



Course Syllabus

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COURSE NUMBER AND SECTION	INSTRUCTOR	E-MAIL ADDRESS
Screening, Assessing, and Evaluating Gifted Students	Fall 2003	3
COURSE TITLE	TERM	CREDIT HOURS

SITE

1. Course Description: (provide details of student focus, rationale, scope, and prerequisites)

This course will focus on identifying students for gifted programs. Essential questions include: What is giftedness? What is intelligence? What does MO DESE require when identifying gifted children for programs? What strategies can school districts use to appropriately identify gifted students? What instruments can be used successfully to help identify students? What information can be gleaned from test data about the student? How do special circumstances (having a learning disability, speaking English as a second language, etc.) affect test results and identification? This course is intended for graduate students who are pursuing certification in gifted education. The material covered in this course is essential to anyone who will be coordinating or teaching in a gifted program. Teachers teaching in the regular classroom could use this knowledge to better understand procedures used in their school district and to better nominate students for gifted programs.

2. Learning Outcomes: (goals, objectives, course outcomes, etc.) Identify any MOSTEP or professional standards that are met by each learning outcome.
 1. Evaluate contrasting definitions of “gifted”, “intelligence”, and “IQ” and determine appropriate definitions. (MS 2, 8)
 2. Analyze MO DESE requirements for identification and use those standards to evaluate effectiveness of various models used to identify children for gifted programs. (MS 4, 8)
 3. Understand how using the appropriate testing instruments (WISC-III, Stanford-Binet, nonverbal measures of intelligence, achievement tests, tests of creativity, and behavior checklists) are crucial to proper identification of students. (MS 8)
 4. Determine alternate identification procedures for students with special circumstances, i.e., students who have learning disabilities, hearing or vision impairments, who speak English as a second language, who are from economically disadvantaged homes, and et cetera. (MS 2, 3, 8)
 5. Use test data to better understand the strengths and weaknesses of students. (MS 8)
 6. Identify issues and trends in identification procedures and make recommendations. (MS 2, 3, 8)

7. Develop the ideal model of identification for an invented school district (teachers will choose to develop a model for a small, medium-sized, or large school district) and justify why the model is best based on key concepts covered in class. (MS 2, 3, 4, 8, 10)
 8. Apply learned information to create a staff development module to educate staff of invented school district about identification process. (MS 2, 3, 4, 8, 9, 10)
3. Schedule of required readings, class preparations and assignments, lectures, discussions, student presentations, out-of-class assignments and exams.

Week 1

Pre-assessment – web known information about identification of gifted students
 What is giftedness? Intelligence? IQ? Use the Jigsaw method to find out about different definitions and theories. Evaluate different definitions and determine definitions that are personally appropriate. Analyze MO DESE requirements for identifying students for gifted programs.

Assignments:

Read “History of Intelligence Testing” and “Theories of Intelligence” from *Clinical Assessment of Children’s Intelligence*

Determine definition for giftedness and intelligence, write the definition, and explain in “lay” terms.

Week 2

General practices for appropriate identification of gifted children and models frequently used. Guest speakers from Rockwood, Parkway, Frances-Howell, and Kirkwood will describe identification processes used in their districts.

Assignments:

Read “Learning about Test Scores” from *Test Scores and What They Mean*, “Stanford-Binet, Fourth Edition” from *Clinical Assessment of Children’s Intelligence*, “Unidimensional Nonverbal Tests” and “Multidimensional Nonverbal Intelligence Tests: Administration, Scoring, and Interpretation of the UNIT” from *Essentials of Nonverbal Assessment*, and “The WISC-III in Context” from *WISC-III Clinical Use and Interpretation*

Distribute information on final project (a staff development module on identifying gifted children); students to select a school district size and determine the best identification model for that district.

Week 3

Intelligence testing – Stanford-Binet, WISC-III, Nonverbal unidimensional and multidimensional tests, short forms of WISC (WASI). Three different guest speakers will focus on the Stanford-Binet IV, WISC-III, WASI, and nonverbal tests.

Discuss final project

Assignments:

Read “Assessment of Gifted Children with the WISC-III” from *WISC-III Clinical Use and Interpretation*, and two articles on tests of creativity and TABs.

Begin final project - include definitions of intelligence and giftedness, identification model, and intelligence test(s) used

Week 4

behaviors;

Achievement tests, tests of creativity, structured interviews, checklists to record gifted

working in small groups, students will utilize various resources and MO-DESE standards to determine and report on appropriate use of achievement tests, tests of creativity, and checklists in identification procedures.

Discuss final project

Assignments:

Read and “Assessment of Minority and Culturally Diverse Children” from *WISC-III Clinical Use and Interpretation*, “Assessing Diverse Populations with Nonverbal Tests of Intelligence” from *Essentials of Nonverbal Assessment*, and article on identification of twice labeled gifted

Work on final project – determine intelligence criteria, achievement criteria, and other criteria to identify students

Week 5

Identification of special needs and under-represented gifted children; two guest speakers

will share their expertise in these areas
Meet with students individually to discuss final project

Assignments:

Read "What Can We Say?" from *Test Scores and What They Mean*

Work on final project – include any modifications for under-represented and special need students

Week 6

Matching identification with programming, informing parents and teachers of test results, screening, nomination procedures, forms used in process, personnel involved in identification; study test results from various students, determine strengths and areas of relative weakness and make placement decisions.

Brainstorm trends and issues

In class time to work on final projects

Assignments:

Read "Eye to Eye: Connecting with Gifted Visual-Spatial Learners" from *Gifted Child Today* and an article on the highly gifted

Work on final project, including information gained from lesson six

Week 7

Trends and issues, including identifying the highly gifted and visual-spatial learners; the instructor will find articles related to the trends and issues brainstormed and students, in class, will read and summarize articles and report summary to class

In class time to work on final projects

Assignments:

Complete final project

Week 8

Post-assessment – write a **brief** essay on the most important information learned

Students share projects

Wrap Up

The Missouri Show-Me Standards are addressed within the content of this course. Identification of specific standards are included within course assignments. Integration of Missouri Assessment Program (MAP) standards and grade levels will be integrated into this course when appropriate.

4. Resources:

Text(s): No text will be used for this class; the instructor will provide the students with articles to read for class. Students are asked to contribute \$25.00 to cover the cost of copying for this class.

5. EVALUATION: (basis of evaluation with explanation regarding the nature of the assignment and the percentage of the grade assigned to each item below)

Papers - Determine definition for giftedness and intelligence, write the definition, and explain in "lay" terms; post-assessment essay.

Class Presentation – Students will generate a process to identify gifted children (including how to identify under-represented and special needs students) for a school district. Students will develop a staff development module to explain to district teachers the nature of intelligence, giftedness, and the identification process used (including intelligence tests, achievement tests, and other measures that will be used for screening and identification).

Class Participation – Active participation in weekly discussions of assigned readings, interactions with guest speakers, and equal participation in in-class assignments.

6. Supplements (study guide, sample tests, project outlines may be attached.)
Please list.

7. 3 Hour Courses: Students taking an 8 week course for 3 credit hours will complete the following additional assignments and/or attend the following additional class meetings:
 - a) Lab
 - b) Curriculum Project
 - c) Paper(s)
 - d) AV Project: Students will complete staff development module as described above in "class presentation". Module will include PowerPoint presentation and handouts, video and handouts, or overheads and handouts.
 - e) Other

8. FINAL PROJECTS: Final projects/papers will be returned to students in the following manner:

Students should provide a self-addressed stamped envelope (appropriate size and postage) to the instructor so project can be returned

NOTE; Papers will not be available for pick up from the School of Education Office.

- This syllabus is subject to change at the discretion of the instructor.
- Regular class attendance is required.