George Mason University
College of Education and Human Development
Advanced Studies in Teaching and Learning Program
Gifted Education Concentration

EDCI 621: Section DL1
INTRODUCTION TO GIFTED AND TALENTED LEARNERS
3 credits, Summer 2022 (Online)
June 6, 2022 – July 30, 2022

Faculty
Dr. Shannon King, NBCT
Office Hours: by appointment via Skype/Google Hangout/FaceTime
Office Location: ASTL Program Office, APTDIE Suite Thompson Hall 2500
Office Phone: 703-409-5522
E-mail: sking27@gmu.edu

Prerequisites/Corequisites
None

University Catalog Course Description
Examines nature and needs of gifted and talented learners by exploring their varied characteristics. Analyzes the role of culture, language, income, dis/ability, and ethnicity in the manifestation and identification of gifts and talents. Prepares teachers to examine issues in gifted education, and recognize and advocate for underrepresented student groups in gifted programs.

Course Overview
EDCI 621 is the first in a series of four courses required to obtain the Gifted Education add-on licensure endorsement by the Commonwealth of Virginia. This course offers an introduction to gifted and talented learners through exploration of their histories and the varied perspectives of giftedness. In addition to offering a in-depth examination of gifted and talented learner characteristics, this course also enhances teachers' knowledge about underrepresented populations in gifted programs and the role of culture, language, and ethnicity in gifted manifestation and identification, including a focus on 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 gifted students' unique cognitive and socio-emotional needs may be addressed.

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, and 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 on [Day and/or Time]. To access the course, go to the MyMason portal login page at https://mymasonportal.gmu.edu/. Your GMU email user name (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 621.

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 operating 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.
- 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 week will start on **Monday** at 12:00 AM ET and finish on **Sunday** at 11:59 PM ET.
- Log-in Frequency:
  Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to 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 as 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 insure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes or Objectives

This course is designed to enable students to do the following:

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, 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. 1.b, 1.c);*

F. Identify and address current local, state and national issues related to the identification of gifted and talented learners *(ASTL Learning Outcome 7; NAGC-CEC Stand. 6.2; VA Endorsement Comp. 3.b, 7a., 7 b);* and,

G. Use writing proficiently as an instructional and assessment tool to generate, gather, plan, organize and present ideas in writing to communicate for a variety of purposes *(VA Endorsement Comp. 8, 9).*

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
  - 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 ○ 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
    - 2.2 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
    - 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
    - 6.1 use professional ethical principles and specialized program standards to guide their 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
- 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 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 1.b, 1.c: Understanding of principles of the integration of gifted education and general education, including: b. Development of activities to encourage parental and community involvement in the education of the gifted; c. Strategies to encourage collaboration among professional colleagues, especially in the areas of curriculum and professional development
- 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 3.b: Understanding of specific techniques to identify gifted students using diagnostic and prescriptive approaches to assessment, including: b. The selection, use, and evaluation of multiple identification criteria and strategies
- 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
- Competency 9: Understanding of and proficiency in pedagogy to incorporate writing as an instructional and assessment tool for candidates to generate, gather, plan, organize, and present ideas in writing to communicate for a variety of purposes

NBPTS & ASTL Alignment

The Gifted Education certificate and M.Ed. concentration are advanced coursework 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)*; 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. (2016). *The social and emotional development of gifted children: What do we know?* (2nd ed.). Prufrock Press.

Rimm, S.A., Siegle, D., & Davis, G.A. (2018). *Education of the gifted and talented* (7th ed.). Pearson.
Note that these books will be used in multiple courses throughout the Gifted Child Education endorsement course sequence.

Other readings will be available on Blackboard.

Additional Resources/Publications – *at a student's discretion*

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

- **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: o *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).

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, g	July 30
B. Critical Reading Responses	20% (10% per response)	a, b, c, d, e, f, g	CRR 1: June 26 CRR 2: July 17
C. Seminar Discussion Leader	20%	a, f, g	Individual due dates
D. Course Engagement	20%	a, b, c, d, e, f, g	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 an hour-long 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 or Prezi presentation), 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.

The performance-based assessment (*Presentation on the Characteristics of Gifted and Talented*

Learners) MUST be uploaded and submitted to VIA via Blackboard for evaluation when the assignment is due. Only PBAs posted to VIA via Blackboard will be graded. Failure to submit the assignment to VIA via Blackboard by its due date, without prior instructor consultation and approval, will result in the instructor recording a zero (0) for the assignment.

B. Critical Reading Responses (20%)

Each participant will post 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 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 adhere to APA style (7th ed.).

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 Discussion Leader (20%)

Each participant will work with a team/partner to prepare and lead a class discussion of a major area of study regarding the characteristics or identification of gifted children. The team will provide an outline of the major issues along with a series of discussion questions for the class. Topics will be selected from the course's assigned readings.

Discussions should include:
- a. A clear opening with sharing of objectives and context provided
- b. Key points clearly articulated, and included in an electronic handout for your colleagues
- c. Organization that utilizes a series of interactive learning pathways
- d. A closure with parting questions for thoughtful consideration
- e. Connections to other EDCI 621 readings, as well as other relevant readings from gifted education literature
- f. References that support your discussion, written in APA-style (7th ed.), and disseminated to your colleagues through an electronic handout

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 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, 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 are 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 ET on Thursday* so that class members will have until *Sunday at 11:59 PM ET* 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 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
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.

Date	**Class Topic**	**What to READ and What to DO This Week**
Week 1 **June 6-12**	***Introduction to EDCI 621*** Course overview Pre-assessment Course goal-setting ***Historical Perspectives, Conceptions of Intelligence*** ***Examining Beliefs: Myths & Realities about Gifted Students***	**Read:** *Note that many of these readings are very short – only two to three pages long.* • 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. • 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. • 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. **Due this week:** ● Initial Course Goal-Setting Assignment ● Sign up for Blackboard Collaborate session for Week 2 Discussion Board Post & Replies
Week 2 **June 13-19** *Collaborate Session 1 (Seminar)*	***Assessment & Identification of Giftedness*** ***International Perspectives on Giftedness***	**Read:** • 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. • 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. • 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:**

		● Participate in Week 2 Blackboard Collaborate session
		Blackboard Collaborate Discussion Reflection

| Week 3 **June 20-26** *Juneteenth Holiday this week* | *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.
• 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:
● Discussion Board Post & Replies
● Critical Reading Response #1 |
| Week 4 **June 27-July 3** | *Underrepresented Students in Gifted Programs:* *Linguistically Diverse Students &* *Twice-Exceptional 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.
• 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:
Discussion Board Post & Replies |

Week 5 **July 4-10** *July 4th Holiday this week!*	*Socioemotional Needs of Gifted Students*	**Read:** *(Choose 3 of the 6 to 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. • 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:** ● Discussion Board Post & Replies ● Sign up for Blackboard Collaborate session for Week 6
Week 6 **July 11-17**	*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 Participate in week 6 Blackboard Collaborate session

Week 7 July 18-24	***Curriculum Models & Services for Gifted Students – An Overview***	**Read:** • Acceleration (2018). In Rimm, S. A., Siegle, D., & Davis, G. A. *Education of 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. **Due this week:** Discussion Board Post & Replies
Week 8 July 25-30	***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:** <mark>Presentation on the Characteristics of Gifted and Talented Learners (PBA)</mark>

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/ .

<div align="center">

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

</div>

Each student will create an hour-long 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 and identified 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 (7th ed.)

EDCI 621

Performance-Based Assessment Rubric:

Presentation on Characteristics of Gifted and Talented Learners **(40 pts)**

	Does Not Meet Standard (Little or no evidence)	**Approaches Standard** (Some evidence)	**Meets Standard** (Clear evidence)
	1	**2**	**3**
Presentation Content *NAGC-CEC Stand. 1.1, 1.2, 2.1, 2.2, 4.3* **(x2) Maximum Total: 8 pts**	● 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 gifted potential might be demonstrated within classroom settings across the school ● Addresses the roles that culture, language, ethnicity, poverty, special education needs might in the way that gifts and talents manifested, and in how gifted potential is identified ● Presents information on the emotional needs of learners and how those can be addressed

Presentation Outline *NAGC-CEC Stand. 1.1, 1.2, 2.1, 2.2, 4.3* **(x1) Maximum Total: 4 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 (7th ed.) citations	● Outline meets criteria listed for presentation content in the "Approaches Standard" column above ● Most information is referenced using APA-style (7th ed.) citations	● Outline meets criteria list presentation content in the "Standard" column abov ● All information is referenc APA-style (7th ed.) cit

17

EDCI 621 Syllabus 2020

Reviewed / Represented Literature *NAGC-CEC Stand. 1.1, 1.2, 2.1* **(x2) Maximum Total: 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 connec broader gifted education lit across all four assignme components ● Cites 6-7 sources (with 3 n assigned for the course and 3 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* **(x2) Maximum Total: 8 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 fo audience in recognizing potential across all diver populations ● Includes information on sa characteristics and socioemotional needs o diverse populations of g and talented learners ● Clearly outlines additional article, and online resourc appropriate for intended audience, organized in a easily digestible format grouped by resource the
Reflection *NAGC-CEC Stand. 1.1, 6.1, 6.2* **(x2) Maximum Total: 8 pts**	● Does not include reflection, or includes a cursory reflection that may be bulleted ● APA-style (7th 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 (7th ed.) for headings, citations, and references, but with multiple and recurring errors	● Includes reflection ● Addresses the 3 required q thoroughly and thoughtf ● Uses course readings to su points/thoughts ● Follows APA-style (7th ed. headings, citations, and references, with a few n errors

Presentation Format and Delivery	● Little or no coherence of content ● Lack of organization ● May not be appropriate to audience	● Some coherence of content ● Evidence of organization ● Appropriate to audience	● Overall coherence of content ● Clear organization ● Appropriate to audience

NAGC-CEC Stand. 4.3, 7.2, 7.3 (x1) Maximum Total: 4 pts	● 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	● 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	● Presentation created in Po Google Slides, Prezi, or ano approved presentation pro ● Content communicated thr mostly varied slide form without use of excessive of text on any one slide

EDCI 621
Critical Reading Reflection Rubric (20 pts)

	Does not meet Standard (Little or no evidence)	Approaches Standard (Some evidence)	Meets Standard (Clear evidence)
	1	2	3
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 inclu connections to: course readings or literature in gi education and personal/educational conte ● 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 readi apply to your professiona context in gifted educatior ● Explains how these course readings have served to advance your thinking a the field

Connections to Course Content & the Broader Literature **(x1) Maximum Total: 4 pts**	● Includes a representation of fewer than three 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 (7th ed.) used inconsistently or not at all	● Includes a representation of three to four references from EDCI 621 readings, as well as one to two readings 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 five to six references from EDCI 621 readings, as well two to three readings outs the scope of the course ● References selected are connected to reflection prompt ● APA-style (7th ed.) used consistently throughout

EDCI 621
Discussion Leader Rubric (20 pts)

	Does not meet Standard (Little or no evidence)	**Approaches Standard** (Some evidence)	**Meets Standard** (Clear evidence)
	1	**2**	**3**
Discussion Facilitation **(x2) Maximum Total: 8 pts**	● Opening does not include sharing of objectives and/or context. ● Many key points or supporting details may be missing. ● Discussion shows little to no evidence of interactive learning activities. ● Closure may be missing or does not include parting questions for consideration.	● Opening with sharing of objectives and context provided ● Some key points or supporting details may be missing. ● Discussion includes some interactive learning activities. ● Closure may not include parting questions for consideration.	● Clear opening with sharing objectives and context provided ● Key points completely articulated with supporting details ● Discussion organized thro a series of interac learning pathways ● Closure includes parting questions for consideration
Connections to Course Content & the Broader Literature **(x2) Maximum Total: 8 pts**	● Few or no connections are made to EDCI 621 readings, and the connections may not be relevant or appropriate; and/or ● Few or no connections are made to other relevant and appropriate gifted literature	● Some connections are made to relevant and appropriate EDCI 621 readings; and/or ● Some connections are made to other relevant and appropriate gifted literature	● Several connections are ma to relevant and appropriate EDCI 621 readings; and ● Several connections are ma to other relevant and appropriate gifted literature

Supporting References (x1) Maximum Total: 4 pts	● 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 chapter presented ● References are presented in a separate handout for colleagues with many errors in APA-style (7th ed.)	● Includes a representation of two to three references from EDCI 621 readings, as well as one to two readings outside the scope of the course ● References selected are mostly connected to chapter presented ● References are presented in a separate handout for colleagues, with some errors in APA-style (7th ed.)	● Includes a representation of three to four references from EDCI 621 readings, as w… as two to three readings outside the scope of the course ● References selected are connected to chapter presented ● References are presented i… APA-style (7th ed.) in a separate handout for colleagues

23

Last revised October, 2019

EDCI 621
Guidelines for Course Engagement

	Does not meet Standard (Little or no evidence)	Approaches Standard (Some evidence)	Meets Standard (Clear evidence)
	1	2	3
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, if scheduled, may not have been attended.	● Some tasks for the week are completed on time AND/OR demonstrate thoughtfulness. ● Collaborate sessions, if scheduled, 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, if scheduled, were attended and student was often 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. ● APA-style (7th ed.) citations are rarely used in posts. ● Few posts 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 one to three paragraphs. ● Some readings are integrated to support posts. ● APA-style (7th ed.) citations are occasionally used in posts. ● Some posts 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 one to three *hearty* paragraphs. ● Readings are often integrated to support posts. ● APA-style (7th ed.) citations are often used in posts. ● Most but not all posts 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.

Critical Friends Group Engagement	● Rarely participates in critical friend(s) group work.	● Sometimes participates in critical friend(s) group work.	● Often participates in critical friend(s) group work and provides meaningful, detailed and constructive feedback; OR	

(x1) Maximum Total: 4 pts	● Feedback may not be meaningful, detailed, and/or constructive.	● Feedback is not always meaningful, detailed, and/or constructive.	● Consistently participates in critical friend(s) group, but feedback is not always meaningful, detailed, or constructive.	