

The College of Education and Behavioral Studies
School of Education
Houston Baptist University

Course Syllabus
EDSP 4325 Educating Gifted Learners
Fall 2014

COURSE DESCRIPTION

This course presents an overview of the intellectual and developmental characteristics of the gifted and talented as well as an introduction to identification techniques, instructional approaches, educational programs, and special problems. The course focuses on classroom educational practices designed to meet the unique needs of gifted and talented students. Historical, legal, and conceptual foundations of gifted education are examined as well as current research relevant to the education of gifted learners.

COURSE SEQUENCE IN CURRICULUM AND PREREQUISITE INFORMATION

This course is an elective course for graduate students. It fulfills the 30 clock hours of instruction required for teachers to be able to teach gifted students in the state of Texas. Certified teachers may also use it as preparation for taking for state GT Supplemental Certification exam.

DATE AND TIME OF CLASS MEETINGS:

Wednesday 2:00-4:25 Hinton 209

INSTRUCTOR INFORMATION

Name/Title: Dr. Carol McGaughey

E-mail: cmcgaughey@hbu.edu

Office Phone: 281-649-3165

Office Location: Hinton 343

Office Hours: T & Thurs: 11:00-12:30, 2:00-5:00, W 12:30-1:30

LEARNING RESOURCES

Course Text(s):

Davis, G. A., Rimm, S. B., & Siegle, D. (2011) *Education of the Gifted and Talented: Sixth Edition*. Boston, MA: Pearson. ISBN-13: 978-0-13-505607-3

Other Required Materials: Use of Blackboard, articles from the Internet, and other sources as needed.

RELATION TO THE MISSION OF THE UNIVERSITY

The mission of Houston Baptist University is to provide a learning experience that instills in students a passion for academic, spiritual, and professional excellence as a result of our central confession, "Jesus Christ is Lord."

In relation to the mission of the University, this course will help students understand the skills and knowledge necessary for effective teaching of gifted and talented students, including nature and needs, identification and assessment, social and emotional characteristics, creativity and

instructional strategies, and a differentiated curriculum. It will also allow participants to explore the relationship of teaching gifted learners to Christian purpose and service.

RELATION TO THE GOALS AND PURPOSES OF THE COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES

The mission of The School of Education and Behavioral Sciences is to prepare students to be effective professional educators who reflect Christ in their work and service.

To accomplish this mission we will provide students with the following:

- the courses and mentoring necessary for a **solid pedagogical grounding** in the art, science and practice of teaching;
- **essential learning experiences** that will provide a sure foundation of knowledge and wisdom; and,
- an understanding of their **Christian mission and calling** as educators to influence individual students and the larger society.

In relation to the stated goals and purpose of the College of Education and Behavioral Sciences, this course Provide students with an overview of areas related to effective teaching of the gifted including nature and needs, identification and assessment, social and emotional characteristics, creativity and instructional strategies, and a differentiated curriculum; promote students explorations of the various dimensions of gifted education such as the creation of a supportive classroom atmosphere, ways to foster creative and critical thinking, appropriate interactions in the GT teaching/learning processes, and an awareness of and sensitivity to what needs to be included in an enriched curriculum for gifted learners;support students in learning experiences designed to help develop their teaching abilities for maximizing the potential of advanced learners in an encouraging, Christian environment.

RELATION TO THE SPECIAL POPULATION DEPARTMENTAL GOALS AND PURPOSES

The mission of the Department of Special Populations is to develop quality teachers who honor and respect diversity, seek to meet the needs of each learner, value lifelong learning, and exhibit their faith in the service of educating others.

To accomplish this mission, we will provide students with the following:

- courses containing essential concepts and teaching strategies to assist non-native English speakers to succeed ;
- courses designed to promote equitable learning experiences for students with varying exceptionalities through accurate diagnosis, assessment, and differentiated instruction; and
- an understanding of their faith in action through serving the needs of diverse students.

COURSE LEARNING OBJECTIVES

Upon completion of this course, students should be able to:

1. Describe and discuss dynamic areas in gifted education that are current topics of discussion in the United States and analyze their impact on gifted learners.
2. Identify major milestones in the identification, assessment, and programming for gifted learners and relate these to current practices in local school districts.
3. Demonstrate the ability to utilize curriculum differentiation, creativity, and appropriate instructional strategies through the creation of lesson plans.

4. Reflectively develop and write a profile of a gifted learner including aspects related to nature and needs as well as social and emotional characteristics.
5. Demonstrate the ability to synthesize researched information and create a presentation related to a specific population of gifted learners such as underachievers, culturally diverse, economically disadvantaged, disabled, etc.

Foundational learning objectives, knowledge and skills required for all students seeking **initial teacher certification** are included in this course.

SCHOOL OF EDUCATION REQUIREMENTS RELATED TO STATE AND NATIONAL STANDARDS

- The course learning objectives acquired through the experiences in this course support-state and national standards including the TEA Standards for Pedagogy and Professional Responsibilities, the International Dyslexia Association (IDA) Standards for Reading, and Requirements of the Texas Administrative Code 9 (TAC §228.30) and H.B.2012.
- Appropriate grade level TEA guidelines and TEKS are also included as part of this course.
- A matrix at the end of this document indicates the TAC §228.30 and H.B.2012 requirements addressed
- A list of specific TExES competencies and International Dyslexia Association (IDA) Reading Standards for this course is presented below.

TExES Competencies

The following TExES Gifted and Talented Standards are addressed in part or in full in this course:

Domain I Foundations of Gifted Education

Gifted and Talented Supplemental Standard I:

The teacher of gifted and talented students understands and applies knowledge of the historical, legal, and conceptual foundations of gifted education.

Gifted and Talented Supplemental Standard II:

The teacher of gifted and talented students has comprehensive knowledge of the cognitive, social, and emotional characteristics and needs of these students.

Gifted and Talented Supplemental Standard VI:

The teacher of gifted and talented students collaborates and communicates with students and parent(s)/guardian(s); colleagues and administrators; professionals in business, industry, and universities; and the public to support the education of gifted and talented students.

Gifted and Talented Supplemental Standard VII:

The teacher of gifted and talented students fulfills professional roles and responsibilities and understands legal and ethical issues relevant to the education of these students.

Domain II Assessment, Curriculum, and Instruction

Gifted and Talented Supplemental Standard III:

The teacher of gifted and talented students understands and applies knowledge of assessment issues relevant to gifted and talented students, including identification, diagnosis, and evaluation.

Gifted and Talented Supplemental Standard IV:

The teacher of gifted and talented students understands and applies knowledge of systematic program and curriculum design.

Gifted and Talented Supplemental Standard V:

The teacher of gifted and talented students creates a learning environment that reflects research-supported instructional practices.

IDA Standards.

The following International Dyslexia Association (IDA) Reading Standards are addressed in part or in full in this course:

Knowledge Component:

C. Knowledge of Dyslexia and Other Learning Disorders

1. Recognize that dyslexia and other reading difficulties exist on a continuum of severity
2. Identify the distinguishing characteristics of dyslexia and related reading and learning disabilities (including developmental language comprehension disorder, attention deficit hyperactivity disorder, disorders of written expression or dysgraphia, mathematics learning disorder, nonverbal learning disorders, etc.)

TOPICAL OUTLINE

A course agenda is included at the end of this syllabus. It includes the following topics:

1. Nature and Needs of G/T Learners
 - Gifted Education: Matching Instruction with Needs
 - Characteristics of Gifted Students
2. Identification and Assessment
 - Identifying Gifted and Talented Students
 - Program Planning
 - Acceleration
3. Social and Emotional Needs
 - Leadership, Affective Learning, and Character Education
 - Understanding and Counseling Gifted Students
4. Creativity and Instructional Strategies
 - The Creative Person, Creative Process, and Creative Dramatics
 - Teaching for Creative Growth
5. Differentiated Curriculum
 - Grouping, Differentiation, and Enrichment
 - Curriculum Models
 - Teaching Thinking Skills

The content of this outline and the attached schedule are subject to change at the discretion of the professor.

TEACHING STRATEGIES

A variety of learning methods will be used including the following:

1. Reading, lecture, and discussion
2. Reflection (both oral and written)
3. Media presentations
4. Small group activities and simulations
5. Research activities
6. Technology: (Blackboard Discussion, model technology use with GT)

ASSESSMENT OF LEARNING

Foundational learning experiences required for all students seeking **initial teacher certification** are included in this course.

Course Requirements. See the agenda at the end of this syllabus for due dates.

Assignment ¹	Learning Objective(s)	Standards ²	Point Value
Current Issue Article Analysis and Reflection	1	GT I, S I,II,VI,VII	5%
Internet Research Task	2	GT I, S I,II,VI,VII	5%
Lesson plans	3	GT II, S IV,V IDA, C. 1,2	10%
Profile of Gifted Learner	4	GT I, S I GT II, S III	10%
Research and Presentation	5	GT I, S I,II,VI,VII GT II, S II,IV,V	15%
Midterm Exam	1,2,3	GT I, S I,II,VI,VII	20%
Final Exam	1-5	GT I, S I,II,VI,VII GT II, S II,IV,V	20%
Class Participation & Blackboard Activities	1-5	GT I, S I,II,VI,VII GT II, S II,IV,V	15%

¹ Descriptions and rubrics for assignments are included at the end of this document.

² These assignment/activities develop and/or assess state and national standards including TexES competencies, IDA reading standards, TEKS and/or ISTE standards (listed previously).

Grading Standards

School of Education Undergraduate Grading Scale:

92-100 (A); 84-91 (B); 76-83 (C); 70-75 (D); <70 (F)

Student Appraisal

Students will complete faculty appraisal forms as regularly administered by the University.

CLASS POLICIES

Absence and Tardy Policies . In the College of Education and Behavioral Sciences, students must attend at least 75% of class sessions in order to receive a passing grade in the course. This means that if more than three (3) absences occur, the course grade will be “F” no matter what test and paper scores might be.

ACADEMIC ACCOMODATIONS:

Students needing learning accommodations should inform the professor immediately and consult the Academic Accommodations section of the HBU Classroom Policy posted on Blackboard. Documentation of Difficulties _If an education student fails to demonstrate an acceptable level of performance on one or more professional educator standards during any class or field experience, a form is filed in the Education Office (a PMID: Progress Monitoring & Intervention Documentation). If two such forms occur, a conference is held in which difficulties are identified and means for improvement are explored. [Sometimes specific interventions will be required.] A third form will result in a committee hearing to review difficulties and means for improvement and to determine conditions for continuance in the program. Professional standards include knowledge, skills and dispositions.

Late Work .). Late work will be penalized. You should not miss any exams. If you are sick, you need to notify the professor in advance. The professor reserves the right to administer a different exam, deduct points for taking the exam late, and/or schedule the makeup for a later date. Missing an exam without giving prior notice will result in a zero for that test, with no makeup.

Missed Tests. All the tests should be taken on the day and at the time when they are scheduled. Make-up tests will be given ONLY when the instructor is notified prior to the exam, and there is a documented excused reason for missing the exam. Legitimate reasons include documented illness, death in the family, etc. A make-up test will then be completed at a time mutually agreed upon by both the professor and student—as soon as possible after the exam date. Any unexcused absence on the test day will result in a grade of zero for the particular test with no opportunity for a make-up test.

Use of Electronic Devices. During class sessions, electronic devices are only to be used to support class activities. Other uses (texting, surfing the web, etc.) will result in the device not being allowed in the classroom.

Students are required to read the University Classroom Policy addendum to this course syllabus that is included on Blackboard. In addition to the class policies listed here, it includes basic class policies that apply in all HBU classes.

PERSON RESPONSIBLE FOR DEVELOPING SYLLABUS

Dr. Carol McGaughey

Dr. Carol McGaughey

1/4/2014

Instructor's Signature	Date
Course Name and Number Syllabus Semester, Year	Page 6 of 20

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TENTATIVE SCHEDULE

Class Date or Meeting:	Topic:	Assign:	Due:
August 27	Course Overview Ch. 1: Gifted Education: Matching Instruction with Needs <i>Nature and Needs</i>	Read Chapters 1 and 2 Gifted learner profile Discussion 1	
September 3	Chapter 1 continued Begin chapter 2 On-line research activity Ch. 2: Characteristics of Gifted Students <i>Nature and Needs</i>	On-line research activity Read Chapter 3 Discussion 2	Discussion 1
September 10	Ch. 3: Identifying Gifted and Talented Students <i>Identification and Assessment</i>	Read Chapter 4 Current Issue Article Analysis and Reflection	Discussion 2 On-line research activity
September 17	Ch. 4: Program Planning <i>Identification and Assessment</i>	Read Chapter 5 Discussion 3	Gifted learner profile Part 1
September 24	Ch. 5: Acceleration <i>Identification and Assessment</i>	Read Chapter 6	Discussion 3
October 1	Ch. 6: Grouping, Differentiation, and Enrichment <i>Differentiated Curriculum</i>	Read Chapter 7 Lesson Plans Discussion 4	Current Issue Article Analysis and Reflection
October 8	Ch. 7: Curriculum Models <i>Differentiated Curriculum</i>	Review Chapters 1-7	Discussion 4
October 15	Midterm Bring a scantron , a #2 pencil, and several sheets of notebook paper <i>Nature and Needs</i> <i>Identification and Assessment</i> <i>Differentiated Curriculum</i>	Read Chapters 8 and 9	

October 22	Ch. 8: Creativity I: The Creative Person, Creative Process, and Creative Dramatics Ch. 9: Creativity II: Teaching for Creative Growth <i>Creativity and Instructional Strategies</i> <i>Differentiated Curriculum</i>	Read Chapters 8 & 9 Presentations Discussion 5	
October 29	Ch. 10: Teaching Thinking Skills <i>Creativity and Instructional Strategies</i> <i>Differentiated Curriculum</i>	Read Chapter 10	Discussion 5 Lesson Plans
November 5	Ch. 11: Leadership, Affective Learning, and Character Education <i>Social and Emotional Characteristics</i>	Read Chapter 11	Gifted Learner Profile: Parts 1 & 2
November 12	Ch.17: Understanding and Counseling Gifted Students <i>Social and Emotional Characteristics</i>	Read Chapter 17	
November 19	Presentations Ch. 12: Underachievement: Identification and Reversal Ch. 13: Cultural Diversity and Economic Disadvantage: the Invisible Gifted Ch. 14: The Cultural Underachievement of Females Ch. 15: Gifted Children with disabilities Ch. 16: Parenting the Gifted Child <i>Nature and Needs</i> <i>Identification and Assessment</i> <i>Differentiated Curriculum</i> <i>Creativity and Instructional Strategies</i> <i>Social and Emotional Characteristics</i>	Review for Final Exam	Presentation
November 26	Happy Thanksgiving!		
December 3	Online Interactive exam review	Review for Final Exam	Online Review

December	Final Exam Bring a scantron , a #2 pencil, and several sheets of notebook paper <i>Nature and Needs</i> <i>Identification and Assessment</i> <i>Differentiated Curriculum</i> <i>Creativity and Instructional Strategies</i> <i>Social and Emotional Characteristics</i>		
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* Changes to the tentative agenda will be made as warranted by the professor with timely student notification.

COURSE ACKNOWLEDGEMENTS

Syllabus Statement

I am aware of all topics described in the course syllabus . These include, but are not limited to the following:

- course description; course sequence in the curriculum and prerequisite information;
- instructor information and learning resources;
- relation to the mission of the University and to the goals and purposes of the College of Education and Behavioral Sciences;
- course learning objectives;
- state and national standards covered (TexES competencies, IDA standards, etc);
- topical outline and learning strategies;;
- assessment for learning: requirements & grading standards;
- **HBU CLASS POLICIES: -the University document posted on Blackboard;**
- additional policies for this class: attendance, late work, missed tests and electronic devices;
- the possibility of changes to the syllabus. [The content of this syllabus and the attached agenda are subject to change at the discretion of the professor.]

Professional Integrity Statement

To maintain and uphold the highest level of professional integrity and honesty, cheating and plagiarizing are not allowed. . If a student cheats and/or plagiarizes, then the student will receive a “0” for the assignment and/or fail the course

Cheating is a catch-all term for not doing your own work. Any attempt during a test to consult with notes or another person or to look at another’s test constitutes cheating. If answers are shared in any way, both students will receive the same penalty for cheating. Using stolen tests or “borrowed” tests (any test that is not readily available to all members of the class) to study for an exam is cheating. Within the broader view of cheating is the idea of using someone else’s work in place of your own. This is called plagiarism and is not allowed.

DO NOT:

- copy another person’s paper/project/work or part of that and turn it in as your own;
- copy a paper/project from the Internet and turn them in as your own;
- copy another paper/project (or cut and paste parts of Internet articles), make changes to it, and submit it as your own;
- include the work of others without documentation/reference (If seven or more words are taken directly from another source it must be quoted and referenced.);
- submit a paper/project or large parts of a paper/project you have done for another class at HBU or another institution to this class. (Always get a professor’s approval before using a prior work or topic from a different class.);
- have someone write parts or all of your paper/project/work
- share your work with others; and,
- change references or make up references.
- falsify fieldwork documentation

By signing this page, **I affirm** that I have read and understand the contents of this course **Syllabus Statement, the Professional Integrity Statement, and the University Class Policies.** I understand that at any time during the course, I may request clarification, if needed.

Printed Name

Signature

Date

[After reading the course syllabus and this page, please **print and sign this** form then turn it in to the professor.]

Course Name and Number

Syllabus

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Pedagogy and Professional Responsibilities Course Correlation to TAC §228.30*

PPR Standard	Curriculum Topic TAC §228.30	Essential Components: Additional Information	Learning Experiences, Products &/or Assessments
I, III	1. Reading Instruction : A variety of theories and methods appropriate for teaching these five essential components of reading instruction.	1. Text Structure (organization) 2. Vocabulary teaching strategies 3. Identifying the word (root, prefix, suffix) 4. Fluency basic teaching strategies 5. Comprehension (finding main idea, summarizing, supporting details, synthesizing/making connections, inferences, making generalizations)	Differentiated Lesson Plans
II, IV	2. Code of Ethics	Texas Educators' Code of Ethics TAC§ 247.2 Ethics videos: http://www.youtube.com/playlist?list=PLYCCyVaf2g1vuF3qlz1NjEWFEMtxaBMvC	Ethics are discussed and emphasized in this course
I, II, III	3. Child Development	A variety of theories for child development.	GT Profile: Internet Research
I, II, III,	4. Motivation	A variety of theories & methods appropriate for teaching motivation.	GT Profile: Internet Research;; Presentation
I, II, III	5. Learning Theories	A variety of learning theories	GT Profile: Internet Research;; Presentation
I, III	6. TEKS Organization,	http://ritter.tea.state.tx.us/teks/http://www.tea.state.tx.us/ click on Testing/ Accountability, click on Texas Essential Knowledge and Skills for much more information.	Differentiated Lesson Plans
I, III	7. Content TEKS		Differentiated Lesson Plans
I, II, IV	8. State Assessment of Students & STAAR:Testing,	Requirements , responsibilities, scoring, analysis & use of results http://www.tea.state.tx.us/student.assessment/staar/	GT Profile
I, II, III	9. Curriculum Development & Lesson Planning	A variety of theories & methods appropriate for teaching curriculum development & lesson planning.	Differentiated Lesson Plans; Midterm
I, III	10. Classroom Assessment and Diagnosing Learning Needs	A variety of theories & methods appropriate for teaching formative assessment to diagnose learning needs & other types of classroom assessment.	Differentiated Lesson Plans; Midterm
II, IV	11. Classroom Management	A variety of theories & methods appropriate for teaching classroom management.	Midterm
I, II, III, IV	12. Special Populations ELPS—English Language Proficiencies http://ritter.tea.state.tx.us/curriculum/biling/elps.html National Assoc. for Gifted Children Teacher Knowledge and Skills http://www.nagc.org/index2.aspx?id=1863 TEA website resources http://ritter.tea.state.tx.us/special.ed	A. ESL/ Bilingual /ELPS : Learning strategies , Listening ,Speaking , Reading & Writing	GT Profile: Internet Research;; Presentation; Midterm; Final
		B. G/T: Leamer characteristics and development , Instructional strategies, Socio-cultural influences & Identifying GT	
		C. Special Education: Acronyms/Terms , Modifications/ Accommodations,Inclusion, Parent Involvement , Discipline & Mental or emotion disorders including: characteristics of the most prevalent mental or emotional disorders among children, identification of mental or emotional disorders, effective strategies for teaching and intervening with students with mental or emotional disorders, including de-escalation techniques and positive behavioral interventions and support, and notice and referral to a parent or guardian of a student with a mental or emotional disorder so that the parent or guardian may take appropriate action such as seeking mental health services.	
III, IV	13. Parent Conferencing and Communication Skills	A variety of theories and methods appropriate for teaching communication skills & parent conferencing.	Presentation
I, III	14. Instructional Technology http://www.sbec.state.tx.us/SBECOnline/standtest/edstancertfieldlevl.asp	SBEC Technology Standards for All Teachers 1. Tech terms, concepts, data input strategies and ethical practices to make informed decisions about tech app 2. Identify task requirements, apply search strategies, use tech to acquire, analyze, and evaluate a variety of information 3. Use technology to synthesize knowledge, create and modify solutions, and evaluate results 4. Communicate in different formats. 5. Plan, organize, deliver and evaluate instruction that uses technology, and technology TEKS for students.	Internet Research;; Presentation
I, III, IV	15. Pedagogy/ Instructional Strategies	A variety of instructional strategies suitable for all classrooms & for specific subjects and content. http://olc.spsd.sk.ca/DE/PD/instr/index.html	Differentiated lesson plans; Midterm; Final
I, II, III, IV	16. Differentiated Instruction	A variety of instructional strategies suitable for differentiating instruction.	Differentiated Lesson Plans
IV	17. Certification Test Preparatio (6 clock hrs required)	Testing study guides, standards, frameworks, competencies, practice tests www.texas.ets.org	
TAC §228.35 & H.B. 2012 Requirements			
I,	Dyslexia: Detection and education of students with dyslexia [TAC RULE §228.35 (4)]	1. Characteristics of dyslexia 2. Identification of dyslexia 3. Effective, multisensory strategies for teaching students with dyslexia Dyslexia Informational Power Point Dyslexia Handbook - English (PDF, 2.45 MB, outside source)	Presentation

IV	Legal & Employment Issues	Contract abandonment & the effect of supply & demand forces on the educator workforce in TX (including difficulty of getting jobs in the I 35 Corridor from Dallas/Ft Worth to San Antonio)	
	Status of HBU program	Pass rates & accreditation status	
IV	Teacher & principal evaluation PDAS:: http://www4.esc13.net/pdas/	PDAS; the purpose & process, what is evaluated, what the evaluation instrument look like, how could you can appeal.; the PDAS Teacher Manual which is required to be given to all teachers.	
I,II,III,IV	Skills & Expectations of Educators	The skills that educators are required to possess, the responsibilities that educators are required to accept, and the high expectations for students in Texas	Midterm; Final

Assignment Descriptions and Rubrics.
EDUC 4325
Educating Gifted Learners
Current GT Issue Article Analysis and Reflection

Directions: Select an article of educational interest focusing on a particular GT course topic. Articles may originate from reputable contemporary sources, from journals related to education or gifted education, or other professionally orientated sources approved by the professor. Articles must be at least 2 pages and be no more than 10 pages in length. They may be no older than 6 months.

Cover page template

Student:

Due Date:

Course number:

Article Documentation

Title (APA format).

Source of article (journal, news magazine, website, etc.).

Length of article (# of Pages).

Attach a copy of the article.

Submission: Electronic to Blackboard

Please note that your project is NOT considered for grading until it is submitted as directed on the due date. Points will be deducted for late submissions when graded. Be sure that your technology is reliable.

Brief summary of article. (400-600 words; 40%)

Reflection. (400-600 words; 50%) As you reflect on the reading of this article, please be sure to consider the questions listed here along with any other comments that you believe are important. Write this as a narrative, not a listing of answer responses to each numbered question.

1. What did you learn from this article?
2. Do you agree with the information and/or author's point of view? Why or why not?
3. What are the implications of the article for teachers, GT teachers, parents, and other professionals?
4. Does any of the information relate to your educational perspective concerning the education of gifted/talented students?
5. Do you think you will use any of this information in your teaching or work with gifted children?
6. Is the basic focus or premise of the article supported by other research or professional reputable educational organizations?
7. How does this article relate to topics studied in this GT course and to the students in this class?

Additional comments that you may have. (5%)

Article Rating. (5%) Please indicate how you would rate this article:

- 1 Not worthy of recommendation.
- 2 Has some good information.
- 3 Contains some very valuable information.
- 4 Recommended for reading and keeping in professional library.
- 5 Everyone in class should have a copy, read, and discuss.

EDUC 4325
Educating Gifted Learners
Profile of a Gifted Learner

Case Study Subject:

First Name:
Current School Year:

Age:
Grade:

Differentiating Characteristics (5%)

Identify at least five (5) characteristics of gifted children you believe this child exhibits.

- 1.
- 2.
- 3.
- 4.
- 5.

General Description of the Case Study Subject (10%)

(appearance, personality traits, likes, dislikes, favorite activities, etc.)

Observations (40%):

Observe the subject on at least three different instances. Describe each observation in detail. Include the setting, activities, other individuals involved, statements by the subject, subject's actions or reactions, etc.

Assessments/Documentation/Artifacts (5%):

List any assessments that the student has taken and the results.
Include any documentation or artifacts acquired

Evidence from Data (20%):

Indicate the pieces of information from the case data that give evidence that the child indeed possesses the characteristics you've identified.

Conclusions or recommendations (20%):

1. What did you learn by conducting this case study?
2. How can this child be assisted in his/her development?
3. What would you recommend?

Guidelines for Collecting Data for Case Study Research

From our study of the characteristics of gifted children, you have been asked to identify a family member, relative, neighbor, or student in a field work class who you believe to be gifted. The child will not be interviewed, nor does there need to be any data collected beyond what can be ascertained through observation. This study is intended to be unobtrusive. If additional data can be obtained, that data will add to the validity of your case study. Information about additional sources of data is included below.

Six primary sources of evidence for case study research have been identified: documentation, archival records, interviews, direct observation, participant observation, and physical artifacts.

Documentation could be report cards, award certificates, standardized test reports or any items of this sort that could add to the Case Study data base.

Archival records, such as previous grade report cards or test scores, video documentation of early learning, written work or drawings from an early age can also be helpful in getting a clearer picture of the Case study subject.

Interviews can be an important source of case study information. Parents, siblings, teachers, could be interviewed about the Case study subject. The interview should be open ended with a general question such as “What can you tell me about (the case study subject) learning ability-or interests, or favorite things to do?”

Direct observation in a case study occurs when the subject is observed in order to gather data. Accurate descriptions of events, conversation, activities, etc. are very important in case studies.

Participant observation is a type of observation in which the researcher may actually participate in the events being studied. The main concern is the potential for the researcher to affect events in some way due to being an active participant.

Physical artifacts could be any physical evidence that might be gathered during an observation. That might include school work, drawings, art works, computer output, and other such physical evidence. Photographs might be taken of the physical artifacts to add to the Case Study.

EDUC 4325
Educating Gifted Learners
Internet Research Activity for Chapters 1 & 2

Chapter 1

Look at Chapter 1 concerning the various theorists associated with definitions of gifted and talented. Choose one who interests you and find out more about them personally.

What was their upbringing?

Did they have any special talents or attend a gifted program?

What sparked their interest in gifted education?

When was their theory/definition first published?

What is their most recent research interest or current research about?

Chapter 2

Look at Chapter 2 concerning the characteristics of gifted and talented.

Try to find information about a child prodigy. It could be one from the top ten list of Prodigies on YouTube or another one you discover.

Find out the following :

When and where they were born,

Anything interesting about their family or upbringing ,

The age they were when their gift or talent began to emerge,

How their talent emerged and progressed,

What they became known for and any lasting influence they may have.

Assessment: 10 pts. per question evaluated by accuracy, description, and details included.

EDUC 4325

Educating Gifted Learners

Lesson Planning for Gifted Learners

Lesson planning for gifted learners can take various forms all designed to meet their learning needs. Your task is to create three lesson plans using the types of planning designated below.

1. Tiered Lesson Plan (30%) -Choose a TEK in a content area and grade level that you plan to teach. Create a lesson using the HBU lesson plan format that includes varying levels of activity for your gifted, regular, or struggling student.
2. Multiple Menu Model (30%) -Use the Multiple Menu Model to create a detailed, multi-day lesson plan. You will need to choose a theme and create a lesson that presents the content, delineates the process, and suggests various products and audiences for a chosen grade level or age level of gifted learner. Use the Hunter lesson plan model for this lesson.
3. Creativity or Thinking Skills (30%) - Create a lesson tied to a content area that either encourages creativity or helps develop thinking skills. Any lesson plan format may be used. This may be a one day lesson or be intended to span several class periods if products are a result.

For these lesson plans, please add a Resources page (10%) on which you compile any websites, books, curriculum guides, etc. that you used to assist in the planning of these three lessons. Be sure these are properly cited using APA format.

Lesson Plan Rubric

Items being Assessed	Excellent 3	Satisfactory 2	Below standard 1
Introduction		Stated grade level, topic, content area, and a rationale statement.	Left out one or two areas of the intro. or did not include intro.
Behavioral Objectives		Instructional goal and behavioral objectives are clear, included State Standards.	Instructional goal and behavioral objectives are vague. Did not use state standards or instruct. goals and obj. are missing.
Anticipatory Set	Contains multiple examples and detailed a script of what to say; examples of instruct. language included.	Focused student attention on the lesson, a 'grabber', connected prior knowledge.	Not really focused, did not connect with students' prior knowledge or anticipatory set missing.
Teacher Input	Contains a detailed script and several examples of input for students to gain content understanding; incorporated alternative learning styles.	Provides basic information needed for students to gain the knowledge or skill.	Instructional input is vague. Did not define where it is from the rest of the lesson or teacher input is missing.
Modeling the behavior	Several examples of how students are to go about completing the lesson, includes detailed script/description incorporating alternative learning styles.	Once the material has been presented, the teacher uses it to show students examples of what is expected as an end product of their work.	Vaguely showed students what is expected or modeling the outcome is missing.
Check for comprehension	Checking for comp. is detailed with multiple examples of how the teacher will do this throughout the lesson.	Checking for comp. is stated with at least one example of how this will be done.	Checking for comp. not stated anywhere in the lesson plan.
Guided practice	Several examples of activities are included that incorporate alt. learning styles, cooperative groups or individ. work.	An opportunity for each student to demonstrate grasp of new learning by working through an activity or exercise under the teacher's direct supervision.	Guided pract. is vague or no guided practice is present.
Closure	Clear, concrete, comprehensive; sets stage for new learning	Actions or statements are provided that are designed to bring a lesson presentation to an appropriate conclusion.	Closure is vague, or there is no closure mentioned.
Independent Practice	Several examples of activities are included that incorporate alt. learning styles, cooperative groups, or individualized work.	Lesson provides for reinforcement practice without teacher help; indep. practice is clearly linked to the lesson.	Did not provide independence from teacher guidance or no indep. practice mentioned.
Assessment	Assessment incorporates the stated objectives and reflects lesson goal with multiple and alternative assessment strategies described in detail.	An assessment is described with relevance to stated objectives; assess. data is collected or planned for collecting.	There is an assessment, it but it has little relevance to stated objectives or no assess. was mentioned in the lesson.
Materials	Examples of worksheets or info. attached with materials clearly stated and relevant to the lesson; books used are referenced.	Materials are listed and directly related to the lesson format and content.	Materials are incomplete, partly described, or materials are missing altogether.
Modifications for Students with Disabilities	Modifications and implementation procedures are clearly stated and appropriate for each of the five disability areas: ED, LD, MR, OI, OHI.	Modifications and implementations are identified for each of the five disability areas.	Modifications and implementations are not clearly identified (e.g., confusing, not sequential)
Technology Integration	Technology component and implementation is clearly linked to the goals and objectives of the lesson Comprehensive	Technology component and implementation clearly linked to the goals and objectives of the lesson. Brief.	Technology component and implementation not clearly linked to the goals and objectives of the lesson.
Mechanics		Neat, organized, no spelling and grammatical errors are present	A few spelling and grammatical errors are present or too many spelling and grammatical errors are present.
Overall lesson plan evaluation	Exceeds criteria. Lesson plan is well thought out, content is sensitive to the students' needs, and follows criteria in rubric.	Lesson plan exhibits satisfactory characteristics as described in rubric. Meets passing criteria	Lesson plan needs to incorporate the missing criteria for a passing grade

Comments:

Total: _____

Houston Baptist University
Educating Gifted Learners
EDUC 4325
Presentation Planning Guide

This is a group project where class members will choose their own group. Each group will select a chapter from the following choices which they will teach or present to the class.

Ch. 12: Underachievement: Identification and Reversal

Ch. 13: Cultural Diversity and Economic Disadvantage: the Invisible Gifted

Ch. 14: The Cultural Underachievement of Females

Ch. 15: Gifted Children with disabilities

Ch. 16: Parenting the Gifted Child

The time limit for the presentation is 10 minutes. Each member should have equal responsibilities for the planning and the presentation. Be sure to identify the important points in your chapter that need to be included and relate them to what we have previously learned about gifted students.

Groups will need to decide on organization, a visual, brief participation by the other students in the class during the presentation, and a way to introduce and close the presentation effectively. The following planning sheet is to be completed electronically and submitted prior to the presentation. Students will receive both an individual and a group grade for the presentation.

Chapter selected _____

Members of the Group

- 1.
- 2.
- 3.

List the important points in the chapter selected:

- 1.
- 2.
- 3.
- 4.
- 5.

List the roles or responsibilities of each member

- 1.
- 2.
- 3.

Describe how you plan on beginning the presentation:

Describe the type of visual you will use:

Describe the brief interaction that you will have to include students in the class.

Describe how you will end the presentation:

EDUC 5325
Educating Gifted Learners

Rubric for Chapter Presentation Project

Criteria-Expectation Level	Yes	Somewhat	No
Content & Organization (50%)			
1. All key elements of the assignment are addressed.			
2. The content is comprehensive, accurate, and/or persuasive.			
3. The introduction/summary provides sufficient background on the topic and previews major points.			
4. Major points are stated clearly; are supported by specific details, examples, or analysis; and are organized logically.			
5. The presentation has a clear ending and relates to previous information.			
Presentation (50%) Are the students professional in presentation of the report and execution of delivery?			
1. Professional Presence. Presented in a professional manner and demeanor with mastery of topic evident throughout			
2. Delivery Eye contact with audience.			
3. Audience Interaction An opportunity was given for the viewers to have a role in the presentation.			
4. Visual Aid Group has an excellent visual aid that is directly related to the content of the presentation			
5. Organization Presentation flowed with ease due to proper preparation and rehearsal.			

Comments:

Task Grade _____