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Ashland University
Dwight Schar College of Education
Department of Doctoral Studies and Advanced Programs
EDIS 653 Summer B, 2022 Online
Course Syllabus

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Undergrad/GRAD XXX
Credit Hours: 3
Field/Clinical Hours: 0

Course Number and title:

EDIS 653, Guidance and Counseling for the Talented

Department(s):

Doctoral Studies and Advanced Programs

Catalog Description:

This course examines social and emotional, guidance and counseling theories and practices necessary for providing a holistic and differentiated education for the talented. Students will define and analyze social and emotional needs, and guidance and counseling issues prevalent in gifted populations, and address the impact of those needs on student learning. Various research-based methods of gauging and accommodating student needs and issues will be investigated, including personality typology, learning styles, and the use of dialogue groups. Needs of special and diverse populations of talented students will also be considered, including disadvantaged, rural, urban, young, female, male, minorities, twice-exceptional, underachieving, those with overexcitabilities, sensitivities, and existential issues. Students will analyze and write quality WEP goals specifically connected to social and emotional needs, and guidance and counseling issues. Students will continue to develop their personal educational philosophy for teaching and guiding gifted individuals. This course fulfills requirements for the Ohio Intervention Specialist/Gifted Endorsement.

The prerequisite(s):

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:

May include a technology fee.

Effective catalog date for this master syllabus:

Spring, 2020

Student assessment criteria:

Students will self-assess on Knowledge, Skill, and Dispositions using a pre- and post-self-assessment. Student assessment will take the form of focus question responses to readings, a chart of social, emotional, guidance, and counseling issues, a philosophy statement, online discussion forums, and planning, researching, facilitating, and reflecting on a small group dialogue on a social/emotional or guidance/counseling issue. Assessment also includes online attendance and participation.

Suggested texts and/or references:

Rimm, S. B., Siegle, D. B., & Davis, G. A. (2018). *Education of the Gifted and Talented* (7th ed.). Pearson.

AND

Neihart, M., Pfeiffer, S. I., & Cross, T. L. (2016). *The Social and Emotional Development of Gifted Children: What Do We Know?* Prufrock Press.

AND EITHER - - - - -

Peterson, J. S. (any copyright version). *The Essential Guide to Talking with Gifted Teens*. Free Spirit Press. (Any copyright date, used is fine, just be sure to get the version for **gifted teens**.)

OR

Fonseca, C. (2015). *I'm Not Just Gifted: Social-Emotional Curriculum for Guiding Gifted Children*. 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, 7th edition.

Suggested instructional strategies:

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

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

<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 and related to social and emotional needs, guidance and counseling issues.	S1. Interpret the general categories, definitions, and requirements for Ohio gifted education and service as outlined by the Ohio Law and Ohio Rule and related to social and emotional needs guidance and counseling issues.	D1. Value the strengths and weakness of Ohio's Rule and Law as related to social and emotional needs, guidance and counseling issues.	ODE = (a)-(h) OAE = 1, 3.1, 4.1 NAGC/CEC = 6.2 AU = SLO5
K2. The integration of the Written Education Plan (WEP) as required by ODE for understanding and meeting the social and emotional needs, and the guidance and counseling issues of the gifted.	S2. Write and differentiate WEP goals according to the Ohio Rule for meeting the social and emotional needs, and the guidance and counseling issues of the gifted.	D2. Appreciate the importance of the differentiated WEP goals for meeting the social and emotional needs, and the guidance and counseling issues of the gifted; appreciate the need for quality district options for these goals; appreciate the need for the communication of these goals to stakeholders.	ODE = (h), (d) OAE =5.5, 8.1, 8.2, 8.3 NAGC/CEC = 1, 2.2, 2.4, 5.3 - 5.5 AU = All SLOs
K3. The four preference pairs of the Myers-Briggs Type Indicator and be aware of their own preferences, using the MBTI to understand their own source of energy, social interactions, decision-making, behavior, and how they organize their world.	S3. Apply the MBTI to accommodate for their personal source of energy, social interactions, decision-making, behavior, and how they organize their world.	D4. Value MBTI information as one tool to accommodate for their own source energy, social interactions, decision-making, behavior, and how they organize their world.	OAE = 3 NAGC/CEC = 6.4, 7 AU = SLO 2, 4, 5
K4. The four preference pairs of the Myers-Briggs Type Indicator and be aware of how student and teacher preferences can impact instructional planning for gifted learners.	S4. Apply the MBTI in instructional planning to make accommodations for gifted learners.	D4. Value the MBTI information as on tool for instructional planning to make accommodations for gifted and high learners.	ODE = (a)-(c), (d), (g) OAE = 2.1 - 2.3, 2.5, 7, 8.1 - 8.4, 9.6 NAGC/CEC = 1.2, 2.1 - 2.3, 4.4, 4.5, 5.5 AU = SLO 1, 3, 4

K5. The variety and types of social and emotional characteristics and needs of students who are gifted.	S5. Identify and utilize research-based responses for these characteristics and needs to address their impact on students who are gifted.	D5. Attach importance to research-based responses for social and emotional characteristics and needs of students who are gifted.	ODE = (d) OAE = 2, 7, 8 NAGC/CEC = 1, 5.5 AU = SLO 1, 4
K6. The variety and types of guidance and counseling issues of students who are gifted.	S6. Identify and utilize research-based responses for these guidance and counseling issues to address their impact on students who are gifted.	D6. Attach importance to research-based responses for guidance and counseling issues of students who are gifted.	ODE = (d) OAE = 2, 6.2 - 6.5, 8 NAGC/CEC = 1, 2.4, 5.4, 5.5 AU = SLO 1, 4
K7. The variety and types of social and emotional needs, and guidance and counseling issues specific to gifted students from traditionally underrepresented populations, especially as relevant to their teaching situation.	S7. Identify and utilize research-based responses for social and emotional needs, and guidance and counseling issues specific to traditionally underrepresented gifted populations to create safe and culturally responsive learning environments, especially as relevant to their teaching situation.	D7. Value the importance of creating safe and culturally responsive learning and support environments for traditionally underrepresented gifted populations, especially as relevant to their teaching situation.	ODE = (d), (e) OAE = 2.3 - 2.5, 6.3, 7.1, 7.5, 8.5 NAGC/CEC = 1.1, 2.1, 2.3, 4.1, 6.3 AU = SLO 1, 2, 3
K8. The structures, formats, and facilitation skills needed to conduct a dialogue discussion group with gifted students for the purpose of processing and managing social and emotional skills, and guidance and counseling issues.	S8. Facilitate a dialogue discussion group with gifted students for the purpose of processing and managing social and emotional skills, and guidance and counseling issues.	D8. Value dialogue discussion groups with gifted students as a way of processing and managing social and emotional skills, and guidance and counseling issues.	ODE = (a) - (c), (d) OAE = 2.1, 2.2, 2.5, 3.1 - 3.4, 7.1, 7.3 - 7.5, 8 NAGC/CEC = 1.2, 2, 5.5, 6.5 AU = SLO 1, 3
K9. Their personal and professional learning goals for EDIS 653, and their current and developing educational philosophy for teaching with a focus on teaching and supporting gifted students in their context.	S9. Justify their personal and professional learning goals for EDIS 653, apply course learning to their current and developing educational philosophy for teaching, especially for teaching and supporting gifted students in their context.	D9. Value their personal and professional growth during EDIS 653, and appreciate the need for a current and developing educational philosophy for teaching, especially for teaching and supporting gifted students in their context.	OAE = 3 NAGC/CEC = All AU = 1, 3, 4, 5

<p>K10. Various applicable standards and competencies in the field of gifted education as related to social, emotional, guidance, and counseling 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>S10. Effectively utilize the standards and competencies in the field of gifted education as related to social, emotional, guidance, and counseling to structure, clarify goals, and provide accountability within their teaching context and home school/district.</p>	<p>D10. Value the various standards and competencies as related to social, emotional, guidance, and counseling, as tools to structure, clarify goals, and provide accountability in the field of gifted education into their teaching context.</p>	<p>ODE = All OAE = All NAGC/CEC = All AU = ALL SLOs</p>
<p>K11. Skills and protocol for graduate level professional writing, speaking and presentation according to Ashland University's Accent on Communication and the Publication Manual of the American Psychological Association (APA) 7th Edition.</p>	<p>S11. Write, speak, and give presentations and professional development with graduate level professionalism according to Ashland University's Accent on Communication and APA 7th Edition.</p>	<p>D11. 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, 6, 8 NAGC/CEC = 6, 7 AU = SLO 5</p>

Referenced Standards:

Ohio Department of Education Gifted PD Competencies (see p. 2):

<http://education.ohio.gov/getattachment/Topics/Other-Resources/Gifted-Education/Teaching-Gifted-Students-in-Ohio/High-Quality-Professional-Development-HQPD-in-Gi/Gifted-Education-Professional-Development-Resource-Guide.pdf.aspx?lang=en-US>

Ohio Assessments for Educators Strands - https://www.oh.nesinc.com/CONTENT/STUDYGUIDE/OH_SG_OBJ_053.htm

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 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 or Google doc, giving the instructor permission to edit and comment (avoid PDF unless absolutely necessary) 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:

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.

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

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	MBTI Printout Guidance and Counseling needs Chart Dialogue presentation and Philosophy Statement Any Focus Question responses you wish
State Documents	Updated 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/Product	Points Possible
Pre- and Post-Assessments	20
Focus Questions 6 x 20	120
Participation: Focus Question discussions, Dialogue Project Discussion	60
Counseling/Guidance Needs Chart	50
Meayers-Briggs Type Indicator discussion	50
Annotated Bibliography	40
Peterson OR Fonseca Dialogue Presentation with Philosophy Statement	60
Total	400

Assignments

Pre/Post Assessment

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

“Attendance” and 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 0-15 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
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

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 to the Blackboard dropbox only, just to me.

List of Focus Questions. *EGT=Education of the Gifted and Talented*
SEDGC=The Social and Emotional Development of Gifted children

<p>FQ1 Padlet Introduction column AND FQ1 Dropbox on Blackboard First post to the Guidance/Counseling Needs Chart</p>	<p><i>We will be creating a collaborative document with guidance and counseling issues, social and emotional needs, and how to recognize and support children with these issues and needs. When the semester is over you will have an informative glossary of issues and strategies.</i></p> <p>Step One: Before you do any reading or watch any videos create three PowerPoint slides: Slide 1) Introduce yourself (who you are, where, who, what you teach, personal info as you wish, include pictures as you wish). Slide 2) List 5 social or emotional challenges or guidance or counseling needs you see in your gifted students. Slide 3) Choose one from the list on Slide 2 and share a quick story about how this issue has shown itself. Protect the identities of anyone you talk about (use pseudonyms). Feel free to include images, again protecting identity.</p> <p>Step Two: -Post to the Padlet Introduction Column and the FQ1 dropbox. -Read classmates' slides – AFTER you post your slides. Comment as you wish.</p> <p>Step Three [starting the Collaborative Guidance/Counseling Needs Chart, to continue throughout the semester]: Read EGT Chapter 17, look for the types of challenges you see or that concern you. Visit the Google doc: Guidance/Counseling Chart at https://docs.google.com/document/d/1kb6kxJUlrTmW22co0s1PiQl-KrM53XoNvnTmPBOPJFk/edit?usp=sharing Post the title of one of the challenges you listed in your Introduction PPT OR any challenge, issues, or need to Column 1 of the Google doc, and write your name in Column 2. <i>Keep an eye out for earlier students' column 1 entries, and limit the chart to no more than two columns with the same issue. If a need in column 1 appears twice on the chart, please choose another need from the reading. This way we have a wide range of topics.</i> Throughout the semester, you will be adding one more entry (for two total) and filling out the various columns for them both. Feel free to do outside research. You can use: bulleted lists, narrative, links, pictures, and other support information for columns 3 through 6 of your entry. I encourage you to do side research.</p> <p>Descriptions of each column:</p>
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	<p><u>Causes or Contributing Factors</u> – what are some of the causes of this issue? What factors (family, school, cultural, etc.) can contribute to this issue?</p> <p><u>Identifying Behaviors</u> What behaviors, physical, or emotional symptoms are indicative of this issue?</p> <p><u>Outcomes if left unsupported</u> –What can be the consequence of this issue if left without intervention?</p> <p><u>Possible interventions or strategies</u> – 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.</p> <p>On or before the end of Week 6, you should finish your rows. Go to the end of the document and follow the directions for saving and reflecting on this collaborative work.</p>
<p>FQ2 Discussion Post on Padlet AND Dropbox</p>	<p>SEDGC, Any chapter from Section I</p> <p>Choose a chapter from this section and complete your choice of Focus Question response style.</p> <p>Post to the SEDGC FQ2 Padlet column and FQ2 Dropbox</p> <p>View at least 5 and comment meaningfully on at least two colleague’s postings.</p> <p>Do not post a Google doc, please, unless you have ensured that classmates can access it and your instructor can comment within it. Word files or PPT slides are best.</p>
<p>FQ3 Dropbox</p>	<p>SEDGC, choose one chapter from Section II</p> <p>Choose a chapter from this section and complete your choice of Focus Question response style.</p> <p>Post to the FQ3 Dropbox only.</p>
<p>FQ4 Discussion on Padlet and Dropbox</p>	<p>Choose one of the following chapters from EGT:</p> <p>Ch. 12 – Underachievement: Identification and Reversal</p> <p>Ch. 13 – Cultural Diversity and Economic Disadvantage: The Invisible Gifted</p> <p>Ch. 14 – Gifted Girls, Gifted Boys (also see the article in the FQ4 folder of Supplemental Readings)</p> <p>Ch. 15 – Gifted Children with Disabilities (also see the article in the FQ4 folder of Supplemental Readings)</p> <p>Ch. 16 – Parenting the Gifted Child (also see the article in the FQ4 folder of Supplemental Readings)</p> <p>Choose a chapter from this section.</p> <p>Complete your choice of Focus Question response style.</p> <p>Post to the corresponding FQ4 Padlet column and to the FQ4 Dropbox.</p> <p>View at least 5 and comment meaningfully on at least two colleague’s postings, perhaps focusing on how you might use the information. Feel free to download or print these (retain the name of the individual who created and posted it) to give you a general overview of these topics for future reference or self-study.</p>

<p>FQ5 Dropbox</p>	<p>SEDGC, choose a chapter from Section III Choose a chapter from this section and complete your choice of Focus Question response style. Post to the FQ5 dropbox only.</p>
<p>FQ6 Post on Padlet AND to FQ6 dropbox</p> <p>Choose one of these options</p>	<p>Readings on Special Topics</p> <p>Choose a topic/reading from the list below and complete your choice of Focus Question response style. Complete a short reflection on ideas in the reading and how they might apply to your situation. Post to the corresponding Padlet column.</p> <p><u>Special Topics Jigsaw</u></p> <ul style="list-style-type: none"> *SEDGC, Choose one chapter from Section IV *Dabrowski Theory of Overexcitabilities *Three articles on depth psychology *Gifted students of color (One article and one video) *Gifted students and LGBTQ <p>View as many as you can. No comments required. Your colleagues' posts provide a general overview of these topics for future reference or self-study.</p>
<p>Chart</p>	<p>Finalizing the Guidance/Counseling needs Chart</p> <p>During Week 7, download a copy of the chart by clicking File-> Download-> Word Document and save as 653_FirstNameLastInitial_Chart. Go into your saved document and write your Chart Reflection (about 200 words following the prompt provided.</p> <p>Review the chart and read/skim all of your colleagues' entries. Reflect on the task of filling out your chart row throughout the semester. What are some of the stand-out entries? How might you use this chart in the future? What insights have you gained?</p>

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

Please format the file name thus:

653_FirstNameLastInitial_FQ# It would look like this: **653_JenniferG_FQ2**

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

Focus Questions (FQ) style choices

1. Traditional: You may choose to answer a question from the Focus Question list posted on Blackboard in an APA formatted document.

2. The Big Five: Use a document, PowerPoint, Prezi, or other presentation style and/or video to share your Big Five from this chapter. The Big Five include:

Summaries of four Big Ideas that are relevant or important to you AND
 A summary of one Application Idea you have from the reading you could use right now.

3. Practical Applications: Use a document, PowerPoint, Prezi, graphic organizer, bulleted points, lesson plan, other presentation style and/or video - any form that works well with your idea(s). Share a practical idea that shows how you will integrate an idea from the readings into your classroom. Show direct connection to an aspect of the readings using a citation and reference list. Email Dr. Groman if you need more details.

For all styles, properly cite ideas that connect to the readings and include a list of references at the end of your response.

Include somewhere in your Focus Question response: Your name, Focus Question number

- Relate directly to the readings.
- Use APA 7th edition.
- 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.
- Always include a Reference list. This is titled "References"
 - 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, italicized, and formatted.**
- Save your file with the proper file name and post to the Padlet (for your colleagues to see) and to the Dropbox (for Dr. Groman's comments and points) as instructed.

See the folder on Blackboard for detailed information on APA for:

- Book
- Edited book (each chapter written by different authors)
- Journal article (with DOI or url)

Rubric for Focus Questions

	Exceeds Expectations	Meets Expectations	Emerging	Does not meet expectations
Understanding	(9 points) Demonstrates a thorough understanding of and insight into the material.	(8 points) Demonstrates adequate understanding of the material.	(6-7 points) demonstrates a partial understanding of the material.	(0 points) Does not show understanding of the material.
Application and/or critique	(9 points) Demonstrates application of the material into a real-life setting	(8 points) Demonstrates an adequate application of the material into a real-life setting.	(6-7 points) Shows a partial application of the material into a real-life setting.	(0 points) Does not show application or critique of the material.
Writing Conventions	(2 points) Shows an thorough understanding and/or attempt at the	X	X	(0) Shows no attempt or understanding of the

	conventions of academic writing			conventions of academic writing.
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Philosophy Statement

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, and formulate 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 gifted 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.

Your finished philosophy statement should be at least a paragraph and is incorporated into your Dialogue Project. For more information see the Dialogue Paper specifications.

Directions and format for PETERSON or FONSECA DIALOGUE Project

[Dialogue Overview Video](#)

This is the major project in this course. You will identify a topic, a group of gifted/high achieving individuals, plan, and implement a dialogue with that group. There nine sequential steps that will eventually become your Final Dialogue Project Presentation. This was formerly a written paper. This semester I have revised the assignment to end as a presentation of slides and your reflections, something you may use to talk to colleagues, counselors, administrators, or parents about this type of work with gifted students. Keep this in mind as you move forward and as you create your final presentation

Since you will not have students during the time of your Dialogue, you have many possible options:

With Adults option – you are welcome to gather 3-4 adult friends together (or using technology) to facilitate the dialogue. Make any adjustments you need to the dialogue to accommodate using it with adults.

Through Technology option – you may have a way of facilitating a dialogue with your former students either using technology or in person. If so, you may choose this option.

Using the dialogue in another way option – you may have an alternative to the above options you wish to try to facilitate this dialogue. Feel free to get creative! Your ultimate goal is to facilitate a dialogue from the text with real, life individuals, even if it is in a very non-traditional way. If in doubt, have the idea OKed by Dr. Groman. We must be flexible in these days.

Note: During the school year I would normally not encourage facilitating a dialogue with your own children, but if this appears to be a good option for you this summer, then it would be acceptable.

This is not research (like the Case Study), it is practicing a teaching and learning skill, so including your own children and a few of their friends could be a workable solution.

Step 1. Select a text. (Week 1) Choose the Peterson or Fonseca book from the syllabus reading list, according to your teaching situation. Read the Introduction (Peterson, pp. 1-24/Fonseca, pp. 1-13. I provide on Blackboard a copy of the Peterson introduction, it is exceptional). Scan the different sections 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. (Week 2) 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 3-4) Write an Annotated Bibliography. Once you have chosen your topic, find three 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 1 chapter from our assigned texts (but not the Peterson or Fonseca)
- you may use a non-scholarly blog, trade or popular magazine article for one source
- you may use more than one non-scholarly source, but you can only count one toward your three

Directions for formatting the Annotated Bibliography appear below. There is an instructional video and support documents on Blackboard, as well.

Annotated Bibliography

Head your paper:

Your name

Date

653 Annotated Bibliography on _____

Paragraph 1: Use APA to create a Reference for the journal article. See the “Brief APA Guide” on Blackboard.

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.

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 topic. 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 topic? What ideas does it give you toward gifted students in general?

Double space and start into the next Annotated Bibliography. You will have at least five annotated sources. Bibliography should be in alphabetical order by first author's last name.

No need for a conclusion, but you may include one after your three Annotated Bibs if you wish.

Step 4. Choose your participants and schedule a Dialogue. (Week 4) Choose a small group of participants (no less than three no more than 8), adults or students. If this were an ongoing dialogue group during the school day with minor participants you would gain parent permission, so you will want to gain permission from the parents (you are on your honor on this) before doing your dialogue. See the Fonseca or Peterson text for templates. You will need a 30 to 40 minute session without interruptions.

With Adults or with Children option – choose your small group and schedule this session.

Through Technology option – choose your small group and set up your technology needs.

Using the dialogue in another way option – If you need support on this, set up a time with me to run ideas by or get assistance. I can't give you ideas, as I do not know your situation, but I can support an idea that you think might be viable.

Step 5. Plan your dialogue. (Week 5) 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.

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

If you do this project with gifted 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 5-6) Be sure to have your participants do a Closing Question/Journal in writing.

Step 7: Reflect. (Week 6) 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 presentation.

Step 8: Write and Record your Project Presentation. (Week 6) Create slides that give an overview of your experience. You will include the reference list of your Annotated Bibliography (only paragraph one) on one slide.

Keep in mind what I included earlier, that I have revised this project to end as a presentation of slides and your reflections from which you may talk to colleagues, counselors, administrators, or parents about this type of work with gifted students. Keep this in mind as you create your slides and final presentation.

Step 9: Discuss/Post to the Discussion Forum: (Week 6-7) Post your completed Dialogue Presentation and include a 5-7 minute video (required!) discussion your project to the Padlet at the end of Week 6. View at least three and comment on three.

Formatting the Dialogue Presentation. There should be at least one slide (and three at the most) for each of these headings.

1) The Title Slide. Your name, where you teach, your dialogue topic, and any other information you wish.

2) The Rationale Slide. What book and topic did you choose and why?

3) The Research Slide. For this section, list each of the three sources 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).

OPTIONAL: When you talk about/share this slide with voiceover, you are welcome to tell us about any of the articles, authors, or helpful information you gained from the reading.

The Plan Slide – bullet points. Who did you plan for and how did you choose your participants? What was your plan? How did the session actually play out? You may include screenshots of worksheets, prompts, student writing, or pictures (please blur out the faces, as these are posted on a public site, Padlet).

Don't overwhelm the slide with text, use bullet points or an outline format to guide your talking presentation.

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

Same here – don't overwhelm with text.

My Reflection and Conclusions Slide – bullet points

Choose one or more of these. 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.

My Philosophy of Gifted Education focused on Social, Emotional, Guidance, and Counseling issues.

One slide that simply states your thoughts on what your role is in the support of these issues and needs. If there is one or more specific issue that you want to focus on in your support, you can mention this, as well.

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.	

Summer, 2022, Online Course Schedule Unless otherwise indicated, dropboxes will close Wednesday after the due date, you may upload assignments within this grace period without penalty. All submissions are due Sunday, August 21, 2022.

Week	Readings and Assignments	Due Sunday at midnight
<p>Week 1 July 5 - 10</p>	<p>-Read and review the Syllabus, Syllabus Overview video -View the Week 1 Video -Find <i>The Ohio Operating Standards</i> on the ODE website or Dr. Groman’s Gifted Padlet. -Focus Question 1 -View the video called “653 OhioRuleAndTechDoc” -Watch the Myers-Briggs Type Indicator (MBTI) introduction at https://www.youtube.com/watch?v=ENHSbSY9GUK -Take the online Myers-Briggs Type Indicator quiz and print/save the results.</p> <p><u>Dialogue Project (no submissions until the Annotated Bib in Week 4)</u> -Review carefully the Dialogue Project specifications (If you use the Fonseca book, you might consider reading the Peterson introduction in the Week 1 folder) -Step 1 (Select text) and Step 2 (Select Topic) -As soon as you have decided on a topic, put your name and topic choice in the Dialogue Project Padlet Forum column corresponding to the book you are using, either Peterson or Fonseca.</p> <p><u>Dr. Groman’s Zoom Office Hours</u> Wednesday, 4:00-6:30pm See link on Blackboard to make an appointment</p>	<p>-Pre-Assessment</p> <p>-Focus Question #1 to the FQ1 Padlet and FQ1 Dropbox</p> <p>-Post your Dialogue Project topic to the Padlet</p> <p>-Add one topic title to the Guidance and Counseling Needs Chart, add details through the next few weeks</p>
<p>Week 2 July 11-17</p>	<p>-View the Week 2 video (OAE preparation, the MBTI - E/I Preference, Discussion strategies for Dialogue). -Read and write Focus Question #2. -Add to your Social/Emotional Needs Chart row -Watch online video “Discover your personality type” E/I Preference (0:00 – 2:00). Jot your thoughts on personal integration or classroom integration of these ideas. -RSVP by the end of this week if you plan to attend the August 14 Face to Face session on Ashland’s Main Campus. See the link in Bb</p> <p><u>Dialogue Project</u> -Step 3 (Begin research) -Step 4 (Choose participants and schedule)</p>	<p>-FQ#2 to the FQ2 Padlet and FQ2 Dropbox</p> <p>-RSVP for 8/14 F2F</p>

EDIS 653, Summer B, 2022, Online

	<p><u>Dr. Groman's Zoom Office Hours</u> Wednesday, 4:00-6:30pm See link on Blackboard to make an appointment</p>	
<p>Week 3 July 18-24</p>	<p>-View the Week 3 video (The week's assignments, SENG, NAGC/CEC Standards, MBTI S/N Preference) -Find your district's Written Education Plan (WEP) for next week. -Focus Question #3 -Add to your Social/Emotional Needs Chart -Watch "Discover your personality type" S/N Preference (2:00-3:27). Jot thoughts on personal integration or classroom integration of these ideas. Choose either MBTI Padlet column: E/I Preference OR S/N Preference and post your name and preference (if you wish) and how you might use your knowledge of this preference to improve your classroom interactions.</p> <p><u>Dialogue Project</u> -Step 3 (Research. Start your Annotated Bibliography, due next week)</p> <p><u>Dr. Groman's Zoom Office Hours - Wednesday, 4:00-6:30pm, See link on Blackboard to make an appointment</u></p>	<p>-FQ#3 to the FQ3 Dropbox</p> <p>-Post to MBTI column, either E/I or S/N</p>
<p>Week 4 July 25-31</p>	<p>-View the Week 4 video (WEP social/emotional needs goals, MBTI T/F Preference) -Focus Question #4 -Add to your Social/Emotional Needs Chart. -Watch "Discover your personality type" T/F Preference (3:27-4:40). Jot thoughts on personal or classroom integration of these ideas</p> <p><u>Dialogue Project</u> -Finish Step 3 (Annotated Bibliography. Also, in the text box when you submit, give me an update on your Dialogue Project so far – finding participants, questions or concerns you have, etc.) -Step 5 (Plan your dialogue)</p> <p><u>Dr. Groman's Zoom Office Hours</u> Wednesday, 4:00-6:30pm See link on Blackboard to make an appointment</p>	<p>-Annotated Bibliography (Step 3) due to Dropbox</p> <p>-FQ4 posted to the corresponding FQ4 Padlet column and to FQ4 Dropbox</p>
<p>Week 5 Aug 1-7</p>	<p>-View the Week 5 Video (Iowa Acceleration Scale/IAS, MBTI J/P Preference) -Focus Question #5. -Add to your Social/Emotional Needs Chart. - Watch "Discover your personality type" J/P Preference (4:40-5:45).</p>	<p>-Focus Question #5 to Dropbox</p> <p>-Post to MBTI column, either</p>

	<p>Jot thoughts on personal integration or classroom integration of these ideas Choose either MBTI Padlet column: T/F Preference OR J/P Preference and post your name and preference (if you wish) and how you might use your knowledge of this preference to improve your classroom interactions.</p> <p><u>Dialogue Project</u> -Step 6 (Facilitate Dialogue) -Step 7 (Reflect)</p> <p><u>Dr. Groman's Zoom Office Hours</u> Wednesday, 4:00-6:30pm See link on Blackboard to make an appointment</p>	<p>T/F or J/P preference pair</p>
<p>Week 6 August 8-14</p>	<p>-View the Week 6 Video (Philosophy Statement, Putting together your Dialogue Paper, MBTI Reflection Journal) -Focus Question #6. This response is an informal/short journal. -MBTI Reflection. Early in the week, share your four letter MBTI in the Discussion Forum. Answer two questions: 1. In what ways is this personality type accurate for you? 2. Describe one way how knowing these preferences might impact your work with students, especially gifted students. Read/view all. Comment if you wish, but not required.</p> <p><u>Dialogue Project</u> -Step 7 (Reflect) -Step 8 (Write and recording your presentation and submit) -Step 9 (Post video to Discussion Board by Sunday, August 15)</p> <p><u>Dr. Groman's Zoom Office Hours</u> Wednesday, 4:00-6:30pm See link on Blackboard to make an appointment</p>	<p>-FQ6 to Padlet and FQ6 Dropbox</p> <p>-MBTI Reflection to Discussion Board</p> <p>-Video overview of Dialogue Project to Discussion Board (no dropbox) by Aug 15, Sunday).</p>
<p>Week 7 August 15-21</p> <p>No grace period this week</p>	<p>-View the Week 7 Video (information/texts for EDIS 654, information about EDIS 796 for endorsement students) -Please complete the AU Course Evaluation (these are anonymous). You should receive an invitation in your AU email. 10 bonus points if everyone completes this. -Format your Social/Emotional Needs Chart, answer the reflection questions and submit. -Complete the Post-Assessment using the link emailed to you in Week 1</p> <p><u>Dialogue Project</u></p>	<p>-View as many Dialogue Project videos as you can and comment on two.</p> <p>-Social/Emotional Needs Chart to Dropbox</p> <p>-Post-Assessment</p>

	<p>-View all Dialogue Project videos and comment on one.</p> <p><u>Dr. Groman's Zoom Office Hours</u> Wednesday, 4:00-6:30pm See link on Blackboard to make an appointment</p>	
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All dropboxes will close on Sunday, August 21 at midnight.