EDCI 623.6H1
Models and Strategies for Teaching Gifted Learners
3 credits, Spring 2020
Mondays/4:30pm-7:30pm
Kelly Leadership Center, Conference Room 2002/2004 (off campus)
Jan 21, 2020 - May 13, 2020

Faculty
Name: Melissa Edmonds
Office Hours: by appointment
Office Location: N/A
Office Phone: N/A
Email Address: medmond@gmu.edu

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

University Catalog Course Description
Provides framework to examine and apply curriculum models and instructional strategies advocated for use with gifted students according to national and state standards that reflect best practices in gifted education.

Course Overview
EDCI 623 is the third in a series of four courses required to obtain the Gifted Child Education licensure endorsement by the Commonwealth of Virginia. This course examines curriculum issues for gifted learners from both the program model lens and the classroom curriculum lens. The emphasis will be on ways teachers organize and present content to ensure that students encounter and explore depth and complexity within the disciplines. In addition, this course enhances teachers' knowledge about program models and evaluation. By the end of the course teachers will understand a variety of curriculum and program models that inform the ways we support gifted students.

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

Learner Outcomes/Objectives
By the completion of EDCI 623, participants in this course will be able to:
  A. Identify and demonstrate knowledge of a variety of program models, curriculum models, and instructional strategies commonly recommended for gifted learners *(ASTL Learning Outcomes 1, 2; NAGC-CEC Stand. 2.4, 3.1; VA Endorsement Comp. 1.a, 1.b);*
  B. Apply principles from gifted program models, curriculum models, and instructional strategies to classroom settings with students from a variety of cultural, linguistic, and

socioeconomic backgrounds *(ASTL Learning Outcomes 3, 4, 6, 8; NAGC-CEC Stand. 1.2, 2.1, 3.2, 3.4, 5.3, 5.4; VA Endorsement Comp. 4.a, 4.b, 4.c);*

C. Analyze and evaluate program models, curriculum models, and instructional strategies in relation to national and state gifted education standards *(ASTL Learning Outcomes 5, 7; NAGC-CEC Stand. 6.1; VA Endorsement Comp. 1.b, 4.a);*

Professional Standards
NAGC-CEC Teacher Preparation Standards (2013) Alignment
The content of EDCI 623, 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
    - 1.2 use understanding of development and individual differences to respond to the needs of individuals with gifts and talents
- Standard 2: Learning Environments
    - 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
    - 2.4 demonstrate understanding of the multiple environments that are part of a continuum of services for individuals with gifts and talents, including the advantages and disadvantages of various settings, and teach students to adapt to these environments
- Standard 3: Curricular Content Knowledge
    - 3.1 understand the role of central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and use their understanding to organize knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions within and across grade levels
    - 3.2 design appropriate learning and performance modifications for individuals with gifts and talents that enhance creativity, acceleration, depth and complexity in academic subject matter and specialized domains
    - 3.4 understand that individuals with gifts and talents demonstrate a wide range of advanced knowledge and performance levels and modify the general or specialized curriculum appropriately
- Standard 5: Instructional Planning & Strategies
    - 5.3 collaborate with families, professional colleagues, and other educators to select, adapt, and use evidence-based strategies that promote challenging learning opportunities in general and specialized curricula
    - 5.4 emphasize the development, practice, and transfer of advanced knowledge and skills across environments throughout the lifespan leading to creative, productive careers in a multicultural society for individuals with gifts and talents
- Standard 6: Professional Learning & Ethical Practice
    - 6.1 use professional ethical principles and specialized program standards to guide their practice
    - 6.3 model respect for diversity, understanding that it is an integral part of society's institutions and impacts learning of individuals with gifts and talents in the delivery of gifted education services

- o 6.4 are aware of their own professional learning needs, understanding the significance of lifelong learning, and participate in professional activities and learning communities
- o 6.5 advance the profession by engaging in activities such as advocacy and mentoring
- 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 623, 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 1.a, 1.b: Understanding of principles of the integration of gifted education and general education, including: a) strategies to facilitate the interaction of gifted students with students of similar and differing intellectual and academic abilities; and, b) development of activities to encourage parental and community involvement in the education of the gifted
- Competencies 4.a, 4.b, 4.c: Understanding and application of a variety of curricular and instructional models, methodologies, and strategies that ensure: a) the use of the Virginia Standards of Learning as a foundation to develop a high level of proficiency, academic rigor, and complexity for gifted learners in all curricular academic areas; b) the acquisition of knowledge and development of products that demonstrate creative and critical thinking as applied to student learning both in and out of the classroom, including inquiry-based instruction, questioning strategies, and problem-solving skills; and, c) the development of learning environments that guide students to become self-directed, reflective, independent learners
- Competency 8: Understanding of and proficiency in grammar, usage, and mechanics and their integration in all forms of communication

NBPTS & ASTL Alignment
The Gifted Child Education certificate and M.Ed. concentration are advanced work for practicing teachers. Through the ASTL program, this course also aligns with the NBPTS Propositions – the first five of which are also the first five ASTL learning outcomes. Specifically, this course addresses:

- Proposition 1: Teachers are committed to students and their learning. *(ASTL Learning Outcome 1)*;
- Proposition 2: Teachers know the subjects they teach and how to teach those subjects to students. *(ASTL Learning Outcome 2)*;
- Proposition 3: Teachers are responsible for managing and monitoring student learning. *(ASTL Learning Outcome 3)*;
- Proposition 4: Teachers think systematically about their practice and learn from experience. *(ASTL Learning Outcome 4)*; and
- Proposition 5: Teachers are members of learning communities. *(ASTL Learning Outcome 5)*

EDCI 623 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 Text
- Renzulli, J. S., Gubbins, E. J., McMillen, K. S., Eckert, R. D., & Little, C. A. (Eds.). (2009). *Systems and models for developing programs for the gifted and talented* (2nd ed.). Waco, TX: Prufrock Press.

- 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

o *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

o 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

o 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/teaching-high-potential

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. Gifted Education Model Proposal (PBA)	40%	a, b, c	May 4, 2020
B. Critical Reading Responses	20% (10% per response)	a, b, c	#1: March 8, 2020 #2: April 5, 2020
C. Model Seminar Discussion	20%	a, b	March 16 or March 23, 2020
D. Course Engagement	20%	a, b, c	Weekly

A. *Performance-Based Assessment: Gifted Education Model Proposal (40%)*
This proposal will serve as the performance-based assessment (PBA) for this course. Each student will take on an authentic stakeholder role of their choice: parent, teacher, school-level administrator, or district-level administrator (additional roles will be considered pending instructor approval). Through this lens, the student will choose one or more of the curriculum models studied in the course that they believe best fits within the program model of gifted services provided in a specific school district, then design a product (e.g., podcast, website, video, presentation) that clearly shows how the chosen model(s) best fit the needs of the students within that specific school and/or district context.

A complete 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 pp. 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 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. *Model Seminar Discussion (20%)*
Each participant will work with a small group to prepare and lead a class discussion on one of the models from the readings. The groups will provide an outline of the key features of the model along with a series of discussion questions for the class.

The model seminar discussion 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
        b. Organization that encourages interactions between your colleagues and the questions developed
        c. A closure with parting questions for thoughtful consideration
    II.   A **digital handout**, posted at least one day prior to the discussion, that includes
        a. Key points of the model, which have been clearly and concisely articulated
        b. References from EDCI 623 readings and other relevant readings from gifted education literature that support your discussion, written in APA-style (6th ed.)

A detailed rubric on how these discussions will be assessed is included at the end of the syllabus. Facilitating this discussion will represent 20% of your final grade.

D. *Course Engagement (20%)*

EDCI 623 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 discussions, as well as 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.

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 in class, contact your instructor prior to class 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. You may be asked to redo an assignment that is far below expectations.

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. 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 effort beyond basic requirements
A-	90-93	3.67	
B+	85-89	3.33	Reflects an understanding of and the ability to apply theories and principles at a basic level
B	80-84	3.00	
C*	70-79	2.00	Denotes an unacceptable level of understanding and application of the basic elements of the course
F*	<69	0.00	

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 623*: Spring 2020 (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 text will be available on the MyMason Blackboard class site.

Date	Class Topics	Read and Do
Week 1 January 27	Welcome & Course Overview	Before class 1: Read syllabus and readings posted for Class 1 on Blackboard For next class (Feb. 3): Read chapter 21 and any additional readings on Blackboard
Week 2 February 3	Beginning Exploration of Curriculum Models Model 1: Parallel Curriculum Model Evaluating Curriculum and Programs	For next class (Feb. 10): Read chapter 13
Week 3 February 10	Continued Exploration & Preliminary Evaluation of Curriculum Models Model 2: Schoolwide Enrichment Model	For next class (Feb. 24): Read chapters 3 and 8
Week 4 February 17	No Class – President's Day	

Week 5 February 24	Curriculum Models with a Focus on Questioning: Model 3: Autonomous Learner Model Model 4: Problem-Based Learning Model Seminar Discussion Chapters* • Kaplan's Grid Model, ch. 10 • Maker's Model, ch. 11 • Purdue Three-Stage Model, ch. 12 • Trifocal Model, ch. 15 • Talents Unlimited, ch. 17 • WICS Model, ch. 19 *Your group will select one of these chapters during this week.	Select chapter for Model Seminar Discussion For next class (March 2): Read chapters 6 and 24
Week 6 March 2	Curriculum Models with Other Areas of Focus: Model 5: Clark's Integrative Education Model 6: William & Mary Integrated Curriculum Model	**Critical Reading Response #1 due by March 8**
Week 7 March 9	<u>Model Seminar Discussions: Work Week</u>	Prepare model seminar discussion with group
Week 8 March 16	<u>Model Seminar Discussions</u>	None
Week 9 March 23	<u>Model Seminar Discussions</u>	For next class (March 30): Read chapters 5 and 16
Week 10 March 30	Model Alignment: Ensuring Approaches Meet Identified Students' Needs	For next class (April 6): Read chapters 9 and 23 **Critical Reading Response #2 due by April 5**

Week 11 April 6	Program Models & Other Service Delivery Options to Consider • Gentry/MacDougall's Total School Cluster Grouping (ch. 9) • Levels of Service: A Contemporary Approach to Programming for Talent Development (ch. 23)	For next class (April 13): Read chapter 4
Week 12 April 13	Integrating & Reflecting	No additional readings
Week 13 April 20	Project work week – peer review/discussion with critical friends group	
Week 14 April 27	No Class – PWCS Spring Break	
Week 15 May 4	**Final project due by May 4**	

Core Values Commitment
The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, 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/).
- Students must follow the university policy for Responsible Use of Computing (see https://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 https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/.
- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

As a faculty member, I am designated as a "Responsible Employee," and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason's Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

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

EDCI 623
Guidelines for the Performance-Based Assessment:
Gifted Education Model Proposal

This proposal will serve as the performance-based assessment (PBA) for this course. Each student will select an audience: parents, teachers, school administrators, or district-level administrators. The student will choose one or more of the curriculum models studied in the course that they believe best fits within the program model of gifted services provided in a specific school district, then design a product (e.g., podcast, website, video, presentation) that clearly shows how the chosen model(s) best fit the needs of the students within that specific school and/or district context.

I.   An engaging, practical, and authentic (for your audience) **product** that includes:
    a.   a description of the key features of the model(s)
    b.   an explanation of how the proposed curriculum model fits within the program model of gifted services provided within a specified school district
    c.   a rationale for why this model better meets the needs of the students within a specific school and/or district context that attends to:
        i.   the student demographics (% breakdown by race/ethnicity, % English Learners[1], % receiving free and reduced-price lunch [FRPL], and % receiving special education services) within the school or district, both in the general school/district population, as well as within the gifted/talented program
        ii. the proposed curriculum model(s)' proven use with students from a variety of cultural, linguistic, socioeconomic and academic backgrounds (in other words, the research basis)
        iii. the curriculum model(s) currently used in the school or district
        iv. an explanation for how the proposed curriculum model(s) complement, supplement, or replace the existing state of affairs

II. A **reflection** that uses course readings, as well as the broader gifted education literature*, to addresses the following guiding questions:
    a.   What intended audience have you chosen, and why?
    b.   How does the product you have chosen represent an authentic means for communicating with your chosen audience? Further, what are your plans for sharing this product?
    c.   What do you see as the key features of the curriculum model(s) you have chosen?
    d.   How does this proposed curriculum model(s) fit within the program model within your school or district?
    e.   Why should this proposed curriculum model(s) be used and, more specifically, how do you know it is a good fit for students from culturally, linguistically, socioeconomically, and academically diverse backgrounds?

*Be sure to include in-text citations, as well as a reference list, in APA format. See the PBA rubric at the end of the syllabus for complete details on how this project will be assessed.

EDCI 623
Performance-Based Assessment (PBA) Rubric:
Gifted Education Model Proposal

	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**
Description of Key Features *NAGC-CEC Stand. 3.2, 3.4, 5.3, 5.4, 6.5* *10pts*	• **Does not** identify most of the key features of the proposed curriculum model(s)	• Identifies **most** of the key features of the proposed curriculum model(s)	• Identifies **all** of the key features of the proposed curriculum model(s)	• **Clearly** identifies all of the key features of the proposed curriculum model(s)
Explanation of Model Fit *NAGC-CEC Stand. 2.4, 3.1, 3.2, 3.4* *10pts*	• Provides no description of the program model currently being used in the school or district or • Does not describe how curriculum model(s) fits within the school or district	• Provides **limited** description of the program model currently being used in the school or district • May or may not describe how the proposed curriculum model(s) fits within the school or district	• Provides a description of the program model currently being used in the school or district • Describes how the proposed curriculum model(s) fits within the school or district	• Provides a **rich** description of the program model currently being used in the school or district • **Clearly** describes how the proposed curriculum model(s) fits within the school or district
Evidence of Match to Student Needs *NAGC-CEC Stand. 1.2, 2.1, 2.4, 6.3* *10pts*	• Provides **limited or no** description of the student demographics (race/ethnicity, language proficiency, FRPL, SpEd) of the general education program *and* the gifted education program • Discussion of the research basis of the curriculum model is **incomplete or missing** • Explanation of how the proposed curriculum model(s) complement, supplement, or replace the existing state of affairs is **incomplete or missing**	• Provides **limited** description of the student demographics (race/ethnicity, language proficiency, FRPL, SpEd) of the general education program *and* the gifted education program • Discussion of the research basis of the curriculum model **is incomplete** • Explanation of how the proposed curriculum model(s) complement, supplement, or replace the existing state of affairs **is incomplete**	• Describes the student demographics (race/ethnicity, language proficiency, FRPL, SpEd) of the general education program *and* the gifted education program • Discusses the research basis of the curriculum model • Explains how the proposed curriculum model(s) complement, supplement, or replace the existing state of affairs	• **Clearly** describes the student demographics (race/ethnicity, language proficiency, FRPL, SpEd) of the general education program *and* the gifted education program • **Clearly** discusses the research basis of the curriculum model • **Clearly** explains how the proposed curriculum model(s) complement, supplement, or replace the existing state of affairs

| Reflection

NAGC-CEC Stand. 6.1, 6.3, 6.4

10pts	• **Does not include** reflection, **or includes a cursory** reflection that may be bulleted • APA-style (6th ed.) is **not used**	• Includes reflection, but **does not address all 5** 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 that addresses the 5 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 that addresses the 5 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

EDCI 623
Critical Reading Response Rubric
10 points each

	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 *4pts*	• 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 *3pts*	• 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 *3pts*	• Includes a representation of one or no references from EDCI 623 readings and 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 one reference from EDCI 623 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 two references from EDCI 623 readings, as well as at least one reading 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 two references from EDCI 623 readings, as well as at least two 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 623
Model Seminar Discussion 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 *8pts*	• 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 *7pts*	• Few or no connections are made to EDCI 623 readings, and the connections may not be relevant or appropriate • Few or no connections are made to other relevant and appropriate gifted literature • Includes no references from EDCI 623 readings, and 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 623 readings • Some connections are made to other relevant and appropriate gifted literature • Includes a representation of one reference from EDCI 623 readings, but no reading outside the scope of the course • References selected are mostly connected to model presented	• Several connections are made to relevant and appropriate EDCI 623 readings • Several connections are made to other relevant and appropriate gifted literature • Includes a representation of at least one reference from EDCI 623 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 623 readings • Many connections are made to other relevant and appropriate gifted literature • Includes a representation of at least one reference from EDCI 623 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 *5pts*	• Many key points or supporting details may be missing from the handout. • References are presented in a separate handout for colleagues with many errors in APA-style (6th ed.) or are not sent at least one day prior to discussion	• Some key points or supporting details may be missing from the handout. • References are presented in a separate handout for colleagues, with some errors in APA-style (6th ed.), and sent at least one day prior to discussion	• Key points completely articulated in handout, with supporting details • References are presented in APA-style (6th ed.) in a separate handout for colleagues, sent at least one day prior to discussion	• Key points clearly and completely articulated in handout, with supporting details • References are presented in APA-style (6th ed.) in a separate handout for colleagues, sent at least one day prior to discussion

EDCI 623
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