

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

Instructor: Dr. Jennifer Groman

Contact Information:

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Semester: Spring, 2021

Office hours Wednesdays, 5:30-8:00pm

Other days/times/platforms by appointment

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 a Log of contact hours, district context and data gathering document, three group meeting and minutes, observation by a 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

Graduate Online Course Statement

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

Academic Integrity Policy

Students are expected to abide by the academic integrity standards outlined in the official Academic Integrity policy. This policy document can be found in the student handbook and on the Office of Records and Registration website (<https://www.ashland.edu/administration/office-records-and-registration>).

Academic Support Services

The Graduate, Online, and Adult Center for Academic Support (GOAS Advising) assists online and adult students throughout their academic journey from admission to program completion. The advising staff can assist students with degree planning, course registration, campus resources, academic success strategies, university policies, and procedures. For more information, visit their website at <https://www.ashland.edu/administration/graduate-online-adult-center-academic-support>.

Contact Information: Email: goa-advising@ashland.edu, Office Phone: [419-289-5081](tel:419-289-5081)

Student Accessibility Services Statement

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.

Ashland Multiliteracy Center (AMuLit Center)

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

- Receive one-on-one feedback from an AMuLit Center graduate consultant on any project that involves communication - essays, speeches, group presentations, lab reports, poster presentations, and much more!
- Our default type of appointment for graduate students is conducted asynchronously via email. In other words, after you make an appointment through our online scheduler (WOnline), you attach a draft to the appointment, then within 48 hours of the scheduled appointment, one of our consultants reviews your paper and emails you feedback. We also offer synchronous (live) appointments via Zoom by request.
- To schedule an asynchronous email appointment, go to www.ashland.mywconline.com (you will need to register for an account the first time you use the scheduler).
- To schedule a synchronous (live) Zoom appointment, please email us at amulitcenter@ashland.edu.
- Visit our graduate services webpage for more information - <https://www.ashland.edu/administration/graduate-online-adult-center-academic-support/resources-students/graduate-writing-consultation>

The AU Healthy Minds App

Students are encouraged to get the Ashland Healthy Mind app, available on Android and Apple devices. This app provides tips and tools for stress prevention and management, health services, meditation, calming media, anxiety reduction, and highlights the Ashland University and Community mental health related services.

Attendance Reporting

Students are required to participate in a course related activity within the first three days of the start date of the course. Students may be administratively withdrawn from the course and/or may lose financial aid benefits if a qualifying activity has not occurred between the student and the course work or faculty within the first three days of the course. Simply logging into a course online via the Learning Management System (LMS) is not considered a qualifying activity.

Student non-participation during the first 8 days of a course may initiate the administrative course withdrawal process. Student non-participation, mid-course, for 14 consecutive days may also initiate the administrative course withdrawal process.

According to policies and procedures set forth by Ashland University's Department for Veterans' Services, AU will grant any service member requiring more than a 30-day leave a release from coursework. Contact the Office of Veterans' Services for more information regarding this process.

Course content:

REQUIREMENTS FOR INTERNSHIP:

In this course you will show how you accommodate the needs of gifted students (academic, creative, visual/performing arts, cognitive, and/or social-emotional needs) in your district and building. You will choose a Liberty Union Gifted Advisory Council committee (Curriculum, Communication, Assessment and Identification, Service Model, Professional Development), hold three committee meetings for the purpose of research, identifying issues, challenges, and goals for the group, and moving forward on those goals. The University supervisor will observe one of your group meetings, and a final reflection is submitted.

This is a pass/fail class. All components of the course must be completed with a passing score. There are support documents and templates on Blackboard. 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.

Resource Notebook meeting should take place before or after the University Supervisor observation OR during Week 11. If you plan to have a Week 11 meeting, sign up using the link on Blackboard.

All written work should be submitted on Blackboard by the end of Week 12, by midnight. **Some written work will be committee based, where the committee’s document will serve as the submitted assignment for all committee members.

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 the characteristics and needs of individuals with gifts and talents.	K, U, A2, E, C	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.	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	C	EDIS 654

within or across disciplines		
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 Observation

A note from Dr. Groman: When I observe your committee, I will be looking for evidence of at least one of the ODE Professional Development Competencies AND at least one of the NAGC Teacher Preparation Standards. I will also be looking for shared leadership and balanced work among all members. If your group wants to be assessed on another component, contact me at least 24 hours before your meeting time.

Committee Focus	
Group Members	
Meeting #3 day, time	

3 = Pass. Meets or Exceeds Expectations. Strong evidence of at least one aspect of this skill, competency, or standard

1 = Fail. Little to no evidence of one aspect of this skill, competency, or standard.

Group Skill exhibited: Shared leadership and balance of work	
ODE Competencies exhibited	
NAGC Standards exhibited	
Other comments	
Pass or Fail	

Site Observation Competencies and Standards

Ohio Department of Education Professional Development Competencies in Gifted Education. An additional competency statement in the area of creativity is included that reflects Ashland University's focus on creativity.	
It is expected that your committee focuses on at least one of these competencies.	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.
	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.
National Association for Gifted Children Teacher Preparation Standards	
It is expected that your committee focuses on at least one of these standards.	<u>Standard 1: Learner Development and Individual Learning Differences</u> Beginning gifted education professionals understand the variations in learning and development in cognitive and affective areas between and among individuals with gifts and talents and apply this understanding to provide meaningful and challenging learning experiences for individuals with exceptionalities.
	<u>Standard 2: Learning Environments</u> Beginning gifted education professionals create safe, inclusive, and culturally responsive learning environments so that individuals with gifts and talents become effective learners and develop social and emotional well-being.
	<u>Standard 3: Curricular Content Knowledge</u> Beginning gifted education professionals use knowledge of general ¹ and specialized curricula ² to advance learning for individuals with gifts and talents.
	<u>Standard 4: Assessment</u> Beginning gifted education professionals use multiple methods of assessment and data sources in making educational decisions about identification of individuals with gifts and talents and student learning.
	<u>Standard 5: Instructional Planning and Strategies</u> Beginning gifted education professionals select, adapt, and use a repertoire of evidence-based instructional strategies ³ to advance the learning of individuals with gifts and talents.
	<u>Standard 6: Professional Learning and Ethical Practice</u> Beginning gifted education professionals use foundational knowledge of the field and professional ethical principles and programming standards ⁴ to inform gifted education practice, to engage in lifelong learning, and to advance the profession.
	<u>Standard 7: Collaboration</u> Beginning gifted education professionals collaborate with families, other educators, related service providers, individuals with gifts and talents, and personnel from community agencies in culturally responsive ways to address the needs of individuals with gifts and talents across a range of learning experiences.

Resource Notebook Form

This grid 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 Notebook Contents." Especially important here are: the Directives/Guidelines; Local Documents; and useful materials from each course in the sequence.	What grade do you assign?	What grade do you assign?
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: Detailed checklist of 796 components/submissions. All submissions are pass/fail

Format	Assessment component (Pass/Fail)
Individual	<p>Internship Log. Begin logging hours from the beginning of your semester with students. Ashland University requires a log of 90 hours for this Internship, which includes:</p> <ul style="list-style-type: none"> • 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.
Attendance	<p>GAC Committee group meeting #1 (Weeks 2 or 3) Share Context data, determine group goals, more data to gather, determine meeting dates</p>
Group submission	<p>Meeting #1 Minutes After Meeting #1 – Group meeting minutes posted to Padlet column. Include completed Context Data document, if you wish.</p>
Attendance	<p>GAC Committee Group meeting #2 (Week 5) Share data results, discuss implications, revisit goals and plan, next steps</p>
Group submission	<p>Meeting #2 Minutes After Meeting #2 –Group Minutes posted to the Padlet column</p>
Attendance and Group observation	<p>GAC Committee Group meeting #3 (Weeks 9-10) Dr. Groman observation See the Group Observation Form on Blackboard for what I am looking for during this meeting. Also appears on pp. 7-8 of this syllabus.</p>
Group submission	<p>Meeting #3 Minutes After Meeting #3 – Group Minutes posted to Padlet column</p>
Attendance: Individually or in pairs	<p>Resource Notebook Form and Resource Notebook Meeting, individual or in pairs. You complete and submit the Resource Notebook Meeting form, schedule a 20 (30 with a partner) minute Zoom meeting with Dr. Groman, and share your in-progress or completed notebook. You may schedule this using the Google Calendar link on Blackboard, or any time during the semester by emailing Dr. G for an appointment. You are welcome to do with meeting with a colleague, if you wish. You both submit separate forms, and each get up to 15 minutes to share your Resource Notebook.</p>
Individual submission	<p>Internship Reflection. After the observation and the Resource Notebook Meeting, 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.</p> <p>Turn in Internship Reflection on Blackboard by the end of Week 12.</p>

Bibliography:

- The student will use the assigned textbooks for the course EDIS 650, 651, 652, 653, and 654 in planning this internship as well as course textbooks used in their districts.

EDIS 796, Spring, 2021, Liberty Union Cohort Calendar

Week 1 Feb 8-14	<p>-Blackboard opens. View the videos, documents, and templates. -Start Internship Log from the beginning of the semester (January, 2021) -Begin considering your choice of GAC committee and sign up on the Padlet by putting your name underneath the column of your choice. -See the Context Data document -See the Committee Meeting Template document -Begin contacting your GAC committee members and start gathering Context data in partners, group Google doc, or other to prepare for your first synchronous committee meeting</p> <p>Wednesday evening office hours, 5:30-8:00pm. Use the link on Blackboard to sign up for a time slot.</p>
Weeks 2-3 Feb 15-21 Feb 22-28	<p>-Committee Meeting #1 (your first synchronous meeting) can start this week to determine goals, data that needs to be gathered and how, next meeting -Post Meeting #1 minutes to Padlet</p> <p>Wednesday evening office hours, 5:30-8:00pm. Use the link on Blackboard to sign up for a time slot.</p>
<p>Ohio Association for Gifted Children Virtual Teacher Academy February 22 and 23, 2021</p> <p>Register by February 12, 2021 See the OAGC Website for details http://www.oagc.com/teacheracademy.asp</p>	
Week 4 Mar 1-7	<p>-Work as planned by your committee</p> <p>Wednesday evening office hours, 5:30-8:00pm. Use the link on Blackboard to sign up for a time slot.</p>
Week 5 Mar 8-12	<p>-Committee Meeting #2 should take place this week: reporting on data, determine goals, plan, next steps -Post Meeting #2 minutes to Padlet -Planned committee work</p> <p>Wednesday evening office hours, 5:30-8:00pm. Use the link on Blackboard to sign up for a time slot.</p>

Week 6 Mar 15-21	<p>-Planned Committee work -Mid-semester check-in (Google form)</p> <p>Wednesday evening office hours, 5:30-8:00pm. Use the link on Blackboard to sign up for a time slot.</p>
Week 7 Mar 22-28 Liberty Union Spring Break	<p>-Committee work as desired But do give yourself a little time away from work!</p> <p>Wednesday evening office hours, 5:30-8:00pm. Use the link on Blackboard to sign up for a time slot.</p>
Week 8 Mar 29-Apr 4	<p>-Planned Committee work -Preparing for Group Meeting #3 Observation. Make sure to post the day, time, and link to your Committee meeting #3 on the Padlet for LU Admin and Dr. G</p> <p>Wednesday evening office hours, 5:30-8:00pm. Use the link on Blackboard to sign up for a time slot.</p>
Apr 1-5	AU Easter Break Weekend
Week 9 Apr 5-11	<p>-Planned Observations of Committee Meeting #3 -Post Meeting #3 minutes to Padlet -Set up Individual/Partner Resource Notebook Meetings for next week</p> <p>Wednesday evening office hours, 5:30-8:00pm. Use the link on Blackboard to sign up for a time slot.</p>
Week 10 Apr 12-18	<p>-Resource Notebook Meetings next week, individually or with a partner/colleague. See the appointment sign up links on Bb. -Submit your Resource Meeting Summary form to Bb by Sunday, April 18</p> <p>-Planned Committee work and meetings as needed</p> <p>Wednesday evening office hours, 5:30-8:00pm. Use the link on Blackboard to sign up for a time slot.</p>
Week 11 Apr 19-25	<p>Resource Notebook Meetings should be completed this week, individually or with a partner/colleague. Monday 4/19 (1:00-8:00pm) and Wednesday 4/21 (1:00-5:00pm and 5:30-8:00pm). See the appointment link on Bb. Other times available, contact Dr. G</p> <p>Group meeting work as needed</p> <p>All meetings and submissions except Reflection Paper should finish by this week.</p> <p>Wednesday evening office hours, 5:30-8:00pm. Use the link on Blackboard to sign up for a time slot.</p>

Apr 23-26	Liberty Union Spring Recess
Week 12 Apr 26-30	Reflection Paper due this week. No office hours this Wednesday. Make an appointment if you want to meet with me this week. I will return submissions, grades, and comments back to the dropbox.