

2016

EDSP 586-01 Gifted/Talented Program Design and Practices II

Charles "Chuck" Wiggins
wigginsc@xavier.edu

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Wiggins, Charles "Chuck", "EDSP 586-01 Gifted/Talented Program Design and Practices II" (2016). *Education Syllabi Fall 2016*. 108.
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EDSP-586-01 G/T Program Design & Pract II

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XAVIER UNIVERSITY

College of Social Sciences, Health, and Education

Department of Secondary and Special Education

GIFTED/TALENTED: PROGRAM DESIGN & PRACITCES II

EDSP 586 - 01 (3 credits)

COURSE INFORMATION;

Day and Time: Alternating Tuesdays 4:20 PM – 6:20PM

Dates: Aug. 23, Sept. 6, Sept.. 20, Oct. 4, Oct. 18, Nov. 1, Nov. 15, Dec. 6 (Final Exam)

Location: Union Elementary 212

INSTRUCTOR INFORMATION:

Instructor: Chuck Wiggins

Email: wigginsc@xavier.edu

Office Telephone: (cell) 513-267-3525

Preferred Method of Communication: email

Office Hours: as needed

COURSE DESCRIPTION:

This course is designed to focus on the adaption and implementation of research based assessment, instructional strategies, materials and curriculum/program design to meet the individual needs and characteristics of older gifted/talented students. Diverse cultural backgrounds, gender and affective needs will be taken into consideration. A continuum of services will be discussed including grouping

and/or differentiating within the general education classroom, enrichment, acceleration and other service options. Teacher, parent and community collaboration will be discussed.

COMMUNICATION:

We all have a responsibility for our learning environment. Please feel free to contact me at any reasonable time. Ask me questions when you need clarification and always let me know what I can do to make your learning environment or needs better. Please let me know when life circumstances interfere with class performance, requirements or attendance. I will strive to address individual needs.

REQUIRED TEXT:

Coil, Carolyn. (2007). *Successful Teaching in the Differentiate Classroom*. Marion: Pieces of Learning.

RECOMMENDED RESOURCES:

Colangelo, Assouline, & Gross. (2004) *A Nation Deceived: How Schools Hold Back America's Brightest Students*. The Templeton National Report on Acceleration.

(https://www.templeton.org/sites/default/files/Nation_Deceived_Both_Volumes.pdf (Links to an external site.))

Heacox & Cash. (2014) *Differentiation for Gifted Learners: Going Beyond the Basics*. Free Spirit Publishing.

It is recommended students begin constructing a professional library inclusive of topics, materials, and resources aimed at identifying, serving and supporting gifted and talented learners. Examples of texts will be shared and discussed in class.

CLASS PARTICIPATION AND ATTENDANCE EXPECTATIONS:

It is expected that all students will read all assigned materials and professionally contribute to class discussions. The instructor may not lecture from the assigned readings. The purpose of the readings is to assist students in their process of becoming an intervention specialist and to be able to professionally discuss issues of curriculum development and instructional planning/implementation involved with general and special education. If you do not fully understand certain material addressed in your text and/or those details covered during class. It is your responsibility to ask for clarification or suggest other resources. Currently, there is no Ohio Assessment for Educators required for gifted endorsement, but if an exam is implemented prior to the completion of your coursework, you will be required to pass the test for licensure.

In today's world of connectivity, it is very easy to be distracted from the present and the colleagues assembled for discussion. I suggest (and will model) silencing devices and only checking them during breaks. An emergency should be handled by leaving the room and returning as soon as possible.

Individual issues will be discussed privately and repeated issues could result in a reduction of the participation grade.

Class attendance is required and an essential part of the course. Failure to attend, tardiness, early departure, and/or non-participation in discussions will affect final grades.

Learning Objectives EDSP 586	CEC/NAGC	OTSP	Assignments
Student will recognize the differing learning styles and diversity on educational placement options for individuals with gifts and talents and the strategies for addressing these styles.	1.1, 1.2	1.1, 4.2, 4.4, 4.5	District Program Reviews Thinking Skills Lesson Unit/Lesson Planning during Field Instruction
Student will select, adapt, and use instructional strategies and materials to differentiate curriculum needs for individuals with gifts and talents.	2.2, 3.1, 3.2, 3.4	2.4, 4.7	Thinking Skills Lesson Current Gifted Differentiation Differentiation Tool Box (GET) Unit/Lesson Planning during Field Instruction
Student will understand of the national, state and local district curricula standards. Theories and research that form the basis of curriculum development and instructional practices will be developed through the integration of affective, academic, cognitive, and ethical taxonomies and individualized learning objectives.	3.1, 3.2, 6.1	2.3, 4.1, 7.3	Philosophy of Gifted Programming Differentiation Tool Box (GET) Unit/Lesson Planning during Field Instruction Cross Course Collaboration
Student will articulate of a Gifted and Talented Program philosophy for the purpose of justification, development, and assessment of meeting the needs of the	1.2, 2.3,	1.1, 3.1,	Philosophy of Gifted Programming Differentiation Tool Box

identified Gifted and Talented student.	3.4, 5.5, 6.4	3.2, 3.4	(GET) Unit/Lesson Planning during Field Instruction Cross Course Collaboration Field Experience
Student will prepare professional development learning for the purpose of increasing the knowledge of the identified Gifted and Talented student among teachers, staff and parents.	1.1, 2.1, 2.2, 3.1, 5.3, 7.1	7.1, 7.2, 7.3	Differentiation Tool Box (GET) Instructional evaluations of Field Instruction Professional Development Goals
Student will communicate and exhibit behavior that is appropriate to the sensitivities of societal attitudes and actions.	1.1, 2.4, 3.3, 5.3	6.2,6.4	Philosophy of Gifted Programming Field Experience Instructional Evaluations of Field Instruction Professional Development Goals
Student will understand the process of teaching students with gifts and talents in a variety of instructional settings through the training during field experiences.	7.1, 7.2, 7.3	4.3, 4.7, 5.1, 5.4	Differentiation Tool Box (GET) Lesson planning Reflection Instructional Evaluations of Field Instruction Field Experience Reflection

COURSE CALENDAR:

Date	Class Topics	Readings	Assignments
Aug. 23	<p>Introduction of Course/Syllabus/Teacher</p> <p>Review of secondary experiences & district programs</p>		
Sept. 6	<p>Thinking Skills for Secondary Curriculum</p> <p>Meeting with Xavier Field Placement Coordinator</p>	<p>Successful Teaching in the Differentiated Classroom</p> <p>Chapters 1-4</p>	<p>Review of district secondary gifted program & plans (#1)</p>
Sept. 20	<p>Creativity and the Secondary Curriculum</p> <p>Curriculum Program Models for Secondary Education</p>	<p>Successful Teaching in the Differentiated Classroom</p> <p>Chapters 5-8</p>	<p>Thinking Skills Lesson (#2)</p>
Oct. 4	<p>Written Education Plan</p> <p>Curriculum Needs, Resources, & Strategies for Cultural, Linguistic & Gender Differences</p>	<p>Successful Teaching in the Differentiated Classroom</p> <p>Chapters 9-10</p>	<p>My Gifted Education Model (#3)</p>
Oct. 18	<p>Differentiation Techniques & Strategies</p>	<p>Differentiation for Gifted Learners</p>	

	Questioning Strategies Quest	Chapters 4-5	
Nov. 1	The Current Scene: Programmatic Issues Acceleration Distance Learning Leadership & Gifted	A Nation Deceived: How Schools Hold Back America's Brightest Students Templeton National Report on Acceleration	Differentiation Toolbox (#4)
Nov. 15	The Current Scene: Programmatic Issues Acceleration Distance Learning Leadership & Gifted	Aiming for Excellence: Gifted Program Standards	Differentiation Toolbox (#4)
De. 6			Final Exam

ASSIGNMENTS:

#1 District Secondary Gifted Program & Plans (10 points): Research your district's current model for serving secondary gifted students and their plans for change based on the new gifted indicator. Provide a review of each along with your thoughts on the efficacy of their past and future models. Post your review to Canvass under discussions by Sept. 3 and respond to two of your classmates posts by Sept. 6. Evaluation is through assignment rubric.

#2 Thinking Skills Lesson (10 points):

Design (Xavier Lesson Plan Template) and teach a thinking skills strategy lesson (10 minutes) applicable for identified gifted students. Two or more thinking skill activities should be included in the lesson. Teach the lesson in a classroom including identified gifted students. Reflect on the effectiveness of the lesson and consider what improvements might be made if taught again. Post your lesson and reflection in the Xavier EDSP 586 Canvas Discussion Board by Sept. 20. Respond to at least two peers' posts by Oct. 4. Evaluation is through assignment rubric.

#3 My Gifted Education Model (10 points):

Post your Gifted Education and Service Model to Canvas. Be sure to discuss what philosophies of gifted education and your own beliefs about gifted education your model supports. We will return and revise our models throughout our remaining time together so keep a copy of your original for later comparison. Your initial post (500 words or fewer) should be in Canvas under Discussions by Oct. 4 and responses to posts from two colleagues by Oct. 18. Evaluation is through assignment rubric.

#4 Gifted Toolbox of Instructional Resources & Differentiation Strategies (10 points):

Create an online space that organizes resources for the instruction of gifted students. Share your resource with the class by posting in Canvas by Nov. 1. Respond to at least two peers' posts by Nov. 15.

#5 Field Experience (50 points):

Each student must complete a 20 hour field experience with three (3) lessons that are integrated and sequenced from a content area unit that has been approved by the course instructor and Xavier's Field Placement Coordinator. (Help with finding a placement can be facilitated through the Field Placement Coordinator.) This field experience is a pre-student teaching experience. The purpose of this assignment is to allow the student to identify and practice skills necessary for successful student teaching.

The lessons in this field experience will be designed for Middle School and/or High School students identified as gifted/talented in a collaborative setting. Students will develop 6 lessons on higher thinking skills and creativity using the assigned lesson outline. Lessons will contain evidence of differentiation, extensions, enrichments and accommodations for diverse learning styles and needs.

The Gifted Field Placement Handbook outlines procedures and criteria for this placement.

Completion of Unit planning.	5 Points
Completion of lesson plans.	5 Points
Cooperating Teacher & University Supervisor	40 Points

#6 Attendance/Participation (10 points):

Online Discussion Rubric

Criteria	Unsatisfactory - 0%	Limited - 80%	Proficient - 90%	Exemplary - 100%	Score
<p>Critical Analysis (Understanding of Readings and Outside References)</p> <p>Weight for this criterion: 40% of total score</p>	<p>Discussion postings & class comments show little or no evidence that readings were completed or understood. Postings are largely personal opinions or feelings, or "I agree" or "Great idea", without supporting statement with concepts from the readings, outside resources, relevant research, or specific real-life application.</p>	<p>Discussion postings & class comments repeat and summarize basic, correct information, but do not link readings to outside references, relevant research or specific real-life application and do not consider alternative perspectives or connections between ideas. Sources are not cited.</p>	<p>Discussion postings & class comments display an understanding of the required readings and underlying concepts including correct use of terminology and proper citation.</p>	<p>Discussion postings & class comments display an excellent understanding of the required readings and underlying concepts including correct use of terminology. Postings integrate an outside resource, or relevant research, or specific real-life application (work experience, prior coursework, etc.) to support important points. Well-edited quotes are cited appropriately. No more than 10% of the posting is a direct quotation.</p>	
<p>Participation in the Learning Community</p> <p>Weight for</p>	<p>Discussion postings & class comments do not contribute to ongoing conversations or</p>	<p>Discussion postings & class comments sometimes contribute to ongoing conversations as evidenced by</p>	<p>Discussion postings & class comments contribute to the class' ongoing</p>	<p>Discussion postings & class comments actively stimulate and sustain further discussion by building on peers' responses</p>	

<p>this criterion: 30% of total score</p>	<p>respond to peers' comments/postings. There is no evidence of replies to questions or comments or as new related questions or comments.</p>	<p>...affirming statements or references to relevant research or, ...asking related questions or, ...making an oppositional statement supported by any personal experience or related research.</p>	<p>conversations as evidenced by ...affirming statements or references to relevant research or, ...asking related questions or, ...making an oppositional statement supported by any personal experience or related research.</p>	<p>including ...building a focused argument around a specific issue or ...asking a new related question or ...making an oppositional statement supported by personal experience or related research.</p>	
<p>Connections to Professional Practice Weight for this criterion: 10% of total score</p>	<p>Discussion postings & class comments provide little or no evidence of reflective thought pertaining to personal perspectives and professional development.</p>	<p>Discussion postings & class comments provide some evidence of reflective thought pertaining to personal perspectives and professional development.</p>	<p>Discussion postings & class comments provide evidence of some reflective thought pertaining to personal perspectives and professional development.</p>	<p>Discussion postings & class comments provide evidence of strong reflective thought pertaining to personal perspectives and how the module's learning objectives relate to professional development.</p>	
<p>Etiquette in Dialogue with Peers Weight for this criterion: 5% of total score</p>	<p>Written interactions on the discussion board show disrespect for the viewpoints of others.</p>	<p>Some of the written interactions on the discussion board show respect and interest in the viewpoints of others.</p>	<p>Written interactions on the discussion board show respect and interest in the viewpoints of others.</p>	<p>Written interactions on the discussion board show respect and sensitivity to peers' gender, cultural and linguistic background, political and religious beliefs.</p>	
<p>Quality of Writing and</p>	<p>Written responses contain numerous</p>	<p>Written responses include some</p>	<p>Written responses are largely free of</p>	<p>Written responses are free of grammatical,</p>	

Proofreading Weight for this criterion: 5% of total score	grammatical, spelling or punctuation errors. The style of writing does not facilitate effective communication.	grammatical, spelling or punctuation errors that distract the reader.	grammatical, spelling or punctuation errors. The style of writing generally facilitates communication.	spelling or punctuation errors. The style of writing facilitates communication.	
Attendance Weight for this criterion: 10% of total score	Absent 2 or more times &/or 3 tardies (10 min.). Absent more than two times may result in withdrawal from class.	One absence and one tardy (10 minutes).	One absence or one tardy (10 minutes)	No absences.	
TOTAL					

#7 Final Exam (10 points)

GRADUATE GRADING SCALE:

100 – 93 = A

92 –90 = A-

89 – 87 = B+

86 – 84 = B

80 – 78 = C+

77 – 75 = C

74 – 0 = F

Assignment	Points Possible
#1 District Secondary Gifted Program & Plans	10
#2 Thinking Skills Lesson	10
#3 My Gifted Education Model	10
#4 Gifted Toolbox of Instructional Resources & Differentiation Strategies	10
#5 Field Experience	50
#6 Attendance/Participation	10
#7 Final Exam	10
Total Points	110

COUNCIL FOR EXCEPTIONAL CHILDREN – SPECIAL EDUCATION PROFESSIONAL ETHICAL PRINCIPLES

Professional special educators are guided by the CEC professional ethical principles, practice standards, and professional policies in ways that respect the diverse characteristics and needs of individuals with exceptionalities and their families.

They are committed to upholding and advancing the following principles:

1. Maintaining challenging expectations for individuals with exceptionalities to develop the highest possible learning outcomes and quality of life potential in ways that respect their dignity, culture, language, and background.
2. Maintaining a high level of professional competence and integrity and exercising professional judgment to benefit individuals with exceptionalities and their families.
3. Promoting meaningful and inclusive participation of individuals with exceptionalities in their schools and communities.
4. Practicing collegially with others who are providing services to individuals with exceptionalities.
5. Developing relationships with families based on mutual respect and actively involving families and individuals with exceptionalities in educational decision making.
6. Using evidence, instructional data, research, and professional knowledge to inform practice.

7. Protecting and supporting the physical and psychological safety of individuals with exceptionalities.
8. Neither engaging in nor tolerating any practice that harms individuals with exceptionalities.
9. Practicing within the professional ethics, standards, and policies of CEC; upholding laws, regulations, and policies that influence professional practice; and advocating improvements in the laws, regulations, and policies.
10. Advocating for professional conditions and resources that will improve learning outcomes of individuals with exceptionalities.
11. Engaging in the improvement of the profession through active participation in professional organizations.
12. Participating in the growth and dissemination of professional knowledge and skills.

ACADEMIC SUPPORT

Learning Assistance Center

The Learning Assistance Center (LAC) provides support services to facilitate learning. The LAC has two main purposes: tutoring and disability services. The tutoring services include subject specific tutoring, drop-in sessions, study skills assistance, and Supplemental Instruction (SI). For students with documented disabilities, services include accommodations such as extended time on exams, reduced distraction testing environment, note-taking assistance, and assistive technology. Services are provided in a positive and encouraging environment, which promotes appreciation for diversity and cura personalis. Students in an online course can contact the LAC at (513) 745-3280 to set up an appointment. The LAC is located in the Conaton Learning Commons room 514. <http://www.xavier.edu/lac/>

Writing Center

The Writing Center offers free one-on-one tutoring on writing assignments for all Xavier students. Students in an online course can contact the Center at (513) 745-2875 to set up an appointment. Sessions can be conducted in multiple ways, including discussions by phone and by email at writingcenter@xavier.edu. The Writing Center is located in the Conaton Learning Commons room 400. <http://www.xavier.edu/writingcenter/>

Mathematics Tutoring Lab

The Mathematics Tutoring Lab offers mathematics tutoring for all Xavier students. Students in an online course can contact the Lab at (513) 745-3069 to set up an appointment. The Mathematics Tutoring Lab is located in the Conaton Learning Commons room 419.

<http://www.xavier.edu/mathematics/Math-Lab.cfm>

UNIVERSITY POLICIES

Academic Honesty Policy

The pursuit of truth demands high standards of personal honesty. Academic and professional life requires a trust based upon integrity of the written and spoken word. Accordingly, violations of certain standards of ethical behavior will not be tolerated at Xavier University. These include theft, cheating, plagiarism, unauthorized assistance in assignments and tests, unauthorized copying of computer software, the falsification of results and material submitted in reports or admission and registration documents, and the falsification of any academic record including letters of recommendation. All work submitted for academic evaluation must be the student's own. Certainly, the activities of other scholars will influence all students. However, the direct and unattributed use of another's efforts is prohibited, as is the use of any work untruthfully submitted as one's own.

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http://www.xavier.edu/library/copyright/copyright_policy_2009.pdf

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Students with Disabilities

Any student who feels he/she may need an accommodation based on the impact of a documented disability should notify the course instructor and contact Cassandra Jones in the Learning Assistance Center at 513-745-3280 or e-mail jonesc20@xavier.edu to coordinate reasonable accommodations.