

EDIS653OL
Sp2020

ASHLAND UNIVERSITY
EDIS 653, Spring, 2020, Online
Graduate Teacher Education
Course Syllabus

This syllabus has been updated on March 15, 2020 as an adaptation to Governor DeWine's closings

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

Course Number and Title:

EDIS 653 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:

Tuition. There may be a technology fee.

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). *Education of the Gifted and Talented* (7th ed.). Boston, MA: Pearson.

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

AND EITHER

Peterson, J. S. (any copyright version). *The Essential Guide to Talking with Gifted Teens*. 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'm Not Just Gifted: Social-Emotional Curriculum for Guiding Gifted Children*. 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

Ashland Multiliteracy Center (AMuLit Center)

The writing center has expanded services to become the Ashland Multiliteracy Center for Writing, Speaking, and Digital Communication, or AMuLit Center for short.

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

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

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 or link to a Google doc, (being sure to allow the instructor to view AND comment AND edit the document) to the appropriate assignment box on Blackboard. Do not submit in PDF format unless it is on the Padlet.

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

Summary of Grade Components

Assignment/Product	Points Possible
Focus Questions 6 x 20	120
Discussions and Participation	60
MBTI Discussion Forum	50
Counseling/Guidance Needs Chart	50
Face to Face Session 4/25 OR OAGC Teacher Academy OR Annotated Bibliography	50
Peterson OR Fonseca Dialogue Project and Presentation	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

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

EGT=Education of the Gifted and Talented

SEDGC=The Social and Emotional Development of Gifted children

Content of Focus Questions (FQ)

Focus Question responses may answer a question from the list posted on Blackboard (traditional FQ), or may be a nontraditional submission either to the Dropbox (only your instructor sees these) or to Padlet (everyone in the class see these and can comment) as described in the chart below.

-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. It should be in a format you or your colleagues/classmates can use in the future.

-Properly reference any ideas that are not your own at the end of your response.

-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.
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- 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.
 - 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.

Formatting Focus Question File Name

Please format the file name thus:

650_FirstNameLastInitial_FQ# It would look like this: **650_JenniferG_FQ2**

This helps me to keep track of your submissions and grades.

List of Focus Questions

Focus Questions remain the same, though one has been eliminated.

<p>FQ1 Padlet Introduction column</p>	<p>Step One: Before you do any reading or watch any videos create three PowerPoint slides: Slide 1) Introduce yourself, include pictures if 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) as necessary. Feel free to include images. Step Two: Post to the Padlet Introduction Column. Feel free to read classmates' slides – but not until AFTER you post your slides.</p>
<p>FQ2 Dropbox submission</p>	<p>EGT Chapter 17 Read the chapter and complete four rows on your Chart as fully as possible. Focus on four challenges that are most relevant to you. If you need to do a little research elsewhere, I encourage you to do so! Post your chart to the dropbox, it should have Question 1 finished and four rows of your chart filled in as much as possible. After you submit your chart, keep a copy and continue to add to it. You will submit your completed chart (with 10 rows filled in and a reflection response) in Week 8.</p>
<p>FQ3 Discussion Post on Padlet</p>	<p>SEDGC, Any chapter from Section I Choose a chapter from this section. For this Focus Question, use a document, PowerPoint/Prezi or other presentation style and/or video to share your Big Five from this chapter. The Big Five include: Summarize four Big Ideas that are relevant or important to you AND one Application Idea you have from the reading you could use right now. Post to the SEDGC Section I Padlet column. View all and comment meaningfully on at least one colleague's postings. Do not post a Google doc, please.</p>
<p>FQ4 Dropbox</p>	<p>SEDGC, choose one chapter from Section II Traditional written response for the Big Five. Read the chapter and write a Big Five response, with summaries for four Big Ideas that are relevant or important to you AND one Application Idea you have from the reading you could use right now. You could also respond to one of the General Focus Questions in the document on Blackboard. Post to the dropbox.</p>
<p>FQ5 Discussion Post on Padlet</p>	<p>Choose one chapter from EGT 12 – 16. Choose a chapter from this section. For this Focus Question, use a document, PowerPoint/Prezi or other presentation style and/or video to share your Big Five from this chapter. The Big Five include: Summarize four Big Ideas that are relevant or important to you AND one Application Idea you have from the reading you could</p>

	(continued) use right now. Post to the Focus Question 5 Padlet column, using the chapter title as your post's title. View all and comment meaningfully on at least one colleague's postings.
FQ6 has been eliminated	
FQ7 Discussion Post on Padlet Choose one of these two options	<p>SEDGC, choose one chapter from Section III AND one chapter from Section IV Traditional written response for the Big Five. Read the chapter and write a Big Five response, with summaries for four Big Ideas that are relevant or important to you AND one Application Idea you have from the reading you could use right now. You could also respond to one of the General Focus Questions in the document on Blackboard. Post to the dropbox.</p> <p>Readings on Special Topics Use a document, PowerPoint/Prezi or other presentation style and/or video to share your Big Five from this chapter. The Big Five include: Summarize four Big Ideas that are relevant or important to you AND one Application Idea you have from the reading you could use right now. Post to the corresponding Padlet column for your topic.</p> <p>View all. No comments necessary. This gives you a general overview of these topics for future reference or self-study.</p> <p><u>Special Topics</u> *Dabrowski Theory of Overexcitabilities *Three articles on depth psychology *Article on parenting the gifted *Chapter on gender differences *Chapter on twice exceptionality</p>

Rubric for Focus Questions

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

	professional or academic writing			
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Philosophy Paper
Remains the same

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, you gather 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 the four components from the rubric below. *Your philosophy paper must focus on the needs and challenges of gifted learners.*

Philosophy Paper Rubric

Possible Components	Exceeds Expectations (5)	Meets Expectations (4-3)	Emerging (2-1)	Does not meet expectations (0)
**Required				
	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-
<i>Social/Emotional and/or Guidance and Counseling</i> needs in gifted education.	Thoroughly defines <i>social/ emotional, and/or guidance and counseling</i> needs in gifted education.	Adequately defines <i>social/emotional, and/or guidance and counseling</i> needs in gifted education.	Partially defines <i>social/emotional, and/or guidance and counseling</i> needs in gifted education.	Does not define <i>social/emotional, and/or guidance and counseling</i> needs 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 and teacher support	Thoroughly describes at least one social/ emotional need or need guidance and counseling need of importance to the teacher and defines at least one useful strategy.	Adequately defines at least one social/ emotional need or guidance and counseling need of importance to the teacher, and adequately defines at least one useful strategy.	Partially defines at least one social/ emotional need, guidance and counseling need of importance to the teacher. Partially defines at least one strategy.	Does not define one social/ emotional need, o guidance and counseling need of importance to the teacher. Does not define a strategy.
**Writing Conventions	(5) Shows a thorough understanding of the conventions of academic writing	(4) Shows an adequate understanding of conventions of academic writing	(3-2) Shows a partial understanding of the conventions of academic writing	(1-0) Shows no understanding of the conventions of academic writing.
Total Score out of 20				

Face-to-Face Saturday Session and Alternative Options

Option 1	<p>Face-to-Face Saturday Session</p> <p>I will decide if this moves forward by April 6. If Ohio schools and/or Ashland University classes are still in online status, this will be canceled. Choose the Annotated Bibliography on a topic, extend your current Annotated Bibliography (for the Dialogue topic) by four articles, or submit another project idea that totals about 6 hours of work. It could relate to more of your own course adaptations in response to school closings.</p> <p>Saturday, April 25, 2020 at Schar College of Education Ashland University Main Campus, 9:30am – 4pm.</p> <p>Bring with you:</p> <ul style="list-style-type: none"> -Your district Written Education Plan (WEP), Identification protocol and Service protocol -Be prepared to share your Dialogue Project Presentation. -General or specific questions you have about gifted education for the instructors and for others taking the coursework -Bring a lesson you would like to differentiate for the afternoon collaborative session
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	<p>Janet James, Retired Gifted Coordinator, will be the featured speaker in the morning. I will see about providing tickets to our award-winning café in Lower Convo, provided by the College of Education. This is cafeteria style and accommodates all dietary restrictions. RSVP to Dr. Groman by April 1 on the Wiki.</p>
<p>Option 2</p>	<p>Ohio Association for Gifted Children 2020 Teacher Academy (one full day) Author Richard Cash (we use one of his texts in 651 and 654!) will be the featured speaker.</p> <p>Attend at least one full day of the OAGC Teacher Academy and write a 500 word reflection on the sessions you attended that relate to this course, 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>Registration for this event officially closes on Monday, February 10, but I have asked OAGC permission to extend this until midnight Wednesday, February 12. You must register by then!</p> <p>February 24 and 25, 9:00-4:00 at the Columbus Doubletree in Columbus/Worthington. See the OAGC website for details http://www.oagc.com/teacherAcademy.asp</p>
<p>Option 3</p>	<p>Annotated Bibliography</p> <p style="text-align: center;">Annotated Bibliography</p> <p>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 four 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: Your name 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</p>

	<p>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>	
	<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
Option 4	<p>You may request permission to create and submit a different project idea that totals about 6 hours of time. Email Dr. Groman.</p>	

Guidance and Counseling Needs Chart

Remains the same

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 this semester, 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, but you do not have to use them. You may wish to do a search for more information. This chart should have five needs to begin with, from your Question #1, and 10 are required. There is a template 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	Causes or Contributing	Identifying Behaviors	Outcomes if left unsupported	Possible interventions or
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Counseling need	Factors			strategies

Directions and format for PETERSON or FONSECA DIALOGUE Project

See notes in red and comments bubbles for adjustments

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 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

Due to the Governor closing schools, you will not have students to work with for this assignment. Here are some suggestions as to how you might adapt to meet the requirements for this project.

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

Through Technology option – you may have a way of facilitating a dialogue with your students either using technology or another format, based on how your district is dealing with this shift. If so, you may choose this option.

Zoom sessions with 653 classmates option – I can set up a couple of Zoom Room sessions with our class so that you can facilitate a 30-40 minute dialogue with them.

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 goals is to try to accommodate the social/emotional needs with your students in your current district class format, you may use the dialogue information in a very non-traditional way. That’s OK. We must be flexible in these days!

As Written option – if you have already done your dialogue with students before schools closed. Just continue with the project steps as written.

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.

In Week 3 we have a Synchronous Online Session where I will model the Dialogue process with

you.

Step 3. Background Research. (Weeks 4-6) 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 appears in this syllabus in the Option 3 description. I will post a video that outlines this process as well.

At the time of this writing, many of you have already completed and submitted this assignment. If you wish to add four articles to it for the Face-to-Face Alternate activity (since it appears as though I will most likely be forced to cancel this session), you could do that, and include any new areas or topics that will help you incorporate social and emotional needs in an online or nontraditional environment.

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.

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

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

Zoom sessions with 653 classmates option – I can set up a couple of Zoom Room sessions with our class so that you can facilitate a 30-40 minute dialogue with them. *If you plan to use this option, please email Dr. Groman immediately. I will set up either a Wednesday (alternate to the Zoom drop-in sessions) or Thursday at 6:30 in Weeks 8 or 9, working around Spring Break schedules.*

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.

As Written option – continue as written.

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 during the Synchronous session.

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 8-9) 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 presentation.

Step 8: Write your Project Presentation. (Week 9-11) 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 11 OR Face-to-Face Session) Post your completed Dialogue Presentation to the Padlet. If you DO attend the F2F Session, you do not need to include audio, but be prepared to use your Dialogue Presentation slides to talk to the F2F group about your project and insights you gained. If you DO NOT attend the F2F Session, post your completed Dialogue Presentation to the Padlet **and in a 5-7 minute video discuss your project using the slides.** View all and comment if you wish, but not required.

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.

Commented [DrJ1]: I have made the project longer by adding a few slides. Making a video is now optional, not required.

If you do not make a video, use well-written bullet points or succinct narratives to share your information.

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). **If you want to add a few more from an enhanced Annotated Bibliography, you may do so. But if you do, do not feel that you need to include all of your sources. Just the most useful for your classmates/colleagues.**

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.

Add five new slides:

Through this project presentation, I am interested in showing how teachers/you adapted to this challenging situation, which is the purpose of these five slides.

1) Then This Happened Slide – I have a slide for you to insert into your project here that shows where the COVID19 impacted this project. You can include my slide or another you create that indicates this interruption. The reason for this

2) How was this handled in your district? Slide. Give a short review of how your district responded to the Governor's announcement. Who met? Who decided? What did they decide? How did they let faculty and staff know? How did they let parents and students know?

3) How were you prepared by your district to deal with the change? Slide. Give a short review of how your district prepared you for the new school format? If Professional Development – how? How long did you have?

4) What was/is your biggest concern for your students, especially their social/emotional needs? What was/is your biggest concern for the social, emotional, guidance, or counseling needs your gifted/high achievers? Slide. Comment especially on your concerns for your gifted students. This shows part of a rationale for your choice of changing the format of your dialogue.

5) The Change in Plan slide – Share how you changed your dialogue (or did not change your dialogue, if you facilitated it before schools closed) to accommodate the new format of your classroom.

Then continue your presentation with the slides listed below.

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.

Strengths Slide (optional) – If you would like, you may create a final slide that comments on the semester, your strengths, and how you feel you responded to this unprecedented shift in your life and teaching.

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, 2020, Online Course Schedule

With March 15, 2020, updates

Week	Readings and Assignments Unless otherwise indicated, dropboxes close Wednesday at midnight after the assignment is due, please submit to dropbox or post to Padlet within the grace period.	Due Sunday at midnight
Week 1 February 10 - 16	<ul style="list-style-type: none"> -Before you do any reading or even look at the syllabus, watch the Focus Question 1 Video -Read the syllabus and view the Syllabus Overview video -View the Week 1 Video -Visit the ODE Website to find The Ohio Operating Standards AND Law for Gifted Students - Put your responses from FQ1 into your Guidance and Counseling Needs Chart and save the document 653_FirstNameLastInitial_Chart. <p>If you plan to attend one or two days of the OAGC Teacher Academy for your Optional session, please register by midnight Wednesday!</p> <p><u>Dialogue Project (no submissions until the Annotated Bib in Week 7)</u></p> <ul style="list-style-type: none"> -Review carefully the Dialogue Project specifications -Step 1 and Step 2 	<ul style="list-style-type: none"> -Post FQ1 in the Padlet Introduction column. -Feel free to comment on any other posts
Week 2 February 17-23	<ul style="list-style-type: none"> -View the Week 2 Video -View the ODE Operating Standards Video for 653 [If you have not yet taken 650, watch that video first] -Read EGT Chapter 17 and follow the instructions for Focus Question 2 -Start filling in the Guidance and Counseling Chart as you read 	-FQ2 to dropbox

	<u>Dialogue Project</u> -Steps 1 and 2	
Thursday, February 27 6:30–8:00pm Required Synchronous Online Session on Collaborate	Follow the instructions on Blackboard to join this session before 6:30. You will need to access: -The 653 Syllabus -Focus Question 2/Guidance and Counseling Chart -Questions about the course or gifted education in general	<u>Format</u> -Introductions -Questions -Syllabus, course, program questions answered -Sharing one row from FQ2/Chart -Modelling the Dialogue -Questions
February 24 - 25	OAGC Teacher Academy http://www.oagc.com/teacheracademy.asp I am doing a session on Tuesday on Facilitating Dialogues with gifted students! If you attend, be sure to write up your reflection paper and submit it to the Alternative Option activity dropbox in the Week 12 folder.	
Week 3 February 24 - March 1	-View the Week 3 video (which reviews finding scholarly articles and writing an annotated bibliography) -Read SEDGC, one chapter from Section I and complete Focus Question 3 – the Big Five. -Find your district’s Written Education Plan (WEP) for next week <u>Dialogue Project</u> -Step 2, beginning Step 3	-FQ3 is a nontraditional post in the Padlet Column “Focus Question 3.” Comment on one colleague.
Week 4 March 2 - 8	-View the Week 4 video -View the 653 WEP video with your district WEP handy [If you have not yet taken 650, watch the WEP Overview video] -Choose a chapter from SEDGC, Section II and complete Focus Question 4 -Continue adding to your Chart -Take the online Myers-Briggs Type Indicator quiz and print/save the results. <u>Dialogue Project</u> -Step 3 and Step 4	-FQ4 to dropbox
Week 5 March 9 - 15	-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 . Keep notes and reflections on all of the MBTI videos, noting details that are interesting, useful, and might apply to you or your classroom. -Choose a chapter from <i>EGT</i> Chapters 12 – 16 and complete	-FQ5 is a nontraditional post in the Padlet column that corresponds to your chapter

Commented [DrJ2]: The MBTI assignments will continue according to the syllabus.

	<p>Focus Question 5</p> <p><u>Dialogue Project</u> -Step 3 and Step 4</p>	-Comment on one colleague's post
<p>Wednesday March 18 6:30-7:30pm</p>	<p>Zoom Drop-in Office Hours Feel free to drop into this Zoom session to ask questions, work through ideas or challenges, or get clarification on any work. I offer this drop-in session to all of my classes, so I will chat with students on a first-come, first-served basis. See the Zoom information below.</p> <p>7:00pm – 7:30pm is my exclusive time for EDIS 653. Please call within that time frame if you have questions or concerns.</p>	
<p>Updated calendar begins HERE Week 6 March 16-22</p>	<p>-View the Week 6 Video, which also talks about the MBTI – E/I preferences -Focus Question 6 has been eliminated. Use this time to do some planning, reading Padlet posts, or simply breathing a bit. You have had a busy few weeks.</p> <p>-Watch online video “Discover your personality type” E/I Preference (0:00 – 2:00). In your MBTI notes, jot reflections on: 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? No change to the MBTI assignments.</p> <p>-Continue adding to your Chart, which should have reached 10 entries by now. Look over and begin answering the Reflection Questions. The Chart assignment will not change.</p> <p><u>Dialogue Project</u> -Step 3 and Step 4 (Annotated Bibliography due end of Week 7) This due date will be extended until the end of Week 8. Email Dr. G if you need more time. If you wish to extend your Annotated Bibliography with four articles to make up for the (probably) cancelled Face-to-Face session, you can work on this now, but you do not need to turn that in until Week 12.</p>	-FQ6 to dropbox
<p>Week 7 March 23-29</p>	<p>-View the Week 7 Video -Watch “Discover your personality type” S/N Preference (2:00-3:27) - In your MBTI notes, jot reflections on: Do you prefer Sensing (S) or Intuition (N)? How does your new knowledge of the S/N preference impact how you might view, interact, and accommodate students? -In the MBTI Padlet column of your choice (E/I or S/N), write a double tweet (up to 280 characters) reflecting on your notes for</p>	<p>-Annotated Bibliography to dropbox due date extended to end of Week 8, April 5</p> <p>-Post to MBTI Padlet, either E/I column OR the</p>

	<p>that preference. Practical ideas for classroom use are always welcome. -Be working on your Reflection Questions on the Chart</p> <p><u>Dialogue Project</u> -Step 3 finished this week [Annotated Bibliography], Step 4, Step 5 Adapt your work here to your chosen Dialogue option.</p>	<p>S/N column</p> <p>Email Dr. Groman this week if you plan to present your dialogue with the class during a Zoom session in weeks 8 or 9.</p>
<p>Wednesday April 1 6:30-7:30pm</p>	<p>Zoom Drop-in Office Hours Feel free to drop into this Zoom session to ask questions, work through ideas or challenges, or get clarification on any work. I offer this drop-in session to all of my classes, so I will chat with students on a first-come, first-served basis. See the Zoom information below.</p>	
<p>Week 8 March 30 – April 5</p>	<p>-View Week 8 video -Choose a topic in the folder and read for Focus Question #7 (last one!) -Watch “Discover your personality type” T/F Preference (3:27-4:40) - In your MBTI notes, jot reflections on: Do you prefer Thinking (T) or Feeling (F)? How does your new knowledge of the T/F preference impact how you might view, interact, and accommodate students? -Complete the Chart</p> <p><u>Dialogue Project</u> -Step 5 and Step 6 Adapt your work here to your chosen Dialogue option.</p>	<p>-Submit your Chart to dropbox</p> <p>-RSVP by April 1 to the Wiki to tell Dr. Groman your choice of F2F, OAGC, or Annotated Bib</p>
<p>I will decide if the Saturday Face-to-Face moves forward by April 6. If Ohio schools and/or Ashland University classes are still in online status, this will be canceled. Choose the Museum Project option or submit another project idea that totals about 6 hours of work. It could relate to your own course adaptations in response to school closings.</p>		
<p>Week 9 April 6 - 12</p>	<p>-View Week 9 Video (if there is one!) -Continue working on Focus Question 7 and post to corresponding Padlet column - Watch “Discover your personality type” J/P Preference (4:40-5:45) - In your MBTI notes, jot reflections on: Do you prefer Sensing (S) or Intuition (N)? How does your new knowledge of the S/N preference impact how you might view, interact, and accommodate students?</p>	<p>-FQ7 is a nontraditional post in the Padlet column that corresponds to your chapter</p> <p>-Post to MBTI Padlet, either T/F</p>

	<p>-In the MBTI Padlet column of your choice (T/F or J/P), write a double tweet (up to 280 characters) reflecting on your notes for that preference. Practical ideas for classroom use are always welcome.</p> <p><u>Dialogue Project</u> -Step 6 and Step 7 (your Dialogue should be facilitated by the end of this week, though I will let you know this week if we will be holding a Zoom session for any students who wish to facilitate a dialogue with the 653 class, probably Thursday, April 16) Adapt your work here to your chosen Dialogue option.</p>	column OR the J/P column
Wednesday, April 15 6:30-7:30	Zoom Drop-in Office Hours Feel free to drop into this Zoom session to ask questions, work through ideas or challenges, or get clarification on any work. I offer this drop-in session to all of my classes, so I will chat with students on a first-come, first-served basis. See the Zoom information below.	
Thursday April 16 6:30 until we're done	Possible Zoom Dialogue session for anyone who wants to perform their dialogue with the class. This will be required, if it takes place.	
Week 10 April 13-19	<p>-View Week 10 Video (if applicable) -MBTI putting it all together. Early in the week, share your four letter MBTI (if you wish) in the Padlet Final MBTI Share and discuss in a double tweet: 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. If you comment (not required), use a single tweet character limit (140).</p> <p><u>Dialogue Project</u> -Step 8 and Step 9</p>	<p>-Post to the Padlet Final MBTI Share</p> <p>-Turn in your Alternative Option activity by the end of Week 12</p>
Week 11 April 20-26	<p>-Finish your Dialogue Project Presentation and post by Wednesday -Read instructions for the Philosophy Paper Due dates may or may not be extended, according to the University's policy on this semester's grade due dates. I need to wait until I receive more information.</p>	-Dialogue Project Presentation (audio/video no longer required) to Padlet by Wed, 4/22

<p>Saturday April 25, 2020 9:30-4:00</p> <p>Optional Face-to-Face Session</p>	<p>Saturday, April 25, 2020 at Schar College of Education</p> <p>I will decide if this moves forward by April 6. If Ohio schools and/or Ashland University classes are still in online status, this will be canceled. Choose the Museum Project option or submit another project idea that totals about 6 hours of work. It could relate to your own course adaptations in response to school closings.</p> <p>Ashland University Main Campus, 9:30am – 4pm.</p> <p>Bring with you:</p> <ul style="list-style-type: none"> -Your district Written Education Plan (WEP), Identification protocol and Service protocol -Be prepared to share your Dialogue Project Presentation with the group. -General or specific questions you have about gifted education for the instructors and for others taking the coursework -Bring a lesson you would like to differentiate for the afternoon collaborative session <p>Janet James, Retired Gifted Coordinator, will be the featured speaker in the morning. I will see about providing tickets to our award-winning café in Lower Convo, provided by the College of Education. This is cafeteria style and accommodates all dietary restrictions. RSVP to Dr. Groman by April 1.</p>	
<p>Wednesday April 29 6:30-7:30</p>	<p>LAST Zoom Drop-in Office Hours</p> <p>Feel free to drop into this Zoom session for any final questions about your grade and assignments. See the Zoom information below.</p>	
<p>12 April 27 – May 1</p>	<ul style="list-style-type: none"> -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>You will want to take a moment to download and save the Padlet and any presentations you want to keep for the future.</p>	<ul style="list-style-type: none"> -Philosophy Paper to dropbox due May 1 -Alternative Option activity due May 1

Topic: Dr. Groman's Drop-in Session
 Time: Mar 18, 2020 06:00 PM Eastern Time
 Every 14 days, 4 occurrence(s)
 Mar 18, 2020 06:00 PM
 Apr 1, 2020 06:00 PM
 Apr 15, 2020 06:00 PM
 Apr 29, 2020 06:00 PM

Please download and import the following iCalendar (.ics) files to your calendar system.
 Daily: <https://ashlanduniversity.zoom.us/j/9876543210?pwd=9876543210>
<https://ashlanduniversity.zoom.us/j/9876543210?pwd=9876543210>

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[mjZJLsDD8F3ZXcFHSGdMQGbh9R9-B](https://ashlanduniversity.zoom.us/j/852266480)

Join Zoom Meeting

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Meeting ID: 852 266 480

One tap mobile

+16468769923,,852266480# US (New York)

Dial by your location

+1 646 876 9923 US (New York)

Meeting ID: 852 266 480

Find your local number: <https://ashlanduniversity.zoom.us/u/aceaR1RzSg>