #5 -Watch online video “Discover your personality type” E/I Preference (0:00 – 2:00)</p>	<p>-FQ5 to dropbox -Post to MBTI Discussion Forum -RSVP to tell Dr.</p>

	<p>-In the MBTI Discussion Forum, answer (in a video or written post): Do you prefer Extraversion (E) or Introversion (I)? How does your new knowledge of the E/I preference impact how you might view, interact, and accommodate students? Read/view all. Comment if you wish, but not required.</p> <p>-Continue adding to your Chart, which should have reached 10 entries by now. Look over and begin answering the Reflection Questions.</p> <p><u>Dialogue Project</u> -Step 3 and Step 4 (Annotated Bibliography due end of Week 7)</p>	<p>Groman your choice of F2F, OAGC, or Annotated Bib</p>
Mar 4 – 10	<p>AU Spring Break <u>Take a breather and catch up a bit!</u></p>	
7 Mar 11–17	<p>-View the Week 7 Video</p> <p>-Choose a chapter from SEDGC, Section IV, for Focus Question #6</p> <p>-Watch “Discover your personality type” S/N Preference (2:00-3:27)</p> <p>-In the MBTI Discussion Forum, answer (in a short video or written post): Do you prefer Sensing (S) or Intuition (N)? How does your new knowledge of the S/N preference impact how you might view, interact with, and accommodate students?</p> <p><u>Dialogue Project</u> -Step 4 finished this week, Step 5</p>	<p>-FQ6 is a short journal response</p> <p>-Annotated Bibliography to dropbox</p> <p>-Post to MBTI Discussion Forum</p>
8 Mar 18–24	<p>-View Week 8 video</p> <p>-Choose a topic in the folder and read for Focus Question #7 (last one!)</p> <p>-Watch “Discover your personality type” T/F Preference (3:27-4:40)</p> <p>-In the MBTI Discussion Forum, answer (in a short video or written post): Do you prefer Thinking (T) or Feeling (F)? How does your new knowledge of the T/F preference impact how you might view, interact with, and accommodate students? Comment if you wish.</p> <p><u>Dialogue Project</u> -Step 5 and Step 6</p>	<p>-Post to MBTI Discussion Forum</p>
9 Mar 25–31	<p>-View Week 9 Video (if there is one!)</p> <p>-Continue and post Focus Question #7</p> <p>- Watch “Discover your personality type” J/P Preference (4:40-5:45)</p> <p>-In the MBTI Discussion Forum, answer (in a short video or written post): Do you prefer Judging (J) or Perceiving (P)? How does your new knowledge of the J/P preference impact how you might view, interact with, and accommodate students? How you might view and interact with colleagues? Comment if you wish.</p>	<p>-FQ7 is a video, doc, or PPT post in the Gatekeeping Discussion Forum</p> <p>-Post to the MBTI Discussion Forum</p>

	<p><u>Dialogue Project</u> -Step 6 and Step 7 (your Dialogue should be facilitated by the end of this week)</p>	
<p>Saturday, April 6 Face-to-Face Session</p>	<p>Face-to-Face Saturday Session Saturday, April 6, 2019 at Schar College of Education Ashland University Main Campus, 9am – 5pm. Bring with you: -Your district Written Education Plan (WEP), Identification protocol and Service protocol -One assignment response that you want to share, which might be a practical idea! -Be prepared to share (no more than 5 minutes) your Dialogue Project with the group. The paper is not due until later, but bring your notes and thoughts on the project for discussion. -General or specific questions you have about gifted education for the instructors and for others taking the coursework</p> <p>Janet James, Retired Gifted Coordinator, will be the featured speaker in the morning. Expect an award-winning lunch at Lower Convo, provided by the College of Education. This is cafeteria style and accommodates all dietary restrictions. RSVP to Dr. Groman by February 28.</p>	
<p>Week 10 Apr 1–7</p>	<p>-View Week 10 Video (if applicable) -MBTI putting it all together. Early in the week, share your four letter MBTI in the Discussion Forum and discuss: How accurate is this personality type for you? Comment on the MBTI as a tool to use specifically with gifted students and/or for all students. Read/view all. Comment if you wish.</p> <p><u>Dialogue Project</u> -Step 8 and Step 9</p>	<p>-Post to the MBTI Discussion Forum -Turn in Annotated Bibliography OR OAGC Reflection Paper by Week 12</p>
<p>11 Apr 8–14</p>	<p>-Continue compiling your Dialogue Project Paper. -Read instructions for the Philosophy Paper -Complete the Reflection portion of the Guidance and Counseling Needs Chart</p>	<p>-Dialogue Project Paper to dropbox -Post Dialogue video to Discussion Forum, if needed</p>
<p>12 Apr 15–21</p>	<p>-Watch Week 12 Video -Philosophy paper assignment -You will receive a link to the AU Course Evaluations. Please complete this as soon as you can! I grade your work, and you grade mine!</p>	<p>-Philosophy Paper to dropbox -Chart to dropbox</p>