



## **AU Talent Development Resource Notebook Instructions**

The purpose of the Resource Notebook is to provide the graduate students with a repository of work products, readings, professional documents, and other pertinent information. This repository can be used as an ongoing resource in the classroom, as well as a study guide for the Ohio Assessments for Educators Content Knowledge exam for Gifted Education.

This Resource Notebook is a collection of documents and products from the Talent Development coursework. This Notebook is collected during EDIS 796 (endorsement), 710 (endorsement/MEd). Individual components may be formatted and submitted via Blackboard in each respective course. However, the final Resource Notebook may be electronic or hard copy, via online document repository, thumb drive, or by hard copy (given to the Program Director or University Supervisor during the 796 observation or mailed to the Program Director or Instructor during 710, or 781/788, as determined by the student and Program Director). The Notebook will be returned to the graduate student, if hard copy.

The Resource Notebook is a personal collection, and so will be unique to each individual graduate student. Because courses may be substituted in from Professional Development coursework, or from other institutions, if you do not have a specific item listed here from a course, use your judgement as to the inclusion of other items. Include in your notebook any and all work that you deem important enough to keep.

The Notebook is Pass/Fail, and up to five hours of compilation time may be included in the Internship Log or Practicum Log as contact hours with the material (not contact hours with students). Individual items will not be graded in the final submission of the notebook. Your instructor will be looking for the organization, the inclusion of important documents, and its usefulness.

**AU Talent Development Resource Notebook  
Tabs and Items to Include**

<b>Tab</b>	<b>Items</b>	
Title Pages	A title, student name and contact information (mailing address if the Notebook is to be returned by mail), and teaching placement information.	
	A list of all courses taken, instructor names, semester and year, and where. If one course remains to be taken, list it with the proposed semester, year, and where. Include a tab for that course, but it will not have documents.	
Table of Contents	A list of all included tabs. Student may list individual documents, but this is not required. This should be a working notebook that can be added to as you continue through your career.	
Personal	Resume and/or Curriculum Vitae	
Philosophy	Philosophy Statements	
	Final Philosophy Statement essay	
Directives/ Guidelines	Ohio Revised Code 3324 (reviewed in 650)	
	Ohio's <i>Operating Standards for Identifying and Serving Students Who Are Gifted</i>	
	Ohio's <i>Implementing the Operating Standards for ID and Serving . . .</i>	
	Ohio's Chart/List of Approved Identification Instruments (Most current)	
	OAE Assessment Framework (used in all courses, reviewed in 650)	
	NAGC Pre-K-Grade 12 Gifted Programming Standards (651)	
	NAGC Knowledge and Skill Standards In Gifted Education for All Teachers	
	NAGC/CEC Teacher Preparation Standards in Gifted Education (650/652)	
Local Documents	Completed Application for Ohio K-12 Gifted Endorsement (796/710)	
	District Gifted Identification Protocol for all areas (650, 654)	
	District Gifted Service Settings for all served area (650/651, 654)	
	Written Education Plan [blank or completed with name redacted]	
650	Any other district information deemed valuable	
	Case Study Final Paper	
	Any assignments, notes or activities chosen by the instructor/graduate student	
	Philosophy essay* (this goes in the Philosophy tab)	
	Top Ten Glossary* (this goes in the Glossaries tab)	
	If the student used Founders School PD to substitute for 650, insert a document stating this. The student should choose appropriate assignments that might be useful in the future from that course to include in this section.	
651	Final Curriculum Project (with embedded Philosophy Statement)	
	At least two lesson plans from Focus Questions	
	Glossary* (if assigned, this goes in the Glossaries tab)	
	Any assignments, notes or activities chosen by the instructor/graduate student	
652	Any assignments, notes or activities chosen by the instructor/graduate student	
	Final Project (with embedded Philosophy Statement)	
	Professional Development project	
	Philosophy essay* (if assigned, this goes in the Philosophy tab)	
	Glossary* (if assigned, this goes in the Glossaries tab)	

653	Dialogue Paper or Final Project Paper (with embedded Philosophy Statement)	
	Guidance and Counseling chart	
	Any assignments, notes or activities chosen by the instructor/graduate student	
654	Final Creativity Project	
	At least two Lesson plans from Focus Questions	
	Glossary* (if assigned, this goes in the Glossaries tab)	
	Philosophy essay*(if assigned, this goes in the Philosophy tab)	
	Any assignments, notes or activities chosen by the instructor/graduate student	
796 (endorsement only)	Internship Data Sheet	
	Internship Lesson Plan	
	University Supervisor Observation Form	
	Site Supervisor Observation Form	
	Internship Log noting 90 hours (at least 50 hours with students)	
	Final Reflection essay	
	Final Philosophy Statement	
710 ( MEd & endorsement)	Module 1	
	Final Project Paper	
	Practicum Log noting 90 hours (at least 50 hours with students)	
781/788 (MEd & endorsement)	Final Project Paper	
	Final Philosophy Essay	
Glossary**	Glossaries from any courses requiring them (These can be combined and alphabetized, or each individual course Glossary can be included separately.)	
Pre/Post Assessments	Pre/Post Assessments from all courses. Note that some courses do not have Pre/Post Assessments as of this writing.	

Other tabs, sections or documents may be included as determined by the graduate student.