GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
Advanced Studies in Teaching and Learning Program
Gifted Child Education Concentration

EDCI 625: Section DL1
CONTEMPORARY ISSUES AND TRENDS IN GIFTED EDUCATION
3 credits, Fall 2020 (Online)
Aug 24, 2020 - Dec 14, 2020

For COVID 19 procedures in Fall 2020: Students, please be aware of and follow all policies and procedures for Mason's Safe Return to Campus: https://www2.gmu.edu/Safe-Return-Campus

FACULTY
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PREREQUISITES
Required: None
Recommended: EDCI 621, 622, 623, and 624

UNIVERSITY CATALOG COURSE DESCRIPTION
Focuses on research, trends, issues, legislation, and litigation concerning gifted and talented children. Provides professionals in gifted education and related fields with knowledge and skills to serve as advocates for gifted child education.

COURSE OVERVIEW
EDCI 625 is the fifth in a series of seven courses required to pursue the M.Ed. concentration in Gifted Child Education in the Advanced Studies in Teaching and Learning (ASTL) program at George Mason University. This course is designed to examine contemporary research, trends, issues, legislation, and litigation related to gifted education and its impact on students from diverse racial, ethnic, linguistic, socioeconomic, and academic backgrounds. In addition to exploring the current major topics in the discipline, students taking this course will also have the opportunity to explore a contemporary issue of their choice and apply this knowledge to create an authentic product that can be used within or beyond their school or district context.

COURSE DELIVERY METHOD
This course will be delivered online in *asynchronous and synchronous* formats using the Blackboard Learning Management System (LMS) housed in the MyMason portal. Course delivery will be through mini-lecture, videos, structured collaborative reflective groups, discussion forums, critical reflective practice, individual blogs and online journals based on topics aligned with national standards and program/learner outcomes.

The Blackboard course site will be open to students at least one day prior to course opening, on **Monday, August 24, 2020**. To access the course, go to the MyMason portal login page at http://mymason.gmu.edu/ and click on the green button "Mason Bb Login." Your GMU email username (everything before @masonlive.gmu.edu) is also your MyMason Portal ID; your GMU email password is also your MyMason Portal password. After logging in, click on the COURSES tab at the top of the page to see your list of courses, then select **EDCI 625**.

Under no circumstances may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements
To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:
    https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers
    To get a list of supported operation systems on different devices see:
    https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course (email to be checked **daily**).
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
    o Adobe Acrobat Reader: https://get.adobe.com/reader/
    o Windows Media Player:
        https://support.microsoft.com/en-us/help/14209/get-windows-media-player
    o Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations:
- *Course Week:* Because asynchronous courses do not have a "fixed" meeting day, our course week will begin on **Mondays** at 12:00 AM EST and finish on **Sundays** at 11:59 PM EST.
- *Login Frequency:* Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or to access course materials *at least three* times per week. In addition, students must log in for all scheduled online synchronous meetings.
- *Participation:* Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and

assignments, and participating in course discussions and group interactions.

- *Technical Competence:* Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- *Technical Issues:* Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- *Workload:* Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities, and assignments due.
- *Instructor Support:* Students may schedule a one-on-one meeting to discuss course requirements, content, or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- *Netiquette:* The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so that others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- *Accommodations:* Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services.

LEARNER OUTCOMES/OBJECTIVES
By the completion of EDCI 625, participants in this course will be able to:
   A. Demonstrate understanding of current trends and issues in gifted education *(ASTL Learning Outcomes 2, 4; NAGC-CEC Stand. 1.1, 4.1; VA Endorsement Comp. 7.a, 7.b);*
   B. Evaluate the role of federal/state legislation, policy, and litigation (e.g. Every Student Succeeds Act of 2015, *McFadden v. Board of Education of Illinois School District U-46*, Jacob Javits Act of 1998) on services for gifted children and their families *(ASTL Learning Outcomes 1, 3, 6, 7; NAGC-CEC Stand. 6.2, 6.3; VA Endorsement Comp. 7.b);*
   C. Situate current trends and issues within the context of historical, political, and theoretical perspectives in gifted education *(ASTL Learning Outcomes 2, 4, 5; NAGC-CEC Stand. 6.2, 6.3, 6.4; VA Endorsement Comp. 7.b, 8);*
   D. Apply knowledge related to contemporary issues and trends in gifted education to advocate effectively on behalf of gifted children at the local and/or state level *(ASTL Learning Outcomes 1, 6, 7; NAGC-CEC Stand. 6.5, 7.1, 7.2, 7.3; VA Endorsement Comp. 7.a, 7.b, 8)*

PROFESSIONAL STANDARDS

NAGC-CEC Teacher Preparation Standards (2013) Alignment
The content of EDCI 625, along with the content of the remaining courses in the Gifted Child Education M. Ed. concentration, 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
  - understand how language, culture, economic status, family background, and/or area of disability can influence the learning of individuals with gifts and talents
- Standard 4: Assessment
  - 4.1 understand that some groups of individuals with gifts and talents have been underrepresented in gifted education programs and select and use technically sound formal and informal assessments that minimize bias in identifying students for gifted education programs and services
- Standard 6: Professional Learning & Ethical Practice
  - 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
  - 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
  - 6.4 are aware of their own professional learning needs, understanding the significance of lifelong learning, and participate in professional activities and learning communities
  - 6.5 advance the profession by engaging in activities such as advocacy and mentoring
- Standard 7: Collaboration
  - 7.1 apply elements of effective collaboration
  - 7.2 serve as a collaborative resource to colleagues
  - 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 625, along with the content of the remaining courses in the Gifted Child Education M. Ed. concentration, 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 7.a, 7.b: Understanding of contemporary issues and research in gifted education, including: a) the systematic gathering, analyzing, and reporting of formative and summative data from local, state, and national perspectives; and, 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
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 625 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

American Psychological Association (2020*). Publication manual of the American Psychological Association* (7th ed.). https://doi.org/10.1037/0000165-000.

Dintersmith, T. (2018). *What school could be: Insights and inspiration from teachers across America.* Princeton University Press.

Plucker, J., & Callahan, C. (2014). *Critical Issues and Practices in Gifted Education: What the Research Says.* (2nd ed.). Prufrock Press.

- *Other readings will be available on Blackboard.*

ADDITIONAL RESOURCES/PUBLICATIONS – at a student's discretion

- **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

o **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

o **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, VIA, hard copy). General Requirements

A. Please note that this online course is **NOT self-paced;** it consists of *weekly modules* that progress sequentially through the semester. You will be expected to complete one learning module every week. It is critical that each student complete all readings and activities on a weekly basis. 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 the time scheduled for meeting asynchronously. 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. Due dates are also posted on our Blackboard course site.
   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 our program's goal, we may ask (or *require)* you to redo an assignment that is far below expectations. Thank you for making genuine 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 (7ᵗʰ edition), as well as be double-spaced, with 1" margins, and 12-point font (Times New Roman).

Instructor Role
● Your professor will read online discussion forums regularly; however, her active role as faculty is to support the discussion development and not so much to "enter into each one" so that the dialogue is authentic among participants. Please note that during this time, your professor will be noting the quality and extent of your participation.

Student Expectations
● Students are also expected to adhere, to the extent possible, to a 24-hour turnaround time for emails.
● Students are expected to visit our Blackboard site *at least three* times during the week: thus, once at the beginning of each week, once in the middle of the week, and then again at the end to read any new posts and replies. Please note that you can subscribe to forums/threads to be notified when new posts are added. Kindly access the posted directions in Blackboard for doing this.
● Students are expected to read all posted/emailed Course Announcements. These contain important information from your instructor. In addition to being sent by email, these will be available in the Announcements link in Blackboard.
● It is also expected that you will monitor your participation to remain timely and responsive and be able to complete all tasks on-time without reminder. Successful students in an online learning environment are proactive, self-regulated, and manage their time well. You should expect to spend 12-15 hours a week on work for this 3-credit course (including reading and posting). This commitment is commensurate with the commitment expected for F2F classes, which also includes preparation, class time, and assignments.
● Questions are welcome, and your instructor is available to respond to individual class members as needs might arise.

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

Assignment	Percent of final grade	Outcomes addressed	Due date
A. Current Issues Project	40%	a, b, c, d	Dec. 7
B. Critical Reading Responses	40% (20% per response)	a, b, c	Response #1: Oct. 4 Response #2: Oct. 25
C. Course Engagement	20%	a, b, c, d	Weekly

A. Performance-Based Assessment: Current Issues Project (40%)
Students will become an "expert" in a current issue in gifted education, then select a major project related to that issue. These projects are to be designed in conjunction with the instructor and should be relevant to the educational role of the participant.

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 (40%)*

Each participant will write two critical reading responses (5-6 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 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 (7*th* 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 20% (for a total of 40%) of your final grade.

C.   *Course Engagement (20%)*

EDCI 625 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, including logging on to the Blackboard discussion board at least three times per week to answer questions, raise additional issues, and engage at least two other colleagues in the group. It is expected that you continuously build upon your prior knowledge developed in previous coursework in the ASTL or Gifted Child Education concentration to connect, question, and extend the discussion with all new posts by citing readings and material in the weekly modules content, 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 responses that focus solely on personal/professional experiences are unsuitable for posting.

We will use Blackboard to communicate regularly in this class. You will be asked to post assignments and responses, read classmates' postings, and actively participate in discussions. Blackboard serves as an important vehicle for discussing ongoing work on your major project with group members. *In addition to quality participation in discussion forums, each week will include tasks to be completed which are related to each week's content. Attendance and active participation in all scheduled Collaborate sessions is also included in course engagement.* Detailed guidelines for course engagement are included at the end of this syllabus. Course engagement will represent 20% of your final grade.

**Please note: As this is an online course, the majority of our class discussion will be in the

form of the electronic discussion board. **Each module will begin on a Monday and run through the following Sunday.** To this end, initial postings for each discussion forum should be completed by *11:59 PM EST on Thursday* so that class members will have until *Sunday at 11:59 PM EST* to interact with the posted material and engage in "conversation."

GRADING SCALE
Grading policies specific to this course follow the University-wide system for grading <u>graduate</u> 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/

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/).

- 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 either Tk20 or VIA should be directed to https://cehd.gmu.edu/aero/assessment/. 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/ .

CLASS SCHEDULE
EDCI 625: *Spring 2020*

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.

Dates	Topics	What to READ and *What to DO* This Week
Week 1 **Aug. 24 – Aug. 30**	**Inspiring Us to Think Differently About School**	Course syllabus Dintersmith, T. (2018). *What school could be: Insights and inspiration from teachers across America.* Princeton, NJ: Princeton University Press. – Ch. 1-3 See additional readings on Blackboard ***Check in call*** ☺
Week 2 **Aug. 31 – Sept. 6**	**Continuing to Think Differently**	Dintersmith, T. (2018). *What school could be: Insights and inspiration from teachers across America.* Princeton, NJ: Princeton University Press. – Ch. 4-5 See additional readings on Blackboard
Week 3 **Sept. 7 – Sept. 13**	**Trends & Issues in Gifted Identification & Services:** ● Underrepresentation in Gifted Programs	Dintersmith, T. (2018). *What school could be: Insights and inspiration from teachers across America.* Princeton, NJ: Princeton University Press. - Ch. 6-7 Ford, D. Y. (2014). Underrepresentation of African American and Hispanic students in gifted education: Impact of social inequality, elitism, and colorblindness. In J. P. Bakken, F. E. Obiakor, & A. F. Rotatori (Eds.). *Gifted education: Current perspectives and issues: Vol. 26. Advances in special*

		education (pp. 101-126). Bingley, England: Emerald Group Publishing Limited. See additional readings on Blackboard
Week 4 **Sept. 14 – Sept. 20**	**Trends & Issues in Gifted Identification & Services:** ● Services for Diverse Student Populations	Obi, S. O., Obiakor, F. E., Obi, S. L., Banks, T., Warner, S., & Spencer, N.. (2014). Giftedness as it relates to culturally and linguistically diverse students. In J. P. Bakken, F. E. Obiakor, & A. F. Rotatori (Eds.). *Gifted education: Current perspectives and issues: Vol. 26. Advances in special education* (pp. 71-100). Bingley, England: Emerald Group Publishing Limited. Scott, M. T. (2014). Multicultural differentiated instruction for gifted students. In J. P. Bakken, F. E. Obiakor, & A. F. Rotatori (Eds.). *Gifted education: Current perspectives and issues: Vol. 26. Advances in special education* (pp. 147-166). Bingley, England: Emerald Group Publishing Limited. See additional readings on Blackboard
Week 5 **Sept. 21 – Sept. 27**	**Trends & Issues in Gifted Identification & Services:** ● Legislation & litigation in gifted education	Castellano, J. A., & Matthews, M. S. (2014). Legal issues in gifted education. In J. P. Bakken, F. E. Obiakor, & A. F. Rotatori (Eds.). *Gifted education: Current perspectives and issues: Vol. 26. Advances in special education* (pp. 1-20). Bingley, England: Emerald Group Publishing Limited. Ford, D. (2014). Multicultural issues: Gifted education discrimination in McFadden v. Board of Education for Illinois school district U-46. *Gifted Child Today, 37,* 188-193. See additional readings on Blackboard

Week 6 **Sept. 28 – Oct. 4**	**Trends & Issues in Gifted Identification & Services:** ● Bringing it all together	Dintersmith, T. (2018). *What school could be: Insights and inspiration from teachers across America.* Princeton, NJ: Princeton University Press - Ch. 8-9 See additional readings on Blackboard ==*Critical Reading Response #1*==
Week 7 **Oct. 5 – Oct. 11**	**Trends & Issues in Supporting the Whole Gifted Child:** ● Socioemotional needs of gifted learners	See readings on Blackboard
Week 8 **Oct. 12 – Oct. 18**	**Trends & Issues in Supporting the Whole Gifted Child:** Family engagement	Dintersmith, T. (2018). *What school could be: Insights and inspiration from teachers across America.* Princeton, NJ: Princeton University Press. - Ch. 10 & Reflections Davis, J. L. (2014). Families and gifted learners: Developing talent and advocating for their own. In J. P. Bakken, F. E. Obiakor, & A. F. Rotatori (Eds.). *Gifted education: Current perspectives and issues: Vol. 26. Advances in special education* (pp. 223-237). Bingley, England: Emerald Group Publishing Limited. See additional readings on Blackboard
Week 9 **Oct. 19 – Oct. 25**	**Trends & Issues in Supporting the Whole Gifted Child:** Bringing it all together	See additional readings on Blackboard ==*Critical Reading Response #2*==

Week 10 **Oct. 26 – Nov. 1**	**Determining Next Steps**	Readings to be determined individually based on your chosen PBA topic ***Submit PBA project type and authentic guidelines to instructor for review***
Week 11 **Nov. 2 – Nov. 8**	**Reflecting & Synthesizing**	Readings to be determined individually based on your chosen PBA topic
Week 12 **Nov. 9 – Nov. 15**	**Reflecting & Synthesizing**	Readings to be determined individually based on your chosen PBA topic
Week 13 **Nov. 16 – Nov. 22**	**Review and Draft PBA**	Readings to be determined individually based on your chosen PBA topic ***Outline of PBA due at end of the week***
Week 14 **Nov. 23 – Nov. 29**	**NO CLASS: Thanksgiving Break**	
Week 15 **Nov. 30 – Dec. 5**	**Integrating & Applying** ● Work on final projects ● Seek additional feedback, as necessary	No additional readings ***Current Issues Project (PBA) due Dec. 7***

EDCI 625
Guidelines for the Performance-Based Assessment:
Current Issues Project

Students will become an "expert" in a current issue in gifted education, then select a major project related to that issue. These projects are to be designed in conjunction with the instructor and should be relevant to the educational role of the participant.

The *Current Issues Project* will consist of two components - a product and a reflection.

Part A: Product
Products may include:
- writing and submitting an article for publication (e.g., *Teaching for High Potential* or *Gifted Child Today)*;
- identifying potential funding sources and writing a grant proposal (e.g., Virginia Association for the Gifted's Innovative Grant);
- creating series of professional learning opportunities for classroom teachers (e.g., a "teachers as readers" book club or a series of before or after school workshops);
- creating a community education series for parents and community leaders (e.g., parent coffees);
- submitting a proposal for presentation and creating the presentation (e.g., Virginia Association for the Gifted Biennial Conference, National Association for the Gifted Annual Conference).

Other products of similar scope and depth may be negotiated with the instructor.

Part B: Reflection
In addition to the product, each participant will also need to submit a separate reflection (2-3 pp.) that addresses the following guiding questions:
1. What current issue did you choose and why did you choose to focus on this particular issue?
2. Who is the intended audience for your product, and what are your intended outcomes?
3. How do your intended outcomes relate to the current issue and product you chose?

This presentation will be assessed based on the rubric included at the end of the syllabus, with the following criteria in mind:
- inclusion of both components (product and reflection) listed above
- thoroughness, clarity, and accuracy of the content and its reflection of current knowledge in the field
- appropriateness of the product to the chosen audience
- correct citation of references, to include in-text citations and a reference list, in APA-style (7th ed.)

EDCI 625
Performance-Based Assessment (PBA) Rubric:
Current Issues Project (40 pts)

	Does Not Meet Standard (Little or no evidence)	Approaches Standard (Some evidence)	Meets Standard (Clear evidence)	Exceeds Standard (Clear, convincing, and substantial evidence)
	1	**2**	**3**	**4**
Product Content *NAGC-CEC Stand. 1.1, 6.2, 6.3* **(x2)** **Maximum Total:** **8 pts**	● Partially or inaccurately 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) ● May or may not include critical stakeholders' perspectives ● Little or no coherence of content	● Identifies salient points related to gifted and talented learners, including students from diverse populations (culturally and linguistically diverse, twice-exceptional, students from poverty) though some inaccuracies may be present ● Includes few critical stakeholders' perspectives ● Some coherence of content	● Accurately identifies salient points related to gifted and talented learners, including students from diverse populations (culturally and linguistically diverse, twice-exceptional, students from poverty) ● Includes some critical stakeholders' perspectives ● Overall coherence of content	● Thoroughly and accurately identifies salient points related to gifted and talented learners, including students from diverse populations (culturally and linguistically diverse, twice-exceptional, students from poverty) ● Includes all critical stakeholders' perspectives ● Overall coherence of content
Reviewed / Represented Literature *NAGC-CEC Stand. 6.4, 7.2* **(x2)** **Maximum Total:** **8 pts**	● Connections to broader literature are not appropriate or are missing ● Cites fewer than 3 sources	● Includes appropriate connections to broader gifted education literature ● Cites 3-5 sources (with 2-3 not assigned for the course and/or no research studies)	● Includes thoughtful connections to broader gifted education literature ● Cites 5-6 sources (with 3 not assigned for the course, at least one of which is a research study)	● Includes thoughtful and thorough connections to broader gifted education literature ● Clear, consistent, and convincing citation of 6 or more references (with 4 or more not assigned for the course, at least 1 of which is a research study)
Connections to Historical, Political, and Theoretical Perspectives *NAGC-CEC Stand. 1.1, 4.1, 6.2* **(x2)**	● Does not situate product within the context of historical, political, or theoretical perspectives in gifted education	● Situates product within the context of historical, political, and/or theoretical perspectives in gifted education	● Clearly situates product within the context of historical, political, and/or theoretical perspectives in gifted education	● Clearly and explicitly situates product within the context of historical, political, and/or theoretical perspectives in gifted education

Maximum Total: 8 pts				
Reflection *NAGC-CEC Stand. 6.4, 6.5, 7.2, 7.3* **(x2)** **Maximum Total: 8 pts**	• Does not include reflection, or includes a cursory reflection that may be bulleted	• Includes reflection • Does not address all 3 required questions, or may lack detail or thoughtful connections • Uses course readings to support points/thoughts	• Includes reflection • Addresses the 3 required questions thoughtfully • Uses course readings to support points/thoughts	• Includes reflection • Addresses the 3 required questions thoroughly and thoughtfully • Uses course readings to support points/thoughts
PBA Organization & Mechanics *NAGC-CEC Stand. 6.4, 7.2* **(x2)** **Maximum Total: 8 pts**	• APA-style (7th ed.) is not used • Lack of organization • Does not addresses the outcomes identified for the target audience • Outcomes may not be congruent with audience's needs	• Generally follows APA-style (7th ed.) for headings, citations, and references, but with multiple and recurring errors • Some evidence of organization • Partially addresses the outcomes identified for the target audience • Outcomes are somewhat congruent with audience's needs	• Follows APA-style (7th ed.) for headings, citations, and references, with few minor errors • Clearly organized • Addresses the outcomes identified for the target audience • Outcomes are congruent with audience's needs	• Follows APA-style (7th ed.) for headings, citations, and references with few or no minor errors • Clearly and thoughtfully organized • Explicitly addresses the outcomes identified for the target audience • Outcomes are clearly congruent with audience's needs

EDCI 625
Critical Reading Response Rubric (20 pts)

	Does not meet Standard (Little or no evidence)	Approaches Standard (Some evidence)	Meets Standard (Clear evidence)	Exceeds Standard (Clear, convincing, and substantial evidence)
	1	**2**	**3**	**4**
Discussion **(x2)** **Maximum Total: 8 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 **(x2)** **Maximum Total: 8 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 **(x1)** **Maximum Total: 4 pts**	● Includes a representation of one or no references from EDCI 625 readings, as well as one or no readings outside the scope of the course ● References selected are weakly connected to reflection prompt ● APA-style (7th ed.) used inconsistently or not at all	● Includes a representation of two references from EDCI 625 readings, as well as at least one reading outside the scope of the course ● References selected are mostly connected to reflection prompt ● APA-style (7th ed.) used inconsistently throughout	● Includes a representation of three to four references from EDCI 625 readings, as well as at least two readings outside the scope of the course ● References selected are connected to reflection prompt ● APA-style (7th ed.) used consistently throughout	● Includes a representation of at least five references from EDCI 625 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 (7th ed.) used consistently throughout

EDCI 625
Guidelines for 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)
	1	**2**	**3**	**4**
Overall Participation **(x2)** **Maximum Total: 8 pts**	• Very few tasks are completed on time AND/OR completed tasks do not demonstrate thoughtful consideration of the content. • Collaborate sessions may not have been attended.	• Some tasks for the week are completed on time AND/OR demonstrate thoughtfulness. • Collaborate sessions were attended and student was somewhat engaged with peers and instructor.	• Most tasks for the week are completed on time and demonstrate thoughtfulness. • Collaborate sessions were attended and student was often engaged with peers and instructor.	• All weekly tasks are completed on time and demonstrate thoughtfulness. • Collaborate sessions were attended and student was consistently and actively engaged with peers and instructor.
Discussion Quality **(x2)** **Maximum Total: 8 pts**	• Discussion posts and many replies are limited. • Few readings are integrated to support posts and reflections. • APA-style (7th ed.) citations are rarely used in posts. • Few posts and reflections utilize and demonstrate learners' prior and/or new knowledge. • Few replies go beyond superficial responses. • Few replies build on others' responses to create connected threads.	• Discussion posts and most replies are 1-3 paragraphs. • Some readings are integrated to support posts and reflections. • APA-style (7th ed.) citations are occasionally used in posts. • Some posts and reflections utilize and demonstrate learners' prior and/or new knowledge. • Replies occasionally go beyond superficial responses. • Some replies build on others' responses to create connected threads.	• Discussion posts and most replies are 1-3 *hearty* paragraphs. • Readings are often integrated to support posts and reflections. • APA-style (7th ed.) citations are often used in posts. • Most posts and reflections utilize and demonstrate learners' prior and/or new knowledge. • Replies usually go beyond superficial responses. • Most replies build on others' responses to create connected threads.	• Discussion posts and all replies are 1-3 *hearty* paragraphs. • Readings are consistently integrated to support thoughtful posts and reflections. • APA-style (7th ed.) citations are consistently used in posts. • Posts and reflections utilize and demonstrate learners' prior and new knowledge. • All replies go beyond superficial responses. • Replies build on others' responses to create connected threads.
Critical Friends Group Engagement **(x1)** **Maximum Total: 4 pts**	• Rarely participates in critical friend(s) group work. • Feedback may not be meaningful, detailed, and/or constructive.	• Sometimes participates in critical friend(s) group work. • Feedback is not always meaningful, detailed, and/or constructive.	• Often participates in critical friend(s) group work and provides meaningful, detailed and constructive feedback; OR • Consistently participates in critical friend(s) group, but feedback is not always meaningful, detailed, or constructive.	• Consistently participates in critical friend(s) group work. • Meaningful, timely, detailed, & constructive feedback provided to peer(s) in critical friend(s) group.