EDCI 621.6H1
Introduction to Gifted and Talented Learners
3 credits, Spring 2019
Mondays/4:15pm-7:30pm, Kelly Leadership Center (off campus)
January 22, 2019-May 15, 2019
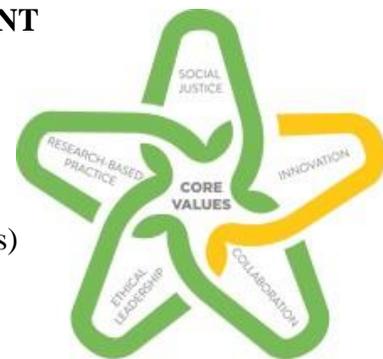
Faculty

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Prerequisites
None; Registration restricted to teachers in Prince William County Schools

University Catalog Course Description
Examines nature and needs of gifted and talented learners. Participants become knowledgeable about characteristics of gifted and talented students, and examine role of culture in manifestation of gifts and talents as well as gifted behaviors in special populations.

Course Overview
EDCI 621 is the first in a series of four courses required to obtain the Gifted Child Education licensure endorsement by the Commonwealth of Virginia. In addition to providing an in-depth look at gifted and talented learners, this course also enhances teachers' knowledge about underrepresented populations in gifted programs, including students from culturally and linguistically diverse backgrounds, students from poverty, twice-exceptional students, and international students. By the end of the course, teachers will be prepared to identify and advocate for diverse students from all backgrounds exhibiting gifted potential, as well as begin to consider how their unique cognitive and socio-emotional needs may be addressed.

Course Delivery Method
This course will be delivered in a lecture format. Course delivery will be through mini-lecture, videos, structured collaborative reflective groups, discussion, critical reflective practice, and journals based on topics aligned with national standards and program/learner outcomes.

Learner Outcomes/Objectives
By the completion of EDCI 621, participants in this course will be able to:
   A. Identify and demonstrate knowledge of the salient characteristics of gifted and talented learners *(ASTL Learning Outcome 1; NAGC-CEC Stand. 1.1, 1.2; VA Endorsement Comp. 2.a, 2.c);*
   B. Identify and demonstrate knowledge of varied expressions of advanced aptitudes, skills, creativity and conceptual understandings manifested by gifted and talented learners *(ASTL*

Learning Outcome 6; NAGC-CEC Stand. 1.2; VA Endorsement Comp. 2.a);
C. Recognize the role of culture, language, and ethnicity in the identification and manifestation of gifts and talents *(ASTL Learning Outcome 6; NAGC-CEC Stand. 1.1; VA Endorsement Comp. 2.c);*
D. Develop an increased awareness of the cognitive and affective social-emotional needs of gifted and talented learners *(ASTL Learning Outcome 6; NAGC-CEC Stand.1.2, 2.1, 2.2; VA Endorsement Comp. 2.b);*
E. Utilize information from parents, community members, and stakeholders to identify early indicators of exceptional potential *(ASTL Learning Outcome 1,7; NAGC-CEC Stand.4.3; VA Endorsement Comp. 2.a, 2.c);*
F. Identify and address current local, state and national issues related to the education of gifted and talented learners *(ASTL Learning Outcome 7; NAGC-CEC Stand. 6.2; VA Endorsement Comp. 7.b);* and,
G. Understand the key elements and national standards for education and programming for gifted and talented learners *(ASTL Learning Outcome 7; NAGC-CEC Stand. 6.1; VA Endorsement Comp. 7.b).*

Professional Standards
NAGC-CEC Teacher Preparation Standards (2013) Alignment
The content of EDCI 621, along with the content of the remaining courses in the Gifted Child Education endorsement sequence, aligns with the National Association for Gifted Children-Council for Exceptional Children (NAGC-CEC) Teacher Preparation Standards in Gifted and Talented Education (2013). Specifically, this course addresses the following standards:

- Standard 1: Learner Development & Individual Learning Differences
    o 1.1 understand how language, culture, economic status, family background and/or area of disability can influence the learning of individuals with gifts and talents
    o 1.2 use understanding of development and individual differences to respond to the needs of individuals with gifts and talents
- Standard 2: Learning Environments
    o 2.1 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
    o 2.2 use communication and motivational and instructional strategies to facilitate understanding of subject matter and to teach individuals with gifts and talents how to adapt to different environments and develop ethical leadership skills
- Standard 4: Assessment
    o 4.3 collaborate with colleagues and families in using multiple types of assessment information to make identification and learning progress decisions and to minimize bias in assessment and decision-making
- Standard 6: Professional Learning & Ethical Practice
    o 6.1 use professional ethical principles and specialized program standards to guide their practice
    o 6.2 understand how foundational knowledge, perspectives, and historical and current issues influence professional practice and the education and treatment of individuals with gifts and talents both in school and society
- Standard 7: Collaboration
    o 7.1 apply elements of effective collaboration

     o   7.2 serve as a collaborative resource to colleagues
     o   7.3 use collaboration to promote the well-being of individuals with gifts and talents across a wide range of settings, experiences, and collaborators

Virginia Department of Education: Gifted Education Endorsement (2018) Alignment
The content of EDCI 621, along with the content of the remaining courses in the Gifted Child Education endorsement sequence, aligns with 8VAC20-543-320, the Virginia Department of Education's Gifted Education (add-on endorsement) competencies (2018). Specifically, this course addresses the following competencies:

- Competencies 2.a, 2.b, 2.c: Understanding of the characteristics of gifted students, including: a) varied expressions of advanced aptitudes, skills, creativity, and conceptual understandings; b) varied expressions of the affective, such as social-emotional, needs of gifted students; and, c) gifted behaviors in special populations, including those who are culturally and linguistically diverse, economically disadvantaged, highly gifted, or have special needs or disabilities, including twice-exceptional students
- Competency 7.b: Understanding of contemporary issues and research in gifted education, including: b) current local, state, and national policies, trends, and issues
- Competency 8: Understanding of and proficiency in grammar, usage, and mechanics and their integration in all forms of communication

NBPTS & ASTL Alignment
This course also aligns with the NBPTS Propositions – the first five of which are also the first five ASTL program learning outcomes. Specifically, this course addresses:

- Proposition 1: Teachers are committed to students and their learning. *(ASTL Learning Outcome 1)*; and
- Proposition 5: Teachers are members of learning communities. *(ASTL Learning Outcome 5)*

EDCI 621 is also aligned with the three additional outcomes of ASTL:
- Principle 6: Teachers account for the needs of culturally, linguistically, and cognitively diverse learners. *(ASTL Learning Outcome 6);*
- Principle 7: Teachers are change agents, teacher leaders, and partners with colleagues. *(ASTL Learning Outcome 7)*; and
- Principle 8: Teachers use technology to facilitate student learning and their own professional development. *(ASTL Learning Outcome 8)*

Required Texts
Neihart, M., Pfeiffer, S.I., & Cross, T.L. (Eds.). (2016). *The social and emotional development of gifted children: What do we know?* (2nd ed.). Waco, TX: Prufrock Press.

Rimm, S.A., Siegle, D., & Davis, G.A. (2018). *Education of the gifted and talented* (7th ed.). Upper Saddle River, NJ: Pearson.

Other readings will be available on Blackboard.

Additional Resources/Publications – At Student's Discretion
American Psychological Association. (2010*). Publication manual of the American Psychological*

Association (6th ed.). Washington, DC: Author.

Gifted Education Professional Organization Websites, such as the following:
- National Association for Gifted Children: www.nagc.org
- Supporting Emotional Needs of the Gifted: www.sengifted.org
- The Association for the Gifted: www.cectag.com
- World Council for Gifted and Talented Children: https://www.world-gifted.org/

Gifted Education Research and Practitioner Journals, such as the following:
- *Gifted and Talented International* is the international, refereed journal of the World Council for Gifted and Talented Children. Its purpose is to share current theory, research, and practice in gifted education with its audience of international educators, scholars, researchers, and parents. http://www.tandfonline.com/toc/ugti20/current

- *Gifted Child Today* provides critical information for teachers and administrators involved with gifted children, including articles about topics such as teaching strategies in gifted education, building a more effective gifted and talented program, and working with gifted children with learning disabilities. https://us.sagepub.com/en-us/nam/gifted-child-today/journal202067

- *Gifted Child Quarterly* is the premier scholarly journal of the National Association for Gifted Children (NAGC). *GCQ* publishes original scholarly reviews of literature; explorations of policy and policy implications, and quantitative or qualitative research studies that explore the characteristics of gifted students, program models, curriculum and other areas of importance in understanding and maximizing the development and education of gifted students. https://us.sagepub.com/en-us/nam/gifted-child-quarterly/journal201850

- *Gifted Education International* is a peer-reviewed journal that provides support, information and guidance on 'gifted' education across all aspects of human abilities, with an emphasis on creativity, problem-solving and self-efficacy. *GEI* solicits articles from around the world in order to convey an informed awareness of the policies and practices of different countries. https://us.sagepub.com/en-us/nam/journal/gifted-education-international

- *High Ability Studies* is a refereed journal concerned with aspects of development, personality, cognition, social behavior and cross-cultural issues in relation to high ability. Contents are not restricted to the study of manifest high level achievement, but include the identification and nurturance of unexercised potential. http://www.tandfonline.com/toc/chas20/current

- The *Journal for the Education of the Gifted* is the official publication of The Association for the Gifted. It reports the latest research findings on topics such as: the characteristics of gifted children, evaluating effective schools for gifted children, gifted children with learning disabilities, the history of gifted education, and building successful gifted and talented programs. https://us.sagepub.com/en-us/nam/journal-for-the-education-of-the-gifted/journal202068

- The *Journal of Advanced Academics* is a quarterly journal that focuses on research that supports and enhances advanced academic achievement for students of all ages. In

particular, *JAA* publishes articles that feature strategies for increasing academic achievement, programs that promote high levels of academic achievement and engagement, and programs that prepare students to engage in high-level and rigorous academics. https://us.sagepub.com/en-us/nam/journal-of-advanced-academics/journal202069

o **Parenting for High Potential** is an award-winning quarterly magazine for parents with advice, resources, and tools to help them successfully navigate through the joys and struggles of raising their gifted children. *PHP* is published by the National Association for Gifted Children in September, December, March, and June. http://www.nagc.org/parenting-high-potential-1

o **Roeper Review** is an international, quarterly, refereed journal publishing scholarly articles that pertain to practice, policy, applied research, and theory in all dimensions of gifted education. Diverse topics include: theories and philosophical analyses pertinent to giftedness, talent, and creativity; gender issues; curriculum studies; instructional strategies; educational psychology; elementary/early childhood/secondary education of the gifted; emotional, motivation, and affective dimensions of gifted individuals; differentiating instruction; teacher education; tests, measurement, and evaluation; and program development. http://www.tandfonline.com/toc/uror20/current

o **Teaching for High Potential** is a quarterly magazine filled with practical guidance and classroom-based materials for educators striving to understand and challenge their high potential learners. *THP* is published by the National Association for Gifted Children in August, November, February, and May. http://www.nagc.org/resources-publications/nagc-publications

Course Performance Evaluation
Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

Assignments and Assessments
Detailed assignment rubrics are included at the end of the syllabus.

Assignment	*Percent of final grade*	*Outcomes addressed*	*Due date*
A. Presentation on the Characteristics of Gifted and Talented Learners (PBA)	40%	a, b, c, d	Presentation and submission in final week of course, Week 16
B. Critical Reading Responses	20% (10% per response)	a, b, c, d, e, f	Response #1: Week 6 Response #2: Week 11
C. Seminar Leader	20%	a, d	Individual due dates (Week 8 or Week 12)
D. Course Engagement	20%	a, b, c, d, e, f	Weekly

A. *Performance-Based Assessment: Presentation on the Characteristics of Gifted and Talented Learners (40%)*
This project will serve as the performance-based assessment (PBA) for this course. Each student will create a presentation on the nature and characteristics of gifted and talented learners for an audience of *either* parents *or* professional colleagues (choose one). The presentation should include a slideshow (Microsoft PowerPoint, Google Slides, Prezi, or another presentation format), an outline with notes for each slide, a handout, and a written reflection.

A detailed description of this project is included at the end of the syllabus, along with the rubric on which it will be assessed. This project will be worth 40% of your final grade.

B. *Critical Reading Responses (20%)*
Each participant will write two critical reading responses (2-3 pages each) addressing a prompt posted to the course Blackboard site. Responses should reflect the use of a critical lens to evaluate the topic and be supported with evidence from a broad representation of course readings and additional literature from the field of gifted education. Additionally, responses should include a reflection that discusses how these course readings have helped to advance your thinking and that of the field, as well as how they apply to your professional context within gifted education. Responses should be written in APA-style (6th ed.) format.

A detailed rubric on how these responses will be assessed is included at the end of the syllabus. Each response will be worth 10% (for a total of 20%) of your final grade.

C. *Seminar Leader (20%)*
Each participant will work with a small group to prepare and lead a class discussion of a major area of study in gifted education. The group will provide an outline of the major issues along with a series of discussion questions for the class. *Note that the focus of this seminar is not to present information, but to set up a rich discussion with your colleagues around thought-provoking questions.* Topics will be selected during the third week of the course from the course's assigned readings. Discussions will be held Weeks 8 and 12.

This assignment consists of the following two components:

    I.   The **discussion facilitation** that includes
          a. A clear opening that provides a "hook" for the discussion, as well as the key features of the presented model (no more than 5 minutes)
          b. Organization that encourages interactions between your colleagues and the questions developed (approximately 15 minutes)
          c. A closure with parting questions for thoughtful consideration (no more than 2-3 minutes)
    II.   A **handout** that includes
          a. Key points that have been clearly and concisely articulated
          b. References from EDCI 621 readings and other relevant readings from gifted education literature that support your discussion, written in APA-style (6th ed.)

A detailed rubric on how your seminar will be assessed is included at the end of the syllabus.

Leading this seminar will represent 20% of your final grade.

D. *Course Engagement (20%)*

EDCI 621 operates under the assumption that knowledge is socially constructed and the most meaningful learning opportunities include those where learners have the opportunity to offer and explore diverse perspectives with peers. To do this, it is expected that you will regularly contribute to and engage in discussion forums, as well as to genuinely listen to peers as they do the same. While agreement is not mandatory, consideration and respect for others are. All students are expected to be prepared to actively engage in class activities. It is expected that you continuously build upon your prior knowledge developed in previous coursework in Gifted Child Education to connect, question, and extend the discussion with all new conversations by citing readings and material from each week, and augmenting these with your personal and educational experiences. Discussions will be assessed for timeliness, accuracy of information shared, critical reflection and connection to readings. Discussion contributions must not only focus on personal/professional experiences.

Detailed guidelines for course engagement are included at the end of this syllabus. Course engagement will represent 20% of your final grade.

General Requirements

A. Class attendance is both important and **required**. If, due to an emergency, you will not be participating in course activities on time, please contact your instructor prior to due dates or time. Please note that learners with more than two absences risk a letter grade drop or can lose course credit.

B. All assignments are due no later than **11:59 PM EST** of the date indicated in each week's assignments published in the **COURSE SCHEDULE AND TOPICS** section of this Syllabus.
   a. **Grades for assignments date-stamped in Blackboard after the due date will be reduced by 10%, unless prior approval from instructor has been granted. Late submissions cannot be accepted after the course end date.**
   b. Assignments earning less than a passing grade may be rewritten and resubmitted so that the assignment is satisfactorily completed. In fact, because mastery learning is my goal, I may ask (or *require)* you to redo an assignment that is far below expectations. Thank you for making meaningful learning your goal.

C. Please adhere to the assignment submission instructions listed in this Syllabus**.** Only assignments submitted as indicated will be graded; incorrect submissions may result in a grade of zero for those assignments.

D. All assignments submitted should have the filename format as follows: Last name-Assignment Title. *Please do not upload written assignments in PDF format*. Other editable formats are acceptable (i.e., .doc, .docx, .rtf, .ppt, .pptx, .xlsx,.xlsx). Supporting documents for assignments can be in PDF format.

E. *Please Note: All written work* should be carefully edited for standard grammar and punctuation, as well as clarity of thought. All submitted work should be prepared through word processing and reflect APA-style (6th edition), as well as be double-

spaced, with 1" margins, and 12-point font (Times New Roman, Calibri, or Arial).

Grading Scale
Grading policies specific to this course follow the University-wide system for grading graduate courses, as follows:

Grade	Grading	Grade Points	Interpretation
A	94-100	4.00	Represents mastery of the subject through
A-	90-93	3.67	effort beyond basic requirements
B+	85-89	3.33	Reflects an understanding of and the ability to
B	80-84	3.00	apply theories and principles at a basic level
C*	70-79	2.00	Denotes an unacceptable level of
F*	<69	0.00	understanding and application of the basic elements of the course

Note: Final grades below a B do not count toward endorsement; "F" does not meet requirements of the Graduate School of Education

Professional Dispositions
Students are expected to exhibit professional behaviors and dispositions at all times. See
https://cehd.gmu.edu/students/policies-procedures/

CLASS SCHEDULE
EDCI 621: *Spring 2019 (PWCS Cohort)*

Kindly note: Faculty reserves the discretion to alter the schedule as necessary, with timely notification to students. This schedule of readings may be changed to better meet the context and needs of class members enrolled during the semester or to accommodate related professional opportunities that might arise. If changes are made, they will be announced via email, posted on the class Blackboard site, and well noted in advance. Readings that are not part of the required texts will be available on the MyMason Blackboard class site.

Date	Class Topic	What to READ and What to DO This Week
Week 1 **Jan. 28 – Feb. 3**	***Introduction to EDCI 621*** Course overview Pre-assessment Course goal-setting ***Historical Perspectives, Conceptions of Intelligence***	**Read:** - Gifted education: Matching instruction with needs (2018). In S.A. Rimm, D. Siegle, & G.A. Davis, *Education of the gifted and talented* (7th ed., pp. 1-22). Upper Saddle River, NJ: Pearson. **Due this week:** - Course Pre-Assessment - Initial Course Goal-Setting Assignment
Week 2 **Feb. 4 – Feb. 10**	***Examining Beliefs: Myths & Realities about Gifted Students***	**Read:** *Note that many of these readings are very short – only two to three pages long.* - Borland, J.H. (2009). Myth 2: The gifted constitute 3% to 5% of the population. Moreover, giftedness equals high IQ, which is a stable measure of aptitude. *Gifted Child Quarterly, 53,* 236-238. - Characteristics of gifted students (2018). In S.A. Rimm, D. Siegle, & G.A. Davis, *Education of the gifted and talented* (7th ed., pp. 23-39). Upper Saddle River, NJ: Pearson. - Moon, S.M. (2009). Myth 15: High-ability students don't face problems and challenges. *Gifted Child Quarterly, 53,* 274-276. - National Association for Gifted Children (n.d.). *Myths about gifted students.* Washington, D.C.: Author. Retrieved from http://www.nagc.org/resources-publications/resources/myths-about-gifted-students - Reis, S.M., & Renzulli, J.R. (2009). Myth 1: The gifted and talented constitute one single homogeneous group and giftedness is a way of being that stays in the person over time and experiences. *Gifted Child Quarterly, 53,* 233-235.
Week 3 **Feb. 11 – Feb. 17**	***Assessment & Identification of Giftedness***	**Read:** - Identifying gifted and talented students (2018). In S.A. Rimm, D. Siegle, & G.A. Davis, *Education of the gifted and talented* (7th ed., pp. 40-69). Upper Saddle River, NJ: Pearson. - Creativity I: The creative person, creative process, and creative dramatics (2018). In S.A. Rimm, D. Siegle, & G.A. Davis, *Education of the gifted and talented* (7th ed., pp. 163-176). Upper Saddle River, NJ: Pearson. **Due this week:** - Select partner and topic for Seminar Discussions

Week 4 **Feb. 18 –** **Feb. 24**	**NO CLASS:** **President's Day** **Holiday**	**No class this week! Begin work on Seminar Discussions**
Week 5 **Feb. 25 –** **Mar. 3**	*Underrepresented* *Students in Gifted* *Programs:* *Culturally Diverse* *Students &* *Students from* *Poverty*	**Read:** • Cultural diversity and economic disadvantage: The invisible gifted (2018). In S.A. Rimm, D. Siegle, & G.A. Davis, *Education of the gifted and talented* (7th ed., pp. 264-288). Upper Saddle River, NJ: Pearson.
Week 6 **Mar. 4 –** **Mar. 10**	*Underrepresented* *Students in Gifted* *Programs:* *Culturally Diverse* *Students &* *Students from* *Poverty*	**Read:** • Racially and culturally different students (2011). In D.Y. Ford, *Multicultural gifted education* (2nd ed., pp. 1-20). Waco, TX: Prufrock Press. • Swanson, J.D. (2010). The patterns and profiles of gifted low-income Caucasian children. In J.L. VanTassel-Baska (Ed.), *Patterns and profiles of promising learners from poverty* (pp. 129-156). Waco, TX: Prufrock Press. **Due this week:** • Critical Reading Response #1
Week 7 **Mar. 11 –** **Mar. 17**	*Underrepresented* *Students in Gifted* *Programs:* *Linguistically* *Diverse Students*	**Read:** • Castellano, J.A. (2002). Renavigating the waters: The identification and assessment of culturally and linguistically diverse students for gifted and talented education. In J.A. Castellano, & E.I. Diaz (Eds.), *Reaching new horizons: Gifted and talented education for culturally and linguistically diverse students* (pp. 94-116). Boston, MA: Allyn & Bacon.
Week 8 **Mar. 18 –** **Mar. 24**	*Underrepresented* *Students in Gifted* *Programs:* *Twice-Exceptional* *Students*	**Read:** • Foley-Nicpon, M. (2016). The social and emotional development of twice-exceptional children. In M. Neihart, S.I. Pfeiffer, & T.L. Cross (Eds.), *The social and emotional development of gifted children: What do we know?* (2nd ed., pp. 103-118). Waco, TX: Prufrock Press. • Gifted children with disabilities (2018). In S.A. Rimm, D. Siegle, & G.A. Davis, *Education of the gifted and talented* (7th ed., pp. 306-325). Upper Saddle River, NJ: Pearson. **Due this week:** • Seminar Discussions
Week 9 **Mar. 25 –** **Mar. 31**	*Socioemotional* *Needs of Gifted* *Students*	**Read:** • Understanding and counseling gifted students (2018). In S.A. Rimm, D. Siegle, & G.A. Davis, *Education of the gifted and talented* (7th ed., pp. 349-373). Upper Saddle River, NJ: Pearson. • Wiley, K. (2016). Theories of social and emotional development in gifted children. In M. Neihart, S.I. Pfeiffer, & T.L. Cross (Eds.), *The social and emotional development of gifted children: What do we know?* (2nd ed., pp. 3-16). Waco, TX: Prufrock Press.

		Due this week: • Midterm Goal-Setting Reflection
Week 10 **Apr. 1 – Apr. 7**	*Socioemotional Needs of Gifted Students*	**Read:** • Cross, J.R. (2016). Gifted children and peer relationships. In M. Neihart, S.I. Pfeiffer, & T.L. Cross (Eds.), *The social and emotional development of gifted children: What do we know?* (2nd ed., pp. 41-54). Waco, TX: Prufrock Press. • Lee, S.-Y. (2016). Supportive environments for developing talent. In M. Neihart, S.I. Pfeiffer, & T.L. Cross (Eds.), *The social and emotional development of gifted children: What do we know?* (2nd ed., pp. 191-204). Waco, TX: Prufrock Press. • Liem, G.A.D., & Chua, C.S. (2016). Motivation in talent development of high-ability students: Research trends, practical implications, and future directions. In M. Neihart, S.I. Pfeiffer, & T.L. Cross (Eds.), *The social and emotional development of gifted children: What do we know?* (2nd ed., pp. 173-190). Waco, TX: Prufrock Press. • Speirs Neumeister, K. (2016). Perfectionism in gifted students. In M. Neihart, S.I. Pfeiffer, & T.L. Cross (Eds.), *The social and emotional development of gifted children: What do we know?* (2nd ed., pp. 29-40). Waco, TX: Prufrock Press.
Week 11 **Apr. 8 – Apr. 14**	*Motivation & Achievement*	**Read:** • Gifted girls, gifted boys (2018). In S.A. Rimm, D. Siegle, & G.A. Davis, *Education of the gifted and talented* (7th ed., pp. 289-307). Upper Saddle River, NJ: Pearson. • Underachievement: Identification and reversal (2018). In S.A. Rimm, D. Siegle, & G.A. Davis, *Education of the gifted and talented* (7th ed., pp. 235-263). Upper Saddle River, NJ: Pearson. **Due this week:** • Critical Reading Response #2
Week 12 **Apr.15 – Apr. 21**	*International Perspectives on Giftedness*	**Read:** • de Wet, C.F. (2011). Global perspectives on gifted education. In J.A. Castellano, & A.D. Frazier (Eds.), *Special populations in gifted education: Understanding our most able students from diverse backgrounds* (pp. 333-351). Waco, TX: Prufrock Press. • Harris, B. (2014). Cross-cultural perspectives on gifted education. In M.S. Matthews, & J.A. Castellano (Eds.), *Talent development for English language learners: Identifying and developing potential* (pp. 47-86). Waco, TX: Prufrock Press. **Due this week:** • Seminar Discussions
Week 13 **Apr. 22 – Apr. 28**	**NO CLASS: Spring Break**	**No class this week!**
Week 14 **Apr. 29 –**	*Curriculum Models & Services for Gifted*	**Read:** • Acceleration (2018). In Rimm, S.A., Siegle, D., & Davis, G.A. *Education of*

May 5	*Students – An Overview*	*the gifted and talented* (7th ed., pp. 93-113). Upper Saddle River, NJ: Pearson.
		• Grouping, differentiation, and enrichment (2018). In Rimm, S.A., Siegle, D., & Davis, G.A. *Education of the gifted and talented* (7th ed., pp. 116-141). Upper Saddle River, NJ: Pearson.
Week 15 **May 6 – May 12**	***Standards in Gifted Education*** ***Looking Back and Looking Ahead: Putting Our Learning into Practice***	**Read:** • National Association for Gifted Children (2010). *Pre-k-grade 12 gifted programming standards.* Washington, D.C.: Author. Retrieved from http://www.nagc.org/sites/default/files/standards/K-12%20programming%20standards.pdf • National Association for Gifted Children & Council for Exceptional Children (2013). *NAGC-CEC teacher preparation standards in gifted and talented education.* Washington, D.C.: Authors. Retrieved from http://www.nagc.org/sites/default/files/standards/NAGC-%20CEC%20CAEP%20standards%20%282013%20final%29.pdf **Due this week:** • Post draft of your Presentation on the Characteristics of Gifted and Talented Learners (PBA) to discussion board for feedback
Week 16 **May 13- May 15**	**Final Presentations** **Course Evaluations**	**Due this week:** • Presentation on the Characteristics of Gifted and Talented Learners (PBA) • Final Goal-Setting Reflection

Core Values Commitment
The College of Education and Human Development is committed to *collaboration, ethical leadership, innovation, research-based practices,* and *social justice*. Students are expected to adhere to these principles: http://cehd.gmu.edu/values.

GMU Policies and Resources for Students
Policies

- Students must adhere to the guidelines of the Mason Honor Code (see https://catalog.gmu.edu/policies/honor-code-system/).**Violations of the Honor Code** include:
  - Copying a paper or part of a paper from another student (current or past);
  - Reusing work that you have already submitted for another class (unless express permission has been granted by your current professor before you submit the work);
  - Copying the words of an author from a textbook or any printed source (including the Internet) or closely paraphrasing without providing a citation to credit the author.

- Students must follow the university policy for Responsible Use of Computing (see http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.

- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see https://ds.gmu.edu/).

- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.

- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/students/ .

EDCI 621
Guidelines for the Performance-Based Assessment:
Presentation on the Characteristics of Gifted and Talented Learners

Each student will create a presentation on the nature and characteristics of gifted and talented learners for an audience of *either* parents *or* professional colleagues (choose one), containing the following components:

I.   A **slideshow presentation** created on Microsoft PowerPoint, Google Slides, or Prezi (additional software programs may be used with permission from the course instructor) that includes information on:
   a.   the salient characteristics of gifted and talented learners, including students from diverse populations (i.e., culturally and linguistically diverse students, students from poverty, twice-exceptional students)
   b.   the varied ways in which gifted potential might be demonstrated within classroom settings across the school
   c.   the roles that culture, language, ethnicity, poverty, and special education needs might play in the ways that gifts and talents are manifested, and in how gifted potential is identified
   d.   the socio-emotional needs of gifted and talented learners

II.   An **outline** for the instructor with notes for each slide, detailing the information above

III.   A **handout** that would be distributed during the presentation that can serve as a resource for parents or colleagues in recognizing gifted potential in diverse populations of students. It should include brief information on their characteristics and socioemotional needs, as well as a list of additional book, article, and/or online resources appropriate for your presentation audience. *This handout should be posted to Blackboard before you share your course project with your classmates so that they can access it during your presentation.*

IV.   A separate **reflection** (2-3 pp.) included with your submission that addresses the following questions:
   a.   How has this course impacted the way you think about gifted and talented learners?
   b.   What questions do you still have about identifying and/or working with gifted and talented learners?
   c.   How might your work in the classroom, school, and/or district look different knowing what you know now about gifted and talented learners?

This presentation for parents or professional colleagues will be assessed based on the rubric included at the end of the syllabus, with the following criteria in mind:
- inclusion of all four components (presentation, outline, handout, and reflection) listed above and the degree to which the outlined expectations for each have been addressed
- thoroughness, clarity, and accuracy of the presented information and its reflection of current knowledge in the field
- translation of key principles into practical use for audience being addressed
- appropriateness of the presentation to the chosen audience
- correct citation of references on slides, or slide notes, in APA-style (6th ed.)

Performance-Based Assessment Rubric:
Presentation on Characteristics of Gifted and Talented Learners

	Does Not Meet Standard (Little or no evidence)	Approaches Standard (Some evidence)	Meets Standard (Clear evidence)	Exceeds Standard (Clear, convincing, and substantial evidence)
	0	**1**	**2**	**3**
Presentation Content *NAGC-CEC Stand. 1.1, 1.2, 2.1, 2.2, 4.3* *8pts*	• Identifies, or partially identifies, salient characteristics of gifted and talented learners, including students from few or no diverse populations (culturally and linguistically diverse, twice-exceptional, students from poverty) • Discusses few or no ways gifted potential might be demonstrated within classroom settings across the school • Rarely, or does not, address(es) the roles that culture, language, ethnicity, poverty, and special education needs might play in the way that gifts and talents are manifested, and in how gifted potential is identified • Presents little to no information on the socio-emotional needs of gifted learners and/or how those needs can be addressed	• Identifies salient characteristics of gifted and talented learners, including students from some diverse populations (culturally and linguistically diverse, twice-exceptional, students from poverty) • Discusses some ways gifted potential might be demonstrated within classroom settings across the school • Partially addresses the roles that culture, language, ethnicity, poverty, and special education needs might play in the way that gifts and talents are manifested, and in how gifted potential is identified • Presents some information on the socio-emotional needs of gifted learners and/or how those needs can be addressed	• Identifies salient characteristics of gifted and talented learners, including students from diverse populations (culturally and linguistically diverse, twice-exceptional, students from poverty) • Discusses varied ways gifted potential might be demonstrated within classroom settings across the school • Addresses the roles that culture, language, ethnicity, poverty, and special education needs might play in the way that gifts and talents are manifested, and in how gifted potential is identified • Presents information on the socio-emotional needs of gifted learners and how those needs can be addressed	• Thoroughly identifies salient characteristics of gifted and talented learners, including students from diverse populations (culturally and linguistically diverse, twice-exceptional, students from poverty) • Discusses many and varied ways gifted potential might be demonstrated within classroom settings across the school • Explicitly addresses the roles that culture, language, ethnicity, poverty, and special education needs might play in the way that gifts and talents are manifested, and in how gifted potential is identified • Presents detailed information on the socio-emotional needs of gifted learners and how those needs can be addressed
Presentation Outline *NAGC-CEC Stand. 1.1, 1.2, 2.1, 2.2, 4.3* *6 pts*	• Outline meets criteria listed for presentation content in the "Does Not Meet Standard" column above • Some or no information is referenced using APA-style (6th ed.) citations	• Outline meets criteria listed for presentation content in the "Approaches Standard" column above • Most information is referenced using APA-style (6th ed.) citations	• Outline meets criteria listed for presentation content in the "Meets Standard" column above • All information is referenced using APA-style (6th ed.) citations	• Outline clearly meets criteria listed for presentation content in the "Exceeds Standard" column above • All information is clearly referenced using APA-style (6th ed.) citations

	Does Not Meet Standard (Little or no evidence)	**Approaches Standard** (Some evidence)	**Meets Standard** (Clear evidence)	**Exceeds Standard** (Clear, convincing, and substantial evidence)
	0	**1**	**2**	**3**
Reviewed / Represented Literature *NAGC-CEC Stand. 1.1, 1.2, 2.1* *8 pts*	• Connections to broader literature are not appropriate or are missing • Cites fewer than 3 sources (and/or fewer than 2 are not assigned for the course and no research studies)	• Includes appropriate connections to broader gifted education literature across most assignment components • Cites 3-5 sources (with 2-3 not assigned for the course and/or 1-2 research studies)	• Includes thoughtful connections to broader gifted education literature across all four assignment components • Cites 6-7 sources (with 3 not assigned for the course and 3 research studies)	• Includes thoughtful and thorough connections to broader gifted education literature across all four assignment components • Clear, consistent, and convincing citation of 8 or more references; at least 3 not assigned for the course; at least 3 are research studies.
Presentation Handout *NAGC-CEC Stand. 1.1, 1.2, 2.1, 2.2, 4.3, 6.1, 6.2, 7.2, 7.3* *6 pts*	• Can serve as a resource for intended audience in recognizing gifted potential across few or no diverse populations • Includes information on salient characteristics and socioemotional needs of few or no diverse populations of gifted and talented learners • Outlines additional book, article, and/or online resources that may or may not be appropriate for intended audience and/or with little to no evidence of organization	• Can serve as a resource for intended audience in recognizing gifted potential across most diverse populations • Includes information on salient characteristics and socioemotional needs of most diverse populations of gifted and talented learners • Outlines additional book, article, and online resources appropriate for intended audience, with some evidence of organization	• Can serve as a resource for intended audience in recognizing gifted potential across all diverse populations • Includes information on salient characteristics and socioemotional needs of all diverse populations of gifted and talented learners • Clearly outlines additional book, article, and online resources appropriate for intended audience, organized in an easily digestible format (e.g., grouped by resource theme)	• Can serve as a valuable resource for intended audience in recognizing gifted potential across all diverse populations • Includes detailed information on salient characteristics and socioemotional needs of all diverse populations of gifted and talented learners • Clearly and explicitly outlines additional book, article, and online resources appropriate for intended audience, organized in an easily digestible format (e.g., grouped by resource theme)
Reflection *NAGC-CEC Stand. 1.1, 6.1, 6.2* *6 pts*	• Does not include reflection, or includes a cursory reflection that may be bulleted • APA-style (6th ed.) is not used	• Includes reflection • Does not address all 3 required questions, or may lack detail or thoughtful connections • May or may not use course readings to support points/thoughts and/or generally follows APA-style (6th ed.) for headings, citations, and references, but with multiple and recurring errors	• Includes reflection • Addresses the 3 required questions thoroughly and thoughtfully • Uses course readings to support points/thoughts • Follows APA-style (6th ed.) for headings, citations, and references, with a few minor errors	• Includes reflection • Addresses the 3 required questions thoroughly and thoughtfully • Uses course readings to support points/thoughts • Follows APA-style (6th ed.) for headings, citations, and references with no errors

	Does Not Meet Standard (Little or no evidence)	**Approaches Standard** (Some evidence)	**Meets Standard** (Clear evidence)	**Exceeds Standard** (Clear, convincing, and substantial evidence)
	0	**1**	**2**	**3**
Presentation Format and Delivery *NAGC-CEC Stand. 4.3, 7.2, 7.3* *6 pts*	• Little or no coherence of content • Lack of organization • May not be appropriate to audience • Presentation not created in specified or pre-approved presentation program • Content communicated through few or no varied slide formats and/or with use of excessive blocks of text	• Some coherence of content • Evidence of organization • Appropriate to audience • Presentation created in PowerPoint, Google Slides, Prezi, or another pre-approved presentation program • Content communicated through some varied slide formats with minimal use of excessive blocks of text on any one slide	• Overall coherence of content • Clear organization • Appropriate to audience • Presentation created in PowerPoint, Google Slides, Prezi, or another pre-approved presentation program • Content communicated through mostly varied slide formats without use of excessive blocks of text on any one slide	• Overall coherence of content • Clear organization with thoughtful progressions and smooth transitions • Appropriate to audience • Presentation created in PowerPoint, Google Slides, Prezi, or another pre-approved presentation program • Content communicated through varied slide formats without use of excessive blocks of text on any one slide

EDCI 621
Critical Reading Response Rubric (each response will be scored out of 10 points)

	Does not meet Standard (Little or no evidence)	Approaches Standard (Some evidence)	Meets Standard (Clear evidence)	Exceeds Standard (Clear, convincing, and substantial evidence)
	0	**1**	**2**	**3**
Discussion *4 pts*	• Response to the prompt identifies two or fewer principle points and/or relies heavily on connections to personal/ educational contexts, rather than course readings or gifted education literature. • May not use critical lens to understand, evaluate, and/or reflect upon information presented through course content	• Response to the prompt identifies two to three principle points and includes connections to: course readings or literature in gifted education and personal/educational contexts. • Attempts to use critical lens to understand, evaluate, and reflect upon information presented through course content	• Response to the prompt identifies three to four principle points and includes connections to: course readings or literature in gifted education and personal/educational contexts. • Uses critical lens to understand, evaluate, and reflect upon information presented through course content	• Response to the prompt identifies three to four principle points and includes connections to: course readings, literature in gifted education and personal/educational contexts. • Uses critical lens to understand, evaluate, and reflect upon information presented through course content
Reflection on the Readings *3 pts*	• May not discuss how these readings apply to your professional context in gifted education • May not address how these course readings advance thinking and/or the field	• May discuss how these readings apply to your professional context in gifted education • Explains how these course readings have served to either advance your thinking or the field	• Discusses how these readings apply to your professional context in gifted education • Explains how these course readings have served to advance your thinking and the field	• Elaborates on how these readings apply to your professional context in gifted education • Explains how these course readings have served to advance your thinking and the field
Connections to Course Content & the Broader Literature *3 pts*	• Includes a representation of one or no references from EDCI 621 readings, as well as one or no readings outside the scope of the course • References selected are weakly connected to reflection prompt • APA-style (6th ed.) used inconsistently or not at all	• Includes a representation of two references from EDCI 621 readings, as well as at least one reading outside the scope of the course • References selected are mostly connected to reflection prompt • APA-style (6th ed.) used inconsistently throughout	• Includes a representation of three to four references from EDCI 621 readings, as well as at least two readings outside the scope of the course • References selected are connected to reflection prompt • APA-style (6th ed.) used consistently throughout	• Includes a representation of at least five references from EDCI 621 readings, as well as at least three readings outside the scope of the course • References selected are meaningful and explicitly connected to reflection prompt • APA-style (6th ed.) used consistently throughout

EDCI 621
Seminar Leader Rubric

	Does not meet Standard (Little or no evidence)	Approaches Standard (Some evidence)	Meets Standard (Clear evidence)	Exceeds Standard (Clear, convincing, and substantial evidence)
	0	1	2	3
Discussion Facilitation *8 pts*	• Opening does not include sharing of objectives and/or context. • Discussion provides limited or no opportunities for participants to engage. • Closure may be missing or does not include parting questions for consideration.	• Opening with sharing of objectives and context provided • Discussion engages students with multiple, dichotomous questions • Closure may not include parting questions for consideration.	• Clear opening with sharing of objectives and context provided • Discussion engages students with multiple, non-dichotomous questions • Closure includes parting questions for consideration	• Clear opening with sharing of objectives and context provided • Discussion engages students with multiple, *high-level*, non-dichotomous questions • Closure includes parting questions for thoughtful consideration
Connections to Course Content & the Broader Literature *8 pts*	• Few or no connections are made to EDCI 621 readings, and the connections may not be relevant or appropriate • Few or no connections are made to other relevant and appropriate gifted literature • Includes a representation of fewer than two references from EDCI 621 readings, as well as one or no readings outside the scope of the course • References selected are weakly connected to model presented	• Some connections are made to relevant and appropriate EDCI 621 readings • Some connections are made to other relevant and appropriate gifted literature • Includes a representation of two references from EDCI 621 readings, as well as one reading outside the scope of the course • References selected are mostly connected to model presented	• Several connections are made to relevant and appropriate EDCI 621 readings • Several connections are made to other relevant and appropriate gifted literature • Includes a representation of at least three references from EDCI 621 readings, as well as one reading outside the scope of the course • References selected are connected to model presented	• Many strong connections are made to relevant and appropriate EDCI 621 readings; and • Many connections are made to other relevant and appropriate gifted literature • Includes a representation of at least three references from EDCI 621 readings, as well as at least two readings outside the scope of the course • References selected are meaningful and explicitly connected to model presented
Handout *4 pts*	• Many key points or supporting details may be missing from the handout. • References are with many errors in APA-style (6th ed.)	• Some key points or supporting details may be missing from the handout. • References are presented with some errors in APA-style (6th ed.)	• Key points completely articulated in handout, with supporting details • References are presented in APA-style (6th ed.)	• Key points clearly and completely articulated in handout, with supporting details • References are presented in APA-style (6th ed.)

EDCI 621
Course Engagement

	Does not meet Standard (Little or no evidence)	Approaches Standard (Some evidence)	Meets Standard (Clear evidence)	Exceeds Standard (Clear, convincing, and substantial evidence)
	0	**1**	**2**	**3**
Participation and Professionalism *20 pts*	The student is chronically late for class; absences are not documented by following the procedures outlined in the syllabus; The student is often unprepared for class; Student does not actively participate in discussions; The student's communications with professor and peers is usually unprofessional	The student may be late or miss class more than once; follows outlined procedures in case of absence; Student may be unprepared for class more than once; Student participates at least peripherally in group and class discussions; The student is somewhat engaged in all classes and sometimes or rarely pushes their own and their peers' thinking; Student may occasionally demonstrate unprofessionalism in communications with professor and peers	The student is engaged in all classes; is on time; is prepared; follows outlined procedures in case of absence; the student makes active contributions to the learning group and class; The student may usually, but not always, critically consider content and/or pose questions; demonstrates professionalism in all communications with professor and peers	The student is engaged in all classes- is on time to every class; is prepared for every class; follows outlined procedures in case of absence; The student actively participates in small and/or whole group class meetings by meaningfully contributing to each class session; Student critically considers class content and poses questions to push their own thinking and that of their peers; demonstrates professionalism in all communications with professor and peers