

EDIS796OL
Sp2020

Ashland University
Dwight Schar College of Education
Department of Doctoral Studies and Advanced Programs
Syllabus and Calendar
Online Coursework

This syllabus was updated on March 15, 2020, as an adaptation to Governor DeWine's announcement to close Ohio schools.

Sorry! This syllabus was updated again on March 18, 2020.

Instructor: Dr. Jennifer Groman

Contact Information:

jgroman@ashland.edu,

257 Schar College of Education,

(cell) 419-651-2586 (office), 419-289-2157

Semester: Spring, 2020

Ungrad/GRAD XXX

Credit Hours: 3

Field/Clinical Hours: 90

Course number & title:

EDIS 796, Internship in Talent Development Education

Department(s):

Doctoral Studies and Advanced Programs

Catalog description:

This course provides an internship experience with identified gifted and talented students so that the student can demonstrate the knowledge gained in the prerequisite classes. This is a 3-semester hour experience of 90 clock hours. Completion of this Internship will satisfy the requirement for direct experience with identified gifted and talented students necessary for certificate endorsement for the Endorsement of Gifted Education in Ohio. This course provides an opportunity for the graduate student to show application of one or more of the Ohio Department of Education Gifted Competencies (a) through (h), and with the five other courses in the endorsement sequence prepares the graduate student for the Ohio Assessments for Educators Gifted Assessment (053). This course fulfills state requirements for the Ohio Intervention Specialist/Gifted Endorsement.

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

Prerequisites:

EDIS 650, 651, 652, 653, 654, (4 courses must be completed) and permission of the program director.

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

25

Fees and charges:

Tuition. May include a technology fee.

Effective catalog date for this master syllabus:

Student assessment criteria:

Students will be assessed using an Internship Plan, Lesson Plan, Log of contact hours, observations by a Site Supervisor and the University Supervisor, Resource Notebook, and a Final Reflection Paper.

Required texts and/or references:

None

Description of field/clinical experiences:

FIELD EXPERIENCE

The Ohio Department of Education requires 50 contact hours with gifted individuals as part of the application process for endorsement. Ashland University requires a log of 90 hours for this purpose:

- 50 or more hours contact with gifted individuals;
- up to 15 hours compiling the Resource Notebook; and
- the remainder of the hours, and up to 40 hours collaborating, preparing and planning for instruction, as long as these hours are focused on gifted education.

CLINICAL EXPERIENCE

Faculty who frequently teach the course:

Licensure programs in which course is required:

Endorsement/Gifted

If the course is offered for either undergraduate or graduate credit identify the respective difference in expectations:

Graduate Credit Only

Academic Integrity

Students are responsible for reading, understanding, and abiding by the academic integrity policies in the Ashland University catalogs:

<https://www.ashland.edu/administration/office-records-and-registration/academic-integrity-policy>

HLC statement for online and hybrid courses

This course format consistently meets the same quality, assessment, learning outcomes, and requirements of the traditional semester offering of this course.

Student Accessibility

It is Ashland University's goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on a disability, please contact the Student Accessibility Center at 419-289-5904, or send an email to au-sac@ashland.edu. The Student Accessibility Center and the course instructor will work together in order to establish accommodations, and to meet your learning needs.

Tutoring included in your tuition

AU provides students with peer tutoring in any of your undergraduate courses, drop-in on most requested courses from Monday – Thursdays 7 – 9 pm. We also offer Time Management, Study Skills, Note Taking, and Test Taking Strategies tutoring.

Please visit www.ashland.edu/tutor for a full drop-in courses schedule or click on “One on One Tutoring” to request a tutor by filling out the form, and we will be in touch with you very soon. The ideal time to request tutoring is during your 3rd week of class to get you ready for your mid-term taking place during week 8.

Questions? Denisia Stoops, Tutoring Programs Coordinator, dstoops@ashland.edu, 419.207.6779, or 701 Library during regular business hours.



Walk-in



Request a tutor

Course content:

REQUIREMENTS FOR INTERNSHIP:

There are useful support documents on Blackboard. The Letter for Districts is an explanation of the course and expectations, if one is needed. The Site Supervisor Letter is a more detailed letter that can be provided to the Site Supervisor. In addition, documents outlining the procedure for the Ohio Assessments for Educator exam and applying for the endorsement are available on Blackboard.

You can begin your log right away.

Observations should be completed before your school’s Spring Break.

Resource Notebook meeting should take place during Week 11 or before: By appointment on April 20.

All written work should be submitted on Blackboard by the end of Week 11: Midnight, Sunday, April 26, 2020.

1. **Internship Log.** Ashland University requires a log of 90 hours for this Internship, which includes:
 - 50 or more hours contact with gifted individuals;
 - up to 15 hours compiling the Resource Notebook; and
 - the remainder of the hours, and up to 40 hours collaborating, preparing and planning for instruction, as long as these hours are focused on gifted education.
2. **Meeting 1.** The University Supervisor holds a Blackboard Collaborate session to review the assignments and requirements. Students may schedule their observation at this time or email the instructor with at least two times to choose from. Please avoid Wednesdays and the first Friday of the month.
3. **Internship Plan.** An Internship Plan is submitted includes an overview of the student

Commented [DrJ1]: It is important that you contact me if you believe you will NOT be able to log at least 50 hours with students this semester. Email me – we’ll make adjustments.

population and context, as well as a reflection on how this impacts the graduate student's teaching of the gifted and how gifted students are accommodated in their classroom. There is a template on Blackboard. Submit Internship Plan on Blackboard at least three days prior to University Supervisor Observation. **If you have not turned this in before 3.16.2020, there are new specifications you may opt to use. See the Internship Plan on Blackboard.**

AS WRITTEN – follow the original instructions on the Internship Plan, which are in black.
NEW ADAPTATION- follow the NEW instructions on the Internship Plan that are in red **read.**

Commented [DrJ2]: I get a chance to fix this typo!

4. **Lesson Plan.** An Ashland University formatted Lesson Plan should be made. This includes learner profiles for five 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. Submit Lesson Plan on Blackboard at least three days prior to University Supervisor Observation.

NEW ADAPTATION - You may plan to write a lesson plan with an eye toward how you are accommodating for gifted in the new format your district is using. If that is so, adapt the form at will, adding sections or not using sections as needed. I encourage you to consider how you will accommodate your gifted students in this new non-traditional format and make it the focus of our conversation, using the Lesson Plan format as you can.

AS WRITTEN - You could also share a face-to-face lesson plan you might do or even have done with students that shows you accommodate for gifted.

5. **University Supervisor Observation.** The University Supervisor observes the intern from two to 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, or online appointment to discuss the results. The Intern submits the University Supervisor Observation Form on Blackboard. **As of 3.16.2020, I have not observed anyone, we may wait until your school reopens to do this. If schools in Ohio/your district remain closed until the end of April:**

You and I will meet on Zoom in April, and we will use the Resource Notebook meeting time to talk about your Lesson Plan as well as your Notebook.

AS WRITTEN - You could also share a face-to-face lesson plan you might do or even have done with students that shows you accommodate for gifted.

You would fill out and send me your University Supervisor Observation Form. Fill out the Graduate Student (GS) Statement for three competencies. We would spend 15 minutes where you share your lesson plan with me, making a point to focus on these parts of the plan:

- Your Student Profiles for 3 – 5 students (to show that you are able to use multiple pieces of data to know your students' needs);
- Section E (Differentiation, to show that you are able to accommodate);
- Assessment (to show that you can use assessment to place students in groups, differentiate for their content, process, and/or products, and gauge gifted/high achieving student progress).

NEW ADAPTATION – Consider how you plan to accommodate your gifted students in this new non-traditional format. Use the Lesson Plan format (or another format – narrative, graphic organizer, etc) to show me what you have planned. Before the meeting you would fill out and send me your University Supervisor Observation Form. Fill out the Graduate Student (GS) Statement for three competencies. ~~If you decided to use 796 to consider how you plan to accommodate your gifted students in this new non-traditional format, We will make these competencies and your adaptations the focus of our conversation, using the Lesson Plan format or other format you have chosen.~~

- 6. Resource Notebook.** On the day of the University Supervisor Observation, the Resource Notebook is due. The graduate student should schedule at least 20 minutes during the observation visit to have one on one time with the University Supervisor to review the notebook. If this is impossible to schedule, other arrangements can be made to meet through Blackboard Collaborate, but making this part of the scheduled visit is preferred. See the folder on Blackboard for instructions. ~~We would still meet about this, we would just include a 15 minute conversation about your Lesson Plan.~~

- ~~**7. Site Supervisor Observation.** The graduate students chooses a Site Supervisor, this is usually a principal or coordinator, especially someone who has experience with gifted education. The Intern should use the Site Supervisor letter on Blackboard as an introduction and thank you. The Site Supervisor observes the Intern for at least 45 minutes and completes one Teacher Observation Form for EDIS 796, sending it to the Intern. If the graduate student is observed for contractual or TESOL purposes, the observation can be substituted provided it has a strong focus on the candidate's ability to accommodate for gifted populations. Submit the Site Supervisor Observation on Blackboard. ~~As of 3.16.2020, if you have not been observed by someone in your district, you may wait until your school reopens to do this. If schools in Ohio/your district remain closed until the end of April:~~~~

Commented [DrJ3]: I have removed this requirement.

~~Meet with the person you would have selected for your Site Supervisor for at least 15 minutes (online or phone works fine) and share with them one way you accommodate for gifted in your classroom. Alternately, you could share the lesson plan you are sharing with me, making a point to focus on these parts of the plan: Your Student Profiles for 3–5 students (to show that you are able to use multiple pieces of data to know your students' needs); Section E (Differentiation, to show that you are able to accommodate); Assessment (to show that you can use assessment to place students in groups, differentiate for their content, process, and/or products, and gauge gifted/high achieving student progress).~~

~~Have your Site Supervisor email me at jgroman@ashland.edu to verify that you have met. All they need to do is verify this, but they are also welcome to write a bit about the meeting.~~

- 8. Internship Reflection.** After the observation the graduate student writes a 500-600 word reflection essay on the experience, which includes a philosophy statement. Refer to the Reflection Paper Format document on Blackboard. Turn in Internship Reflection on Blackboard by the end of Week 11. ~~This can be done as written.~~

3. Student learning outcomes for the course:

a. Knowledge and Skills for Planning the Internship

As applied to the Levels of Bloom’s Revised Taxonomy

K=Knowing, U=Understanding, A1=Analyzing, A2=Applying, E=Evaluating, C=Creating

Knowledge and Skills	Levels 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	K, U, A1, E	EDIS 650, 653
2. The intern will demonstrate a knowledge of sources of differentiated materials for individuals with gifts and talents.	K	EDIS 651
3. The intern will use technology in planning and managing the teaching and learning environment.	U	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.	U, A1, A2, E, C	EDIS 650, 653
5. The student will use instructional time effectively.	K	EDIS 651
6. The student will teach individuals to use self-assessment, problem-solving, and other cognitive strategies to meet their needs.	K, U, A1, A2, E, C	EDIS 650, 651, 652, 653, 654
7. The intern will integrate the materials with national, state, and local curricula standards.	K, U, A1, A2, E, C	EDIS 650, 651, 652, 653, 654
8. The intern will be able to select instructional models to differentiate specific content areas.	K, U, A1, A2, E, C	EDIS 651, 652, 653, 654
9. The intern will design learning environments that encourage active participation in individual and group activities.	K, U, A1, A2, E, C	EDIS 651, 652, 653, 654
10. The intern will demonstrate knowledge of models and strategies for consultation and collaboration.	K, U, A1, A2, E	EDIS 651, 652
11. The intern will use strategies to facilitate effective integration into various settings such as self-contained, resource room, and consultation	K, U, A1, A2, E, C	EDIS 651, 652, 653, 654
12. The intern will integrate social skills into the curriculum	K, U, A2, E, C	EDIS 650, 653
13. The intern will conduct self-evaluation of instruction.	K, U, A2, E, C	EDIS 651, 653, 654
14. The intern will use verbal, nonverbal, and written language effectively	K, U, A2, E, C	EDIS 650, 651, 652, 653, 654
15. The intern will create and maintain records.	K	EDIS 651, 652
16. The intern will use technology to conduct assessments.	U	EDIS 651, 652, 653
17. The intern will communicate with school personnel about	K, U, A2, E, C	EDIS 650, 651, 652,

the characteristics and needs of individuals with gifts and talents.		653, 654
18. The intern will model techniques and be able to coach others in the use of instructional methods and accommodations.	A2	EDIS 651, 652, 654
19. The intern will encourage students in self-expression, discussion, and creation		EDIS 654

b. Knowledge and Skills The Intern Must Demonstrate While Teaching

Knowledge and Skills	Levels of Bloom's Revised Taxonomy (2002)	Applicable TDE Course
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
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
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 (Site Observations and Resource Notebook):

Site Observations

Rubric Scores

3 = Exceeds Expectations	2 = Meets Expectations	1 = Emerging
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Ohio Department of Education Professional Development Competencies in Gifted Education.	Graduate Student (GS) Statement	GS Self-Rating	Observations by (circle one)	SS US
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An additional competency statement in the area of creativity is included that reflects Ashland University's focus on creativity.	What the University Supervisor will/might see during the observation that shows understanding of the competency?		Site Supervisor (SS) University Supervisor (US)	Rating
Choose at least one of these	a) The ability to differentiate instruction based on a student's readiness, knowledge, and skill level, including using accelerated content, complexity, depth, challenge, creativity, and abstractness.			
	b) The ability to select, adapt, or create a variety of differentiated curricula that incorporate advanced, conceptually challenging, in-depth, distinctive, and complex content.			
	c) The ability to provide an extension or replacement of the general education curriculum, the learning process through strategies such as curriculum compacting and to select assignment and projects based on individual student needs.			
Choose at least two of these.	d) The ability to understand the social and emotional needs of the students who are gifted and address the impact of those needs on student learning.			
	e) The ability to recognize and respond to the characteristics and needs of students from traditionally underrepresented populations who are gifted and create safe and culturally responsive learning environments.			
	f) The ability to use data from a variety of sources to measure and monitor the growth of students who are gifted.			
	g) The ability to select, use, and interpret technically sound formal and informal assessments to inform academic decision-making.			
	h) The ability to participate in the development of the Writing			

Education Plan. [Make arrangements for the Supervisor to view and discuss with you a WEP you have developed]				
AU) The ability to incorporate core attitudes, the Seven I's, Creative Problem Solving, and other aspects of creativity (self-discipline, risk-taking, group trust, naiveté, intuition, tolerance for ambiguity, inspiration, intuition, insight, improvisation, imagery, imagination, respect for solitude, creativity rituals, divergent thinking) and the creative process.				

Resource Notebook

This grid (which appears on the Observation Form document) allows the graduate student a place to notate talking points for a discussion with the University Supervisor about the Resource Notebook during the site visit. The graduate student will walk the University Supervisor through the organization of the notebook and use the prompts to talk about the notebook and assign a grade of Pass or Fail.

Prompts	Graduate Student	University Supervisor
What work in this notebook are you most proud of?		
What work in this notebook do you think will be the most valuable?		
Discuss at least one specific way/area you will continue to use and add to this notebook.		
What suggestions do you have relevant to the Resource Notebook?		
Anything else? If there is a course missing, include that here and when you plan to take that course.		
Pass/Fail Required Components from the "Resource	What grade do you assign?	What grade do you assign?

Notebook Contents.” Especially important here are: the Directives/Guidelines; Local Documents; and useful materials from each course in the sequence.		
Pass/Fail Organization and Structure Especially important here are: the ease of finding, using, and sharing items from the notebook; and the capability of the notebook to be updated.	What grade do you assign?	What grade do you assign?
Notebook Assessment: Pass/Fail	What grade do you assign this notebook?	What grade do you assign this notebook?

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.

[Online Support Sessions](#)

<p>Wednesday, February 19 7:30pm- 8:20pm</p>	<p>Optional Online Session on Blackboard Collaborate for EDIS 796 I will be available at 7:30 pm and remain until 8 or until students are no longer in the Collaborate room. Stop by if you want to ask questions, work through ideas, or get clarification on the 796 work. Not required. Click the Collaborate link on Blackboard to join.</p>	
<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>I have set aside 8:00 – 8:15 for EDIS 796 (there are just two of you) to answer questions or give clarification. Use the link below to join or call in.</p>	
<p>Week 8 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 10 Wednesday April 15 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 anywork. 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 12 Wednesday April 29 6:30-7:30</p>	<p>LAST Zoom Drop-in Office Hours Feel free to drop into this Zoom session for any final questions about your grade and assignments. See the Zoom information below.</p>	

Topic: Dr. Groman's Drop-in Sessions

Time: Mar 18, 2020 06:00 PM Eastern Time (US and Canada)

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/98tyKuGtrDksHNCdsF3td7AtE8H4b_HMk2JmjZILsDD8F3ZXcFHSgdMQGbh9R9-B

Join Zoom Meeting

EDIS796OL
Sp2020

<https://ashlanduniversity.zoom.us/j/852266480>

Meeting ID: 852 266 480

One tap mobile

+16468769923,,852266480# US (New York)

+14086380968,,852266480# US (San Jose)

Dial by your location

+1 646 876 9923 US (New York)

+1 408 638 0968 US (San Jose)

+1 669 900 6833 US (San Jose)

Meeting ID: 852 266 480

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