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Fall 2015

## EDSP 5510

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**The University of New Orleans**  
**EDSP 5510 – Introduction to Gifted and Talented**  
**Fall 2015**

**Instructor:** Deborah Fox, Ph.D.

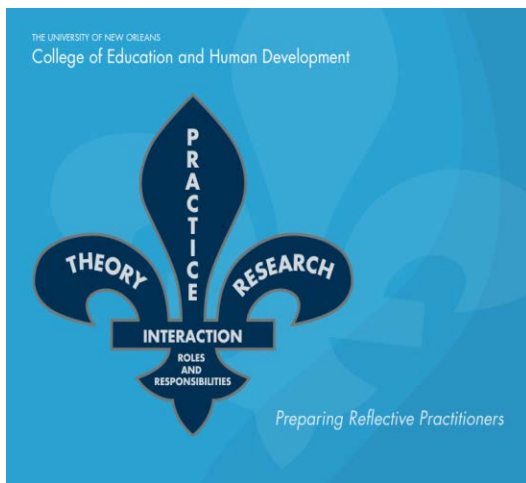
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**Office:** ED 251, (504) 280-6609 \*Since this is an online class, office hours can be made by appointment – Please call or text me and we will set up an appointment.

**Course Description (from catalog):** Characteristics, identification, needs, teacher qualifications, and organizational patterns for the gifted and talented

**Conceptual Framework:**

Our conceptual framework, the theory-practice-research interaction model, permeates the programs preparing candidates for professional roles in school settings. As candidates progress through their professional studies, they are introduced to formal theories and concepts that are validated by research, which along with their personally held beliefs and assumptions, inform their professional practice. The roles and responsibilities set out the broad domains for developing competence of teacher candidates viewed through the lens of the theory-practice-research interaction model. As candidates engage in various clinical and field experiences included in their program of study, observation and study of professional practices inform and refine the educational theories and concepts they construct. Our goal is to have our candidates internalize the theory-practice-research interaction model, as they develop into reflective practitioners constantly reassessing the educational theories, beliefs, and assumptions they embrace.



**Objectives Alignment with Unit and State Standards**

In addition to the identified goals and objectives, this course addresses UNO Teacher Roles, CEC standards, and Louisiana State COMPASS Standards.

**I. EFFECTIVE TEACHERS MANAGE CLASSROOM CONTEXTS AND**

## **ENVIRONMENTS**

### **A. They establish a culture for learning by:**

1. Managing classroom procedures (**COMPASS 2c**)
2. Managing student behavior
3. Organizing physical space
4. Organizing classrooms to integrate technology
5. Maintaining accurate records using available technology

### **B. They create an environment of respect and rapport by:**

1. Using cultural contexts in the classroom
2. Demonstrating knowledge of diversity among students
3. Presenting rationales for change to meet students needs

## **II. EFFECTIVE TEACHERS *DESIGN CURRICULUM AND INSTRUCTION***

### **A. They understand and use curriculum and instruction by:**

1. Knowing content
2. Knowing pedagogy
3. Setting instructional outcomes (**COMPASS 1c**)
4. Designing coherent instruction
5. Designing student assessments
6. Incorporating knowledge of diversity in the classroom
7. Planning for the use of technologies in curriculum and instruction
8. Demonstrating knowledge of resources, including technologies
9. Planning for the use of collaborative group practices in the classroom

### **B. They communicate effectively by:**

1. Incorporating effective written communication in the classroom
2. Incorporating effective oral communication in the classroom

## **III. EFFECTIVE TEACHERS *DELIVER INSTRUCTION AND ASSESS LEARNING***

### **A. They engage students in active learning (**COMPASS 3c**) by:**

1. Interacting effectively with students
2. Demonstrating flexibility and responsiveness
3. Integrating technology and other resources

### **B. They integrate disciplines into instruction by:**

1. Applying connections to multiple disciplines
2. Demonstrating connections to real life

### **C. They use assessment in instruction by:**

1. Incorporating performance tasks in the classroom
2. Using questioning and discussion techniques (**COMPASS 3b**)
3. Using pre-assessment, formative assessment, and summative assessment appropriately

### **(COMPASS 3d)**

### **D. They embed diversity in decision-making by:**

1. Selecting resources
2. Delivering instruction
3. Assessing learning

## **IV. EFFECTIVE TEACHERS *PARTICIPATE IN PROFESSIONAL RESPONSIBILITIES***

- A. They advocate for children, in terms of services and supports by:**
  1. Communicating with families
  2. Demonstrating knowledge of resources in school and the community
- B. They collaborate to improve professional practice by:**
  1. Engaging in a professional community
  2. Participating in professional development
  3. Collaborating with teachers and mentors
  4. Developing goals for social justice
  5. Using research-based practices that include current available technology
- C. They reflect on teaching and learning by:**
  1. Focusing on cultural contexts and social justice
  2. Collecting and analyzing data to improve practice

**Course goals:** The major goal of this course is to acquaint students with the characteristics, identification, social-emotional development, and educational needs of the gifted individual. Another goal is to present a survey of the wide array of educational programming that is appropriate for the education of the gifted.

**Objectives:**

At the end of the course students will be able to:

1. discuss current definitions of giftedness and identify the categories of giftedness.
2. identify the individual characteristics of the gifted individual
3. explain sources of success and conflict in the lives of gifted individuals
4. discuss and apply the latest theories in brain research
5. delineate the characteristics and the pros and cons of the various models for the education of the gifted
6. explain the benefits of collaboration with family, teachers, and related service providers to address needs of gifted learners.
7. analyze profiles of diverse learners and design differentiated instruction in the areas of content, process, and product.

**Alignment of objectives with Unit and State Standards and SPA**

<u>Objective</u>	<u>Unit Standard</u>	<u>State Standards (COMPASS)</u>	<u>CEC</u>	
1	II.A.1	1c	4.2,4.3	
2	I.B.2 - 3	3c	1.2	
3	II.A.6, III.A.2	3c	6.3	
4	II.A.2	3c	3.1	
5	I.B.2 - 3	2c	5.5	
6	IV.B.1, IV.B.3		7.3	
7	II.A. 1,2,3,5,6,8 III.D. 1-3	1c, 3c.	3.1-3.3; 4.1-2, 4.4	

**Required textbook:** Clark, B. (2013). Growing Up Gifted: Developing the potential of children at school and at home, ISBN# 13:978-0-13-262066-6 (8<sup>th</sup> edition).

**Course requirements:**

- 1) Electronic participation on Moodle: Since this is an online course, this is a requirement
- 2) Reflections, assignments
- 3) Miscellaneous projects
- 4) Mid-Term and Final exam

**Attendance Policy/Participation Statement**

Students are expected to log onto the course website each week after completing required course readings to participate in our class discussion board. In an online class, participation via discussion is the vehicle for our learning. Grade points will be given according to how much a student contributes to the online discussion. Students are expected to read all assignments and participate in class discussions each week.

\*All assignments are to be typed, submitted electronically, and uploaded during the week they are due, on the day specified by 11:59 p.m.

\*Any assignment turned in late without an acceptable excuse or prearranged alternative may be dropped 5 points each day it is late.

**Evaluation Criteria**

- |           |  |                           |
|-----------|--|---------------------------|
| <b>1.</b> | <b>Portfolio Products</b>                | <b>30%</b>                |
|           | a. Reflections (Choose 2 topics)         | 10 points (5 points each) |
|           | b. Profiles of Gifted Project            | 10 points                 |
|           | c. Twice-Exceptional/Independent Project | 10 points                 |
| <b>2.</b> | <b>Mid-term and Final exam</b>           | <b>50%</b>                |
| <b>3.</b> | <b>Attendance and participation</b>      | <b>20%</b>                |

**Percent Range/Grade**

- |                         |          |
|-------------------------|----------|
| <b>93% – 100%=</b>      | <b>A</b> |
| <b>85% – 92%=</b>       | <b>B</b> |
| <b>75% – 84%=</b>       | <b>C</b> |
| <b>65 %– 74%=</b>       | <b>D</b> |
| <b>And 64 – below =</b> | <b>F</b> |

**CRITERIA FOR GRADING AND GRADING STANDARDS \*\*\*\***

Rubrics (given out ahead of time for each assignment) will be used to evaluate all assignments. Specific criteria (rubric) for each graded assignment will be provided on Moodle.

Please note:

- Late assignments will not be accepted and tests cannot be “made-up” without instructor’s PRIOR approval.

- Grammar and spelling errors are not acceptable on any assignment.
- All written assignments must be typed (double-spaced ONLY).
- All written assignments must include page numbers (if more than one page).
- All written assignments must use Times New Roman 12-pt. font.
- All written assignments must have one-inch margins.

### **Academic Integrity**

\*Academic integrity is fundamental to the process of learning and evaluating academic performance. Academic dishonesty will not be tolerated. Academic dishonesty includes, but is not limited to, the following: cheating, plagiarism, tampering with academic records and examinations, falsifying identity, and being an accessory to acts of academic dishonest. Refer to the Student Code of Conduct for further information. The Code is available online at <http://www.studentaffairs.uno.edu>.

### **Accommodations for Students with Disabilities**

\*\* It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities should contact the Office of Disability Services (UC 260) as well as their instructors to discuss their individual needs for accommodations. For more information, please go to <http://www.ods.uno.edu>.

\*\*\*To ensure academic integrity, all students enrolled in distance learning courses at the University of New Orleans may be required to verify their identity when completing exams or other high-stakes assignments. At the discretion of the faculty member teaching the course, verification may include on-campus proctored examinations, off-site or online proctored examinations, or other reasonable measures to ensure student identity. If students cannot attend an on-campus proctored exam, UNO partners with ProctorU, a live, online proctoring service that allows students to complete exams from any location using a computer, webcam, and reliable internet connection. Verification measures for this course are identified below and any fees associated are the responsibility of the student. ProctorU scheduling information and fees can be found at <http://www.uno.edu/distance-education/online-testing.aspx>.

NOTE: Online exams are NOT open book or open note. You are expected to take exams without such assistance. Obviously a violation of this sort is considered cheating.

### **Statement on student conduct**

Be sure to demonstrate professionalism while communicating during this online course. Use respectful language and a collegial tone in discussion forum posts and any email messages. Be courteous to your colleagues.

NOTE: At any time, the instructor may require a student to participate in a Skype video chat at a time convenient to the instructor and scheduled with the student. If the instructor requires it, then the student must comply and is also required to show the instructor a copy of the student's valid State issued driver's license or identification card or valid U.S.

Passport during the Skype video chat. The identification must be legible and clear enough for the instructor to read during the video chat. This may be required to determine your identity. Students who refuse to comply with this requirement will be automatically reported to the University and they will receive a failing grade in the course on the first offense.

\*Instructor reserves the right to change these requirements and/or course outline as deemed necessary.

***TENTATIVE*** Due Dates For Assignments, Projects, Tests, Final Exam

**Course Calendar (EDSP 5510) – Fall 2015**

Notice: This is a tentative course calendar. The instructor reserves the right to alter this calendar when necessary without prior notice.

<b>Date</b>	<b>Topics</b>	<b>Assignment Due dates</b>
Week of: August 19, 2015	Welcome and Introductions	Begin by obtaining the course textbook, if you haven't already. Begin reading chapter 1.
Sunday, August 23, 2015	Who are the gifted learners	Read Chapter 1. Chapter 1 questions due by Thursday night at 11:59 p.m. on the discussion board.
August 30	Developing Giftedness	(Read chapter 2) Chapter 2 questions due by Thursday night
September 6	Supporting social emotional growth of gifted learners Assignment: Chapter three questions	(Read chapter 3) Chapter 3 questions due by Thursday night
September 13	Integrating creativity and Giftedness	(Read chapter 4) Chapter 4 questions due by Thursday night
September 20	Providing appropriate	(Read chapter 5)

	education for gifted learners	Chapter 5 questions due by Thursday night
September 27	Assessing and identifying gifted learners	(Read chapter 6) Chapter 6 questions due by Thursday night Assignment: Profiles of the gifted assignment DUE on or before Saturday night at 11:59 p.m.
October 4	Mid term on Moodle	MidTerm exam must be completed and returned to instructor by Saturday night on or before 11:59 p.m.
October 11	Being culturally responsive and gender sensitive Assignment: Chapter seven questions  Assignment: Under-Representation...	(Read chapter 7) Chapter 7 questions due by Thursday night Assignment: Under-representation reflection DUE on or before Saturday night at 11:59 p.m.
October 18	Including exceptionality and underachievement	(Read chapter 8) Chapter 8 questions due by Thursday night Read article Smart and Bored Reflection due by Saturday night at 11:59 p.m.
October 25	Exploring programs, models, structures, and organizations for elementary and secondary gifted learners	(Read chapter 9) Chapter 9 questions due by Thursday night
November 1	Developing effective programs for gifted and talented education	(Read chapter 10) Chapter ten questions due by Thursday night
November 8	Twice-exceptional Learners	(Read journal articles about twice-exceptional learners) Discussion Board Twice-exceptional assignment DUE on or before Saturday night at 11:59 p.m.



November 15	Perfectionism	(Read journal article about Perfectionism) Discussion Board Perfectionism reflection DUE on or before Sat. night 11:59 p.m.
November 22	Advanced gifted student identification	Discussion Board DUE on or before Saturday night at 11:59 p.m.
November 29	History of Academically gifted programming	Discussion Board (Read: History of Academically Gifted) Assignment/reflection DUE on or before Saturday night at 11:59 p.m.
December 6 <b>Due Thursday 12/10/15</b>	Final exam on Moodle	<b>NOTE: DUE DAY IS THURSDAY NOT SATURDAY</b> <b>Final exam must be completed and returned to instructor by <u>Thursday</u> (12/10/15) night before 11:59 p.m.</b>

Instructor reserves the right to change these requirements and/or course outline as deemed necessary.