

Ashland University  
Dwight Schar College of Education  
Department of Doctoral Studies and Advanced Programs  
Syllabus and Calendar  
EDIS 653, Spring, 2022

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147 Schar College of Education

419-651-2586 (Cell)

Office hours Wednesdays, from 4:00-6:30pm, see sign up on Blackboard for appointment

Or other times by appointment

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](mailto: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](http://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](mailto:dstoops@ashland.edu), 419.207.6779, or 701 Library during regular business hours.



Walk-in



Request a tutor

### Ashland Writing Center

- Receive one-on-one feedback from a 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 and asynchronous appts now available)
- Drop-in hours: Sun-TH 7pm-9pm (no appointment needed)

- Go to the website - <https://www.ashland.edu/administration/wcc> - to schedule your appointment

Course content:

See course content listed under Knowledge criteria.

Student Learning Outcomes

See specific SLOs listed under Skills and Dispositions criteria

<b><u>KNOWLEDGE:</u></b> The graduate education student will have knowledge of:	<b><u>SKILLS:</u></b> The graduate education student will have skills to:	<b><u>DISPOSITIONS:</u></b> The graduate education student will:	<b><u>STANDARDS</u></b> 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	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>context. 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-HOPD-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](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<sup>h</sup> 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 to the appropriate assignment box on Blackboard.

Save your document with the following title: 653\_FirstnameLastInitial\_AssignmentTitle  
Which may look thus: 653\_JenniferG\_FQ1 (this is for Focus Question 1)  
This truly helps save me time in downloading and grading assignments.

I take a great deal of time reading and commenting on your written submissions. I post these back to the dropbox for you. Please take time to view my comments! If you cannot see them (they are there!), please email me and I can walk you through how to see them or I can send you a PDF file that shows them easily.

#### **The Grading Scale is as follows:**

<b>91-100%</b>	<b>A</b>	<b>Excellent Achievement</b>
<b>81-90%</b>	<b>B</b>	<b>Good Achievement</b>
<b>71-80%</b>	<b>C</b>	<b>Below Expectations for Graduate Work</b>
<b>69%</b>	<b>F</b>	<b>Failure</b>

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*.

### 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 7 x 20	140
Counseling/Guidance Needs Chart	50
Meyers-Briggs Type Indicator discussion	50
Annotated Bibliography	50
Peterson OR Fonseca Dialogue Presentation	60
Philosophy Statement	30
<b>Total</b>	<b>400</b>

**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
<b>Response Postings</b>	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
<b>Clarity &amp; Mechanics</b>	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

## Assignments

### 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. Some Focus Question responses are submitted to the Blackboard dropbox only, just to me. 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.

### 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.

### 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.

Include an APA reference list or slide.

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 7<sup>th</sup> 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)

List of Focus Questions

<p>FQ1 Padlet Introduction column only</p>	<p><b><u>Step One:</u></b> Before you do any reading 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.</p> <p><b><u>Step Two:</u></b> Post to the Padlet Introduction Column. Feel free to read classmates’ slides – but not until AFTER you post your slides.</p>
<p>FQ2 Collaborative Document only</p>	<p>EGT Chapter 17</p> <p>Read the chapter and access the Chart Google doc. Choose one social/emotional, guidance, or counseling challenge from the chapter and start an entry on the Chart. Complete as much as possible on this concept.</p> <p>As you read, complete 5 rows total throughout the semester, try not to double up a topic someone else has chosen. Two rows on the same topic by two students is fine – but no more than two.</p> <p>If you need to do a little research elsewhere, I encourage you to do so!</p> <p>You will submit the completed chart, including a reflection response) in the final week.</p>
<p>FQ3 Post to Padlet and Dropbox</p>	<p>SEDGC, Any chapter from Section I</p> <p>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 focus</p>

	<p>question response using any style list in this syllabus, traditional (using one of the General Focus Questions on Bb), the Big Five, or an Application. Post to the SEDGC Section I Padlet column and Dropbox.</p> <p>View all and comment meaningfully on at least one colleague's postings.</p>
FQ4 Dropbox	<p>SEDGC, choose one chapter from Section II</p> <p>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 focus question response using any style list in this syllabus, traditional (using one of the General Focus Questions on Bb), the Big Five, or an Application. Post to the SEDGC Section I Padlet column.</p>
FQ5 Discussion Post on Padlet and Dropbox	<p>Choose one chapter from EGT 12 – 16.</p> <p>Choose a chapter from this section.</p> <p>Ch. 12 – Underachievement: Identification and Reversal (also see the PPT of Stanley's book on underachievement in the Supplemental Readings)</p> <p>Ch. 13 – Cultural Diversity and Economic Disadvantage: The Invisible Gifted</p> <p>Ch. 14 – Gifted Girls, Gifted Boys (also see the article Supplemental Readings)</p> <p>Ch. 15 – Gifted Children with Disabilities (also see the article in the Supplemental Readings)</p> <p>Ch. 16 – Parenting the Gifted Child (also see the article in the Supplemental Readings)</p> <p>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 focus question response using any style list in this syllabus, traditional (using one of the General Focus Questions on Bb), the Big Five, or an Application. Post to the corresponding Focus Question 5 Padlet column.</p> <p>View all and comment meaningfully on at least one colleague's postings.</p>
FQ6 Dropbox	<p>SEDGC, choose one chapter from Section III.</p> <p>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 focus question response using any style list in this syllabus, traditional (using one of the General Focus Questions on Bb), the Big Five, or an Application. Post to the dropbox.</p>
FQ7 Dropbox and Padlet	<p>Readings on Special Topics</p> <p>Choose a topic/reading from the list below and complete your choice of Focus Question response style. Post to the corresponding Padlet column and to the FQ7 Dropbox.</p>

	<p><u>Special Topics</u></p> <ul style="list-style-type: none"> <li>*SEDGC, Choose a chapter from Section IV</li> <li>*Dabrowski Theory of Overexcitabilities</li> <li>*Three articles on depth psychology</li> <li>*Gifted students of color (two articles and the video, linked below)</li> </ul> <p><a href="https://www.youtube.com/watch?time_continue=62&amp;v=adMFCNdbIsA&amp;feature=emb_logo">https://www.youtube.com/watch?time_continue=62&amp;v=adMFCNdbIsA&amp;feature=emb_logo</a></p> <p>View as many as you can. No comments required. Your colleagues' responses provide a general overview of these topics for future reference or self-study.</p>
<p>OAGC Conference may take the place of FQ3 – FQ7</p> <p>Put your reflection in the DB of the subbed FQ only</p>	<p><b>OPTIONAL -</b></p> <p><b>Ohio Association for Gifted Children Spring Teacher Virtual Academy</b></p> <p>February 28 and March 1, 2022. See the OAGC Website for details</p> <p>Attend at least 5 sessions of the OAGC Teacher Academy related to social, emotional, guidance, or counseling needs of the gifted and write a 500 word reflection on the sessions you attended, specific ideas that were new or interesting, and specific ways you will use what you learned in your classroom/context. Professional writing, first person, headed like the Annotated Bibliography, double spaced, edited. Save as <b>650_FirstNameLastInitial_Conference</b></p>

Rubric for Focus Questions

	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Emerging</b>	<b>Does not meet expectations</b>
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 professional or academic writing	X	X	(0) Shows no attempt or understanding of the conventions of professional or academic writing.

**Philosophy Essay**

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 (if you took it, though you may have taken the PD courses as a substitute), you gathered 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 and interests.

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 [For What It's Worth: Crafting a Statement of Educational Philosophy | National Association for Gifted Children](#) (his link to the University of Minnesota's site is broken. Use this link [Writing Your Teaching Philosophy | Center for Educational Innovation](#) )

Your writing should be professional, headed like a traditional 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 300 words and include the components from the rubric below. *Your philosophy paper must focus on the needs and challenges of gifted learners. Do not write a general philosophy ("Schools should...") but YOUR philosophy ("I believe...") with specific examples of what it might look like in your classroom.*

### Philosophy Paper Rubric

Possible Components	Exceeds Expectations (5)	Meets Expectations (4-3)	Emerging (2-1)	Does not meet expectations (0)
<b>**Required</b>				
	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-
<b>Social/Emotional and/or Guidance and Counseling</b>	Thoroughly defines social/ emotional, and/or guidance and	Adequately defines social/emotional, and/or guidance and	Partially defines social/emotional, and/or guidance and	Does not define social/emotional, and/or guidance and

needs in gifted education.	<i>counseling</i> needs in gifted education.	<i>counseling</i> needs in gifted education.	<i>counseling</i> needs in gifted education.	<i>counseling</i> needs in gifted education.
<b>The teacher's role.</b>	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.
<b>Student issues and teacher support</b>	Thoroughly describes at least one social/emotional need or 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.
<b>**Writing Conventions</b>	(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			

### **Guidance and Counseling Needs Chart**

As you read chapters and articles for this course you will fill out a Counseling and Guidance Needs Chart, below. See a link to the collaborative document on Blackboard. Start by answering the Your Context Question #1 in a separate document (submitted as FQ2) and identify up to five counseling and guidance issues you see in your situation.

As you read this semester, add to your chart, starting with one of the issues from FQ1 or FQ2. You may use bullet points or narrative writing as you prefer, or add images or links. You may wish to do a search for more information. You should complete chart rows on five needs over the semester.

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, but find as much as you can.

At the end of the semester - Finalize and submit your Guidance/Counseling needs Chart  
Close to the end of the course, 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.)

Review the chart and read/skim all of your colleagues' entries. Feel free to format this as you wish. 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?

### **Directions and format for PETERSON or FONSECA DIALOGUE Project**

This is the major project in this course. You will identify a topic, a group of gifted/high achieving individuals, plan, and implement a dialogue with that group. There are nine sequential steps that will eventually become your Final Dialogue Project Presentation. The culminating submission is a presentation of professionally written slides and your reflections. Consider a broader audience than this class only - this is a presentation 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. Also, respect the privacy of your participants by using pseudonyms.

Step 1. View the Dialogue Project video and 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 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. (Weeks 2-3) Choose a Topic. Skim or review the different sections or topics in the book. Choose one that you feel aligns well with your students or the adults you want to work with or is a topic you are interested in. Prepare to facilitate one of the dialogues or lessons with a small group of students OR adults you know (either colleagues or adult friends), taking approximately 30-45 minutes from start to finish. Use the dialogues as written in Peterson and Fonseca as closely as possible– of course you may adapt as you wish, but these dialogues are created by highly respected researchers with a great deal of experience working with gifted students firsthand.

Step 3. Background Research. (Weeks 4-6) 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

### **Annotated Bibliography**

There is a video on Blackboard outlining this process and how to search for scholarly articles. You have chosen a relevant theme from your chosen dialogue, locate three 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.

Head your paper:

Your name  
Date

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 in your dialogue. 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 how you will run your dialogue? What ideas does it give you toward gifted students in general?

Double space and start into the next source’s Annotated Bibliography.

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

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

Remember that this slide presentation may be used in the future to 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.

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

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

**The Rationale.** What book and topic did you choose and why?

**The Research.** 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, you are welcome to tell us about any of the articles, authors, or helpful information you gained from the reading.

**The Plan – 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.** 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**

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.

Step 9: Discuss/Post to the Discussion Forum only (there is no dropbox): (Week 11) Record a 5-7 minute video to discuss your project using the slides as a guide. Post to the Padlet. View all and comment on two colleagues.

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, 2022, Online Course Schedule**

Unless otherwise indicated, dropboxes close 3 days after the assignment is due – Wednesday at midnight. You may upload the assignment before this grace period expires without penalty.

Please remember to visit the dropbox for your graded assignment and read my comments.


Resource Notebook: Begin considering how you are going to collect and archive your coursework submissions and materials for your Resource Notebook, which will be due during EDIS 796 (for endorsement students) or EDIS 710 (for MEd students).

Week	Readings and Assignments	Due Sunday at midnight
	Padlet site: <a href="https://padlet.com/jgroman/653_Sp2021">https://padlet.com/jgroman/653_Sp2021</a> Collaborative chart: <a href="https://docs.google.com/document/d/1_Zm2ejJAw7TsZqREAffr57M17ELP6Z65vs9V7q_768M/edit?usp=sharing">https://docs.google.com/document/d/1_Zm2ejJAw7TsZqREAffr57M17ELP6Z65vs9V7q_768M/edit?usp=sharing</a>	

<p>Week 1 Feb 7-13</p>	<p>-Before you do any reading, complete Focus Question 1.          -Complete the course <a href="#">Pre-Assessment</a>, saving the link you receive by email for your Post-Assessment          -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</p> <p>If you plan to attend the OAGC Spring Teacher Academy, register by February 14. Attending this conference and submitting a write-up can take the place of one Focus Question response, #3-7.</p> <p><u>Dialogue Project (no submissions until the Annotated Bib in Week 7)</u>          -Review carefully the Dialogue Project specifications          -View the “Can We Talk?” Dialogue Project video          -Step 1 and Step 2</p> <p>Wednesday office hours, 4:00 to 6:30pm. Sign up link on Bb</p>	<p>-Post FQ1 in the Padlet Introduction column.          -Feel free to comment on any other posts</p> <p><a href="#">-Take the Pre-Assessment</a></p>
<p>Week 2 Feb 14-20</p>	<p>-View the Week 2 Video          -View the ODE Operating Standards Video for 653 [If you have not yet taken 650, let me know, I will send you an introduction video to watch first]          -Read EGT Chapter 17 and follow the instructions for FQ2</p> <p><u>Dialogue Project</u>          -Steps 1 and 2</p> <p>Wednesday office hours, 4:00 to 6:30pm. Sign up link on Bb</p>	<p>-FQ2 add one entry to the Counseling Chart</p>
<p style="text-align: center;">Ohio Association for Gifted Children Virtual Teacher Academy          February 28 and March 1, 2022          Register by February 14, 2022          See the OAGC Website for details  <a href="https://oagc.com/events/teacher-academy/">https://oagc.com/events/teacher-academy/</a></p> <p>Remember that you can attend and reflect on this Academy to substitute one of Focus Questions 3-7</p>		
<p>Week 3 Feb 21-27</p>	<p>-View the Week 3 video (which reviews finding scholarly articles and writing an annotated bibliography)          -Read SEDGC, one chapter from Section I and complete FQ3.          -Continue adding to your Chart          -Find your district’s Written Education Plan (WEP) for next week</p> <p><u>Dialogue Project</u></p>	<p>-FQ3 to the Padlet, also submit to dropbox</p> <p>- Comment on one colleague’s</p>

	<p>-Step 2, beginning Step 3</p> <p>Wednesday office hours, 4:00 to 6:30pm. Sign up link on Bb</p>	FQ3.
<p>Week 4 Feb 28 - Mar 6</p>	<p>-View the Week 4 video</p> <p>-View the 653 WEP video with your district WEP handy [If you have not yet taken 650, watch the WEP Overview video first]</p> <p>-Choose a chapter from SEDGC, Section II and complete FQ4</p> <p>-Continue adding to your Chart</p> <p>-Take the online Myers-Briggs Type Indicator quiz and print/save the results.</p> <p><u>Dialogue Project</u></p> <p>-Step 3 and Step 4</p> <p>Wednesday office hours, 4:00 to 6:30pm. Sign up link on Bb</p>	-FQ4 to dropbox
<p>Week 5 Mar 7 - 13</p>	<p>-View the Week 5 Video which also talks about the MBTI. View the Iowa Acceleration Scale video. There is also an article on developing academic acceleration policies</p> <p>-View the Myers-Briggs Type Indicator (MBTI) Introduction video. Keep notes and reflections on all of the MBTI videos, noting details that are interesting, useful, and might apply to you or your classroom.</p> <p>-Complete Focus Question 5</p> <p><u>Dialogue Project</u></p> <p>-Step 3 and Step 4</p> <p>Wednesday office hours, 4:00 to 6:30pm. Sign up link on Bb</p>	<p>-FQ5 to the Padlet column and the FQ5 dropbox</p> <p>-Comment on one colleague's FQ5 post</p>
<p>Week 6 Mar 14-20</p>	<p>-View the Week 6 Video, which also talks about the MBTI – E/I preferences</p> <p>-Complete FQ6</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?</p> <p>-Continue adding to your Chart, which should have reached 5 entries by now. Look over and begin answering the Reflection Questions.</p> <p>Complete the Mid-Semester Check-in. Responses are anonymous.</p>	<p>-FQ6 to dropbox</p> <p>-Mid-Semester Check-in</p>

	<p><u>Dialogue Project</u> -Step 3 and Step 4 (Annotated Bibliography is due end of Week 7)</p> <p>Wednesday office hours, 4:00 to 6:30pm. Sign up link on Bb</p>	
<p>Week 7 Mar 21-27</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 – you don’t need to post to both), write a double tweet (up to 280 characters) reflecting on your notes for 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</p> <p>Wednesday office hours, 4:00 to 6:30pm. Sign up link on Bb</p>	<p>-Annotated Bibliography to dropbox</p> <p>-Post to MBTI Padlet, either E/I column OR the S/N column</p>
<p>Week 8 Mar 28-Apr 3</p>	<p>-View Week 8 video -Choose a topic in the folder and read for Focus Question #7 (last one! The dropbox is in the Weeks 9, 10, 11, and 12 folder) -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, format, reflect, and submit</p> <p><u>Dialogue Project</u> -Step 5 and Step 6</p> <p>Wednesday office hours, 4:00 to 6:30pm. Sign up link on Bb</p>	<p>-Submit your Chart to dropbox</p>
<p>Week 9 April 4-10</p>	<p>-View Week 9 Video -Continue working on FQ7 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 Judging (J) or Perceiving (P)? How does your new knowledge of the J/P preference impact how you might view, interact, and accommodate students? -In the MBTI Padlet column of your choice (T/F or J/P), write a</p>	<p>-FQ7 to the Padlet column and Dropbox</p> <p>-Post to MBTI Padlet, either T/F column</p>

	<p>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)</p> <p>Wednesday office hours, 4:00 to 6:30pm. Sign up link on Bb</p>	OR the J/P column
<p>Week 10 April 11-17</p>	<p>-View Week 10 Video -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><del>Wednesday office hours, 4:00 to 6:30pm. Sign up link on Bb</del></p>	-Post to the Padlet Final MBTI Share
<p>Apr 15 - 18</p>	<p>AU Easter Break Weekend</p> 	
<p>Week 11 Apr 18 - 24</p>	<p>-Finish your Dialogue Project Presentation and post by Friday -Read instructions for the Philosophy Essay</p> <p>Wednesday office hours, 4:00 to 6:30pm. Sign up link on Bb</p>	-Dialogue Project Presentation to Padlet by Apr 24
<p>Week 12 Apr 25-29</p>	<p>-Watch Week 12 Video -Philosophy essay assignment</p>	-Philosophy Paper to



	<p>-Find the Pre-Assessment email you received, click the “Edit your response” and complete the Post-Assessment -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! Ten bonus points if everyone in the course participates.</p> <p>The Padlet will remain available to you indefinitely, save the web address. If you use anything in the future, please give credit to the student who created it.</p> <p>Wednesday office hours, 4:00 to 6:30pm. Sign up link on Bb</p> <p>Be sure to enroll in summer courses! EDIS 650, 651, and 654 are offered in Summer A EDIS 652 is offered in Summer B</p>	<p>dropbox due April 29 -Post-Assessm ent</p>
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