



Course Syllabus

COURSE NUMBER: SOCS 5970	COURSE TITLE The Gifted Learner	TERM: Fall 2008
SITE:	INSTRUCTOR CONTACT INFORMATION: Christine Nobbe nobbechristine@rockwood.k12.mo.us 314-323-0053	CREDIT HOURS: 3

1. **1. COURSE DESCRIPTION:** This course is designed as an overview of research and current issues in the field of gifted education. Programs, teaching methods, best practices, and curriculum for the gifted will be presented. *The Gifted Learner* is an introductory course to the field of gifted education and is a recognized gifted certification course. The focus of this class will be on meeting the needs of the gifted learner in a special gifted program/class.

2. LEARNING OUTCOMES:

As a result of this class, participants will understand that:

- Educators do not agree on a single definition of “giftedness” which makes identification difficult.
- Giftedness is evidenced in all populations, and giftedness is more difficult to identify in “special” populations.
- Gifted children’s needs are often NOT met in the regular classroom.
- The gifted learner has unique needs and requires modifications in parenting, teaching, and counseling to meet those unique needs.

Participants will know:

- Various definitions of gifted
- Characteristics of gifted
- Key issues in the areas of curriculum and social-emotional needs
- Key people in the field

Participants will be able to:

- Identify children who MIGHT be gifted
- Create a classroom that meets the needs of gifted students
- Communicate intelligently about gifted education

Course Outcomes	CEC/NAGC Standards	SoE Goals, SoE Dispositions, and MoSTEP/Prof Standards Addressed
1. Evaluate contrasting definitions of “gifted” and determine appropriate definition, along with associated characteristics and vocabulary.	Foundations: GT1K3, GT1K4 Development and Characteristics of Learners: GT2K1, GT2 K2, GT2K4, GT2K5	MS 1, 2, 3

2. Recognize the special needs of gifted student in the educational areas of curriculum and instruction, and affective domains.	Instructional Strategies: GT4K1, GT4K2, GT4S1, GT4S2, GT4S3, GT4S4, Learning Environments and Social Interactions: GT5K1, GT5K2 Instructional Planning: GT7K1, GT7K2, GT7K3, GT7S1, GT7S2	MS 1, 2, 3, 4, 5, 6
3. Identify key issues effecting gifted education and strategies for advocacy.	Foundations: GT1K1, GT1K2, GT1K3, GT1K4, GT1K5, GT1K6, GT1K7 Collaboration: GT10K1, GT10S2, GT10S3, GT10S6	MS 1, 2, 3, 4, 5, 6, 7
4. Become aware of the unique needs of special populations: culturally diverse, gifted females, gifted males, underachievers, highly gifted, and twice exceptional.	Individual Learning Differences: GT3K1, GT3K2, GT3K3, GT3K4, GT3S1	MS 2, 3, 5, 6
5. Become knowledgeable of the leaders in the field of gifted education, and a historical perspective of the field.	Professional and Ethical Practice: GT9K2 Foundations: GT1K1, GT1K2, GTIK6, GT1K7	MS 1, 10 (Standards at end of document)

3. Schedule of required readings, class preparations and assignments, lectures, discussions, student presentations, out-of-class assignments and exams.

Week 1 What is giftedness? How do you identify gifted students? What are the MO DESE requirements for a gifted program? What characteristics are typical of the gifted learner, what should a teacher look for, and what academic needs are related?

Week 2 – Gifted Programs and Programming Options – Related Theories and Experts in the Field

Week 3 – Curriculum for the Gifted – One program’s response – A visit to the Center for Creative Learning

Week 4 – Round table discussion with gifted teens – What can we learn from gifted students?

Week 5 – Review Definitions. Special Populations – twice exceptional, males/females, culturally diverse, exceptionally gifted, children of poverty

Week 6 – Wrap up of Special Populations; Brief overview of social/emotional needs

Week 7 – Advocacy for Gifted Programming – Meeting the Needs of Gifted Students

Week 8 – Small group sharing of portfolios; wrap up discussion

4. RESOURCES:

Required Text(s): Growing Up Gifted by Barbara Clark

Supplemental Readings: Articles from contemporary gifted education journals, Internet resources, handouts provided by instructor each week to support course focus

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

Assessments – Students will completed a reflective exit ticket each week and will create a portfolio of learning. The portfolio will include:	Links to Course Outcomes	Percentage of Grade
Completed Characteristic–Look Fors-Needs Chart	1	10
Write Personal Definition of Gifted	1	10
Review 3 gifted programs online and complete comparison chart	2, 5	10
Unit Overview	2	10
Questions for Student Interviews and Reflection of Interviews	1 - 5	10
PowerPoint Slides to describe one special need group and make recommendations	4	10
Edit and Update Definition	1	10
Letter to the Editor	3	10
Action Plan	1 - 5	10
7 Exit Tickets	1 - 5	10

6. GRADING SCALE:

Each week criteria will be given for the weekly assignment/project. If the criteria are followed the student will receive 10 points for the assignment. A = 90 B= 80 C = 70.

Students should make a concerted effort to be on time to class (5:30 – 9:00), to participate 100%, and to attend each class. Students may miss one class. If more than one class is missed, a make up assignment will be completed. The make-up assignment will be agreed upon by the instructor and student. If the student is absent, it is the student’s responsibility to find out what assignment should be completed for the portfolio. The instructor will be glad to email assignments to students.

Note: ALL PAPERS/PROJECTS MAY BE RETURNED VIA A SELF-ADDRESSED, STAMPED ENVELOPE. PAPERS ARE NOT AVAILABLE FOR PICK-UP IN THE SoE OFFICE.

ACADEMIC HONESTY POLICY

Students at Webster University are expected to practice academic honesty.

Avoiding Plagiarism

Plagiarism is intentionally claiming that another person's work is his/her own or implying that another person's work is his/her own (through inadequate or inaccurate citations of reference material.)

Students:

- Should not copy whole portions of text from another source as a major component of papers or projects.
- Should identify the title, author, page number/webpage address, and publication date of works when directly quoting small portions of texts, articles, interviews, or websites.
- Should appropriately identify the source of information when paraphrasing (restating) ideas from texts, interviews, articles, or websites.
- Should follow the guidelines of the American Psychological Association Style Guide when referencing all research sources.

Consequences of Academic Dishonesty:

For further information about the consequences of academic dishonesty please consult the Webster University Student Handbook.

ACCESSIBILITY/ACCOMMODATIONS POLICY

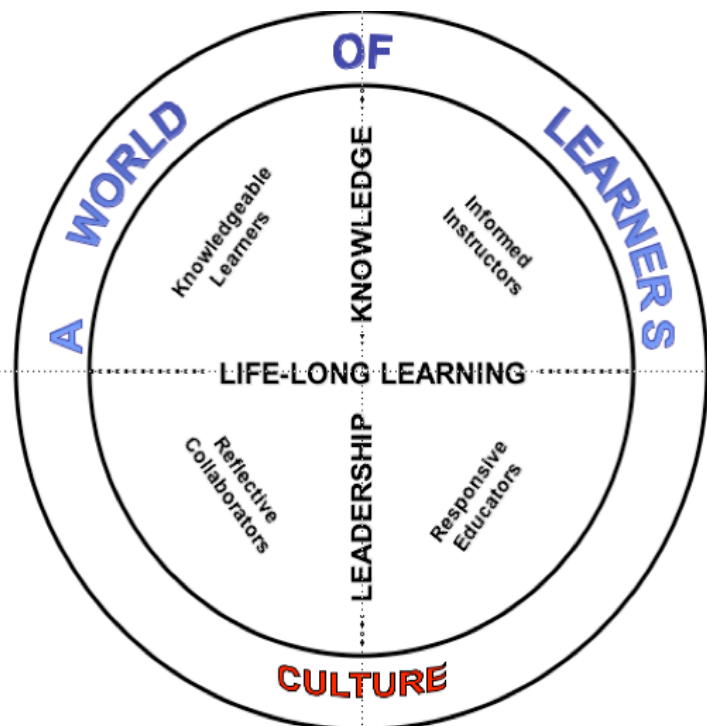
If you have a disability that may have some impact on your work in this class and for which you may require accommodations contact the Director of the Academic Resource Center, Dr. Pat McLeese, at (314) 968-7495.

**Webster University
School of Education**

Vision: “ . . . We all must work to make this world worthy of its children.” (Casals, 1970)

Mission: The School of Education at Webster University provides its students with the knowledge, experiences, and practical tools that help them guide both themselves and others toward lifelong learning. The School of Education is a community of educator-scholars who apply critical reflections and creative energies to enhance learning in schools and other educational settings. The faculty strives to support this community by modeling effective teaching practices based on sound theory and research. Personalized approaches create a challenging, yet supportive environment that permits the risk-taking necessary for learning and growth. The School of Education encourages its faculty and students to work actively toward this end, keeping in mind that action must be rooted in visionary, yet realistic, thinking. This thought and action process underscores the development of an inner-directed self-understanding, an outer-directed global perspective, and an appreciation of human diversity that arises from both.

Theme: Developing a world of learners through knowledge, leadership, and life-long learning.



The universal mandala (a circle with intersecting vertical and horizontal lines) graphically represents the conceptual

framework of the School of Education. The outer circle provides the framework for a “world of learners” in cultural settings. The two axes represent the theme components of knowledge, leadership, and life-long learning. These lines are broken to emphasize the fluid relationship of the goals and integrated concepts. Each quadrant represents one of the school’s four goals for its candidates: to develop knowledgeable learners, informed instructors, reflective collaborators, and responsive educators.

School of Education Goals

1. Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner, and knowledge of pedagogy based on inquiry and scholarship.

The knowledgeable learner:

- 1.1 knows content that supports conceptual understanding;
 - 1.2 applies tools of inquiry to construct meaningful learning experiences;
 - 1.3 identifies developmental factors in student learning; and
 - 1.4 understands theoretical principles of effective instruction to plan learning experiences.
2. Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory.

The informed instructor:

- 2.1 designs curriculum based on students’ prior knowledge, learning styles, strengths, and needs;
 - 2.2 understands and uses a range of instructional strategies;
 - 2.3 uses a variety of communication modes, media, and technology to support student learning; and
 - 2.4 employs a variety of formal and informal assessments to monitor learning and modify instruction.
3. Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students, and families in schools and communities.

The reflective collaborator:

- 3.1 values and integrates reflection to grow as a professional;
 - 3.2 promotes communication and collaboration with colleagues, families, and community leaders;
 - 3.3 seeks relationships with families and students to support student learning; and
 - 3.4 initiates change that benefits students and their families.
4. Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences.

The responsive educator:

- 4.1 understands and responds appropriately to issues of diversity
- 4.2 acknowledges social and cultural contexts to create effective teaching and learning environments;
- 4.3 adapts instruction to the learner’s knowledge, ability, and background experience; and
- 4.4 identifies resources for specialized services when needed.

School of Education Dispositions

NCATE defines dispositions as “the values, commitments and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator’s own professional growth.” (Professional Standards, p. 53) There is significant value in focusing attention on qualities that make an effective teacher.

1. Understands and Respects Self
 - 1.1 Understands and respects that s (he) may be different from others
 - 1.2 Embraces an openness to change (adaptability, flexibility)
 - 1.3 Exhibits curiosity
 - 1.4 Engages in reflection

2. Understands and Respects Others
 - 2.1 Understands, respects, and responds appropriately to diversity in a variety of settings
 - 2.2 Exhibits empathy
 - 2.3 Commits to fairness and honesty
 - 2.4 Listens respectfully to other points of view

3. Understands and Respects Professional Communities
 - 3.1 Commits to professional behavior in university and school cultures
 - 3.2 Practices informed decision-making in university and school cultures
 - 3.3 Communicates and collaborates in university and school cultures
 - 3.4 Accepts academic rigor (willingness to work/ high expectations)
 - 3.5 Affects change with courage and confidence

MoSTEP Standards

1. The pre-service teacher understands the central concepts, tools of inquiry and structures of the discipline(s) within the context of a global society and creates learning experiences that make these aspects of subject matter meaningful for students.
2. The pre-service teacher understands how students learn and develop and provides learning opportunities that support the intellectual, social, and personal development of all students.
3. The pre-service teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners
4. The pre-service teacher recognizes the importance of long-range planning and curriculum development and develops, implements, and evaluates curriculum based upon student, district, and states performance standards.
5. The pre-service teacher uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
6. The pre-service teacher uses an understanding of individuals and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation
7. The pre-service teacher models effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
8. The pre-service teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner
9. The pre-service teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. This reflective practitioner actively seeks out opportunities to grow professionally and utilizes the assessment and professional growth to generate more learning for more students.
10. The pre-service teacher fosters relationships with school colleagues, parents, and educational partners in the larger community to support student learning and well being.

CEC/NAGC Standards for Teachers of the Gifted and Talented may be obtained from the NAGC website:
www.nagc.org.