

Revised 2016

**Course number & title:** EDIS 796. Internship in Talent Development Education

**Department(s):** Department of Intervention Specialists and Exceptional Learners (DISEL)

**Credit hours:** 3

**Prerequisites:** EDIS 650, 651, 652, 653, 654, 4 courses and permission

**Fees and charges:** None, except for tuition

**Instructor:** Jennifer Groman, PhD, [jallen@ashland.edu](mailto:jallen@ashland.edu), 419-651-2586

\*\*\*\*\*

### 1. Catalog description:

This course will provide an internship experience with identified gifted and talented high school students so that the student can demonstrate the knowledge gained in the prerequisite classes. This is a 3-semester hour experience of 50 clock hours. Completion of this Internship will satisfy the requirement for direct experience with identified gifted and talented students necessary for certificate validation for the Endorsement of Gifted Education in Ohio.

Note: This does **not** satisfy the capstone requirement for the **Master's of Education** in Curriculum and Instruction With Emphasis in Talent Development Education.

### 2. Course content:

#### REQUIREMENTS FOR INTERNSHIP:

1. **Internship Log.** The student must log at least 50 hours for this internship. Most of these should be directly working with identified gifted and talented students. Some may be for teaching preparation. Turn in Log on Blackboard.
2. **Meeting 1.** The Graduate Student and the University Supervisor will meet for at least three hours to review the assignments and requirements. Students may schedule their observation at this time.
3. **Internship Plan.** A Plan of Internship should be made, which can include what the graduate student is already doing in the classroom or which can include a new unit or project that is mutually agreeable. The Internship Plan includes an overview of the student population and context, as well as The Graduate Student and the University Supervisor should make a plan that includes direct instruction of identified gifted and talented students. See format for plan on Blackboard. Turn in Plan of Internship on Blackboard at least 3 days prior to University Supervisor Observation.
4. **Lesson Plan.** An Ashland University formatted Lesson Plan should be made. This includes learner profiles for 5 specific students who should be formally identified gifted. Fill out this form as completely as possible, especially including how you will differentiate for gifted students.
5. **University Supervisor Observation.** The University Supervisor observes the intern at least three hours, completing the Teacher Observation Form for EDIS 796. The University Supervisor sends the completed form to the Intern, who may request a meeting/phone appointment to discuss the results. The Intern submits the University Supervisor Observation Form on Blackboard.

6. **Site Supervisor Observation.** A Site Supervisor (usually a principal or coordinator, especially someone who has experience with gifted education) observes the Intern for at least 45 minutes and completes one Teacher Observation Form for EDIS 796, sending it to the Intern. The Intern should use the Site Supervisor letter on Blackboard as a introduction and thank you. Turn in Site Supervisor Observation on Blackboard.
7. **Internship Reflection.** After the observation write a 500-600 word reflection essay on your experience. Refer to the Reflection Paper Format document on Blackboard. Turn in Internship Reflection on Blackboard.
8. **Licensure Application Instructions.** A document outlining this procedure is available on Blackboard.

**3. Student learning outcomes for the course:**

**a. Knowledges and Skills for Planning the Internship**

Knowledges and Skills	Level of Bloom's Revised Taxonomy (2002)	Applicable TDE Course
1. The intern will demonstrate understanding of the developmental levels and characteristics of gifted and talented individuals	Knowing Understanding Applying Evaluating	EDIS 650, 653
2. The intern will demonstrate a knowledge of sources of differentiated materials for individuals with gifts and talents.	Knowing	EDIS 651
3. The intern will use technology in planning and managing the teaching and learning environment.	Understanding	EDIS 650, 651, 652, 653, 654
4. The intern will demonstrate knowledge of the selecting, adapting, and using instructional strategies and materials according to the characteristics of individuals with gifts and talents, including students of diverse background, including Appalachian, African American, Asian, Hispanic/Latino, American Indian, second language learners, learning disabled, physically handicapped, and others.	Understanding Analyzing Applying Evaluating Creating	EDIS 650, 653
4. The student will use instructional time effectively.	Knowing	EDIS 651
5. The student will teach individuals to use self-assessment, problem-solving, and other cognitive strategies to meet their needs.	Knowing Understanding Analyzing Applying Evaluating Creating	EDIS 650, 651, 652, 653, 654
6. The intern will integrate the materials with national, state, and local curricula standards.	Knowing Understanding Analyzing Applying Evaluating Creating	EDIS 650, 651, 652, 653, 654

<b>Knowledges and Skills (continued)</b>	<b>Level of Bloom's Revised Taxonomy (2002)</b>	<b>Applicable TDE Course</b>
7. The intern will be able to select instructional models to differentiate specific content areas.	Knowing Understanding Analyzing Applying Evaluating Creating	EDIS 651, 652, 653, 654
9. The intern will design learning environments that encourage active participation in individual and group activities.	Knowing Understanding Analyzing Applying Evaluating Creating	EDIS 651, 652, 653, 654
10. The intern will demonstrate knowledge of models and strategies for consultation and collaboration.	Knowing Understanding Analyzing Applying Evaluating	EDIS 651, 652
11. The intern will use strategies to facilitate effective integration into various settings such as self-contained, resource room, and consultation	Knowing Understanding Analyzing Applying Evaluating Creating	EDIS 651, 652, 653, 654
12. The intern will integrate social skills into the curriculum	Knowing Understanding Applying Evaluating Creating	EDIS 650, 653
13. The intern will conduct self-evaluation of instruction.	Knowing Understanding Applying Evaluating Creating	EDIS 651, 653, 654
14. The intern will use verbal, nonverbal, and written language effectively	Knowing Understanding Applying Evaluating Creating	EDIS 650, 651, 652, 653, 654
15. The intern will create and maintain records.	Knowing	EDIS 651, 652
16. The intern will use technology to conduct assessments.	Understanding	EDIS 651, 652, 653

17. The intern will communicate with school personnel about the characteristics and needs of individuals with gifts and talents.	Knowing Understanding Applying Evaluating Creating	EDIS 650, 651, 652, 653, 654
18. The intern will model techniques and be able to coach others in the use of instructional methods and accommodations.	Applying	EDIS 651, 652, 654
19. The intern will encourage students in self-expression, discussion, and creation		EDIS 654

**b. Knowledges and Skills The Intern Must Demonstrate While Teaching**

<b>KNOWLEDGES AND SKILLS FOR THE ASSESSMENT OF THE INTERN</b>	<b>Levels of Bloom's Revised Taxonomy (2002) K (Knowing), U (Understanding), A1 (Analyzing), A2 (Applying), E (Evaluating) C (Creating)</b>	<b>Applicable TDE Course</b>
The intern will set high expectations for student performance	K, U, A1, A2, E, C	EDIS 650, 651, 652, 653, 654
The intern will incorporate activities for students to apply new knowledge	K, U, A1, A2, E, C	EDIS 651, 652, 654
The intern will engage students in planning, monitoring, or assessing their learning	K, U, A1, A2, E, C	EDIS 651, 652, 653, 654
The intern will encourage students to express their thoughts	C	EDIS 651, 652, 653, 654
The intern will encourage students to reflect on what they learned	A1, C	EDIS 651, 652, 653, 654
The intern will accommodate individual or subgroup differences	K, U, A1, E	EDIS 650, 651, 652, 653, 654
The intern will encourage multiple interpretations of events and situations	K, U, A1, E, C	EDIS 651, 652, 654
The intern will allowed students to discover key ideas individually	C	EDIS 651, 652, 653, 654
The intern will engaged students in problem identification and definition	C	EDIS 651, 652, 653, 654

<b>KNOWLEDGES AND SKILLS FOR THE ASSESSMENT OF THE INTERN</b>	<b>Levels of Bloom's Revised Taxonomy (2002)</b> <b>K (Knowing),</b> <b>U (Understanding),</b> <b>A1 (Analyzing),</b> <b>A2 (Applying),</b> <b>E (Evaluating)</b> <b>C (Creating)</b>	<b>Applicable TDE Course</b>
The intern will engage students in solution-finding activities and comprehensive solution articulation	K, U, A1, A2, E, C	EDIS 651, 653, 654
The intern will provide opportunities for students to generalize from concrete information to the abstract	K, A 1, A2, E	EDIS 651, 652, 653, 654
The intern will encourage student synthesis or summary of information within or across disciplines	C	EDIS 654
The intern will solicit many diverse thoughts about issues or ideas	C	EDIS 652, 652, 653, 654
The intern will encourage students exhibit the five core attitudes for creativity: openness to experience, risk-taking, self-discipline, tolerance for ambiguity and group trust	C	EDIS 654
The intern will encourage students to use the Seven I's: Intuition, Insight, Incubation, Inspiration, Improvisation, Imagery, Imagination	C	EDIS 654
The intern will encourage students to engage in creative meditation, thinking, and to set their own creativity rituals	C	EDIS 654
The intern will require students to gather evidence from multiple sources through research-based techniques	K, U, A1, A2, E	EDIS 651, 652, 653
The intern will provide opportunities for students to analyze data and represent it in appropriate charts, graphs, or tables	K, U, A1, A2, E, C	EDIS 650, 651, 652, 653, 654
The intern will ask questions to assist students in making inferences from data and drawing conclusions	K, U, A1, A2, E, C	EDIS 651, 652, 653, 654
The intern will encourage students to determine implications and consequences of findings	K, U, A1, A2, E, C	EDIS 651, 652, 653, 654
The intern will provide time for students to communicate research study findings to relevant audiences in a formal report/presentation	K, U, A1, A2, E, C	EDIS 651, 652, 653, 654
The intern will use technology to enhance teaching	K, U, A2, A2, E, C	EDIS 651, 652, 653,654

<b>KNOWLEDGES AND SKILLS FOR THE ASSESSMENT OF THE INTERN</b>	<b>Levels of Bloom's Revised Taxonomy (2002)</b> <b>K (Knowing),</b> <b>U (Understanding),</b> <b>A1 (Analyzing),</b> <b>A2 (Applying),</b> <b>E (Evaluating)</b> <b>C (Creating)</b>	<b>Applicable TDE Course</b>
The intern will encourage students to use technology to enhance learning	K, U, A2, A1, E, C	EDIS 651, 652, 653, 654

**4. Student assessment criteria for the course:**

**Teacher Observation Form for EDIS 796  
 Ashland University**

The University Supervisor fills out one of these and gives it to the Intern  
 The Site Supervisor fills out one of these and gives it to the Intern, who submits it to Blackboard  
 The University Supervisor submits all to the Teacher Field Experience Office at Ashland University

<b>Teacher Observation Scale for the Talent Development Education course, EDIS 796</b>		<b>Score 1-4</b>
<b>Comments and Observations- Write qualitative comments describing how the intern met these items.</b>		
<b>Rubric for the Teacher Observation Scale for EDIS 796</b>		
Sophisticated: 4	Highly Competent: 3	Fairly competent: 2
Not yet competent: 1		
<b>Curriculum Planning and Delivery</b>		
Set high expectations for student performance		
Incorporated activities for students to apply new knowledge		
Engaged students in planning, monitoring, or assessing their learning		
Encouraged students to express their thoughts		
Had students reflect on what		

<b>Teacher Observation Scale for the Talent Development Education course, EDIS 796</b>		<b>Score 1-4</b>
they learned		
<b>Accommodations for Individual Differences</b>		
Accommodated individual or subgroup differences		
Encouraged multiple interpretations of events and situations		
Allowed students to discover key ideas individually		
<b>Problem Solving</b>		
Engaged students in problem identification and definition		
Engaged students in solution-finding activities and comprehensive solution articulation		
<b>Critical-Thinking Strategies</b>		
Provided opportunities for students to generalize from concrete information to the abstract		
Encouraged student synthesis or summary of information within or across disciplines		
<b>Creative Thinking Strategies</b>		
Solicited many diverse thoughts about issues or ideas		
Encouraged students exhibit the five core attitudes: naiveté, risk-taking, self-discipline, tolerance for ambiguity and group trust		
Encouraged students to use		

<b>Teacher Observation Scale for the Talent Development Education course, EDIS 796</b>		<b>Score 1-4</b>
the Seven I's: Intuition, Insight, Incubation, Inspiration, Improvisation, Imagery, Imagination		
Encouraged students to engage in creative meditation, thinking, and to set their own creativity rituals		
<b>Research Strategies</b>		
Required students to gather evidence from multiple sources through research-based techniques		
Provided opportunities for students to analyze data and represent it in appropriate charts, graphs, or tables		
Asked questions to assist students in making inferences from data and drawing conclusions		
Encouraged students to determine implications and consequences of findings		
Provided time for students to communicate research study findings to relevant audiences in a formal report/presentation		
<b>Technology</b>		
Used technology to enhance teaching		
Encouraged students to use technology to enhance learning		
	Total	



### **5. Program/Department student learning outcomes assessed:**

The program student learning outcomes as approved by the Ohio Board of Regents state that this course meet the fourth assessment. The intern fills out an individual In-School Internship Plan below, and the University Supervisor discusses it with the intern and they reach a mutual agreement about what will be observed and assessed.

The fourth and fifth assessments in this course, having to do with the endorsement candidate's effect on K-12 learning, consists of an observation protocol and specific assignments to demonstrate evidence of successful teaching, and is administered to those receiving the Endorsement, in EDIS 796, Field Experience in the Education of the Talented.

### **6. Additional information:**

#### **Bibliography:**

- The student will use the assigned textbooks for the course EDIS 650, 651, 652, 653, and 654 in planning this internship.
- The intern will also communicate with his/her home school team and use materials approved by the LEA.
- The University Supervisor will communicate with the Site Supervisor about materials and programs that are required or suggested by the LEA.