A. COURSE DESCRIPTION
Topics include communication, consultation and collaboration for the implementation of education for the gifted and talented. Teachers are a main source of leadership for school, district and state levels.

B. PREREQUISITES
None

C. RELATIONSHIP OF THIS COURSE TO THE PROGRAM KNOWLEDGE BASE
In this course, learners will understand and communicate promising practices and research of gifted education to other individuals through communication, consultation and collaboration. Skills for the development of leadership and communication in teachers are basic for the enhancement of the program for the gifted and talented.

D. PROFESSIONAL STANDARDS MET
Colorado Department of Special Education: Gifted and Talented State Standards:
9.05 (6) The gifted-education specialist is knowledgeable about communication and leadership; has effective communication, collaboration, consultation, and leadership skills; applies these skills to the effective implementation of education for gifted and talented; and is able to:
9.05 (6) (a) communicate effectively with a wide variety of constituents and stakeholders, for multiple purposes, as related to the education of gifted and talented students; and 9.05 (6) (b) collaborate and consult with relevant building, district, and community colleagues concerning the needs of gifted and talented students and the provision of high quality education, and educationally-related, programs to them.
9.05 (6) (c) collaborate and consult with parents, families, and interested stakeholders, to gain their support for providing effective programs to gifted and talented students, as related, but not limited to, issues of:
9.05 (6) (c) (i) cultural and community awareness of giftedness, and the needs of gifted and talented students; guidance and counseling; and advocacy for gifted and talented students; 
9.05 (6) (c) (ii) identification and academic screening procedures; 
9.05 (6) (c) (iii) career education and goal setting; 

9.05 (6) (d) Utilize leadership skills for designing and implementing programs for, and delivering instruction to, gifted students, including, but not limited to, the ability to effectively
9.05 (6) (d) (i) integrate gifted education into the school’s and district’s educational program design; delivery of instruction; other educational processes; and into the organization of the school day;
9.05 (6) (d) (ii) advocate for the education of gifted and talented students, so that students are enabled to meet and/or exceed the highest possible standards;
9.05 (6) (d) (iii) communicate with policy makers and the general public about issues inherent in the education of gifted and talented students, and about how to resolve concerns appropriately, effectively and practically; and
9.05 (6) (e) participate in self-evaluation, and in organizations and activities that provide professional development opportunities and information that can increase professional competence and contribute to the advancement of the education of the gifted and talented student.

E. GOALS OF THE COURSE

1. Knowledge and application of inter and intra personal development of self. [9.05 (6)]

2. Knowledge and application of teacher as leader. [9.05 (6)]

3. Knowledge and application of the skills of communication, consultation and collaboration. [9.05 (6) (a, b)]

4. Collaboration with parents, families and stakeholders in the development of gifted education. [9.05 (6) (c)]

5. Design and implementation of programs for the gifted and talented. [9.05 (6) (d)]

F. COURSE OBJECTIVES

The learner will:

1. Understand basic concepts of communication, consultation, collaboration, and leadership and the application of these concepts to the education of the gifted and talented. [9.05 (6) (a-c)]

2. Demonstrate effective communication, collaboration, consultation, and leadership skills and apply these skills to the effective implementation of education for gifted and talented; and be able to:
   a. Communicate effectively with a wide variety of constituents and stakeholders, for multiple purposes, as related to the education of gifted and talented students.
   b. Collaborate and consult with relevant building, district and community colleagues concerning the needs of gifted and talented students and the provision of high-quality education and educationally-related programs to
them.

c. Collaborate and consult with parents, families, and interested stakeholders, to gain their support for providing effective programs to gifted and talented students, as related, but not limited to, issues of:

d. Cultural and community awareness of giftedness, and the needs of gifted and talented students; guidance and counseling; and advocacy for gifted and talented students.

e. Identification and academic screening procedures.

f. Career education and goal setting.

g. Utilize leadership skills for designing and implementing programs for, and delivering instruction to, gifted students, including, but not limited to, the ability to effectively.

h. Integrate gifted education into the school’s and district’s educational program design; delivery of instruction; other educational processes; and into the organization of the school day; and

j. Communicate with policy makers and the general public about issues inherent in the education of gifted and talented students, and about how to resolve concerns appropriately, effectively, and practically. [9.05 (6) (a-di)]

3. Participate in self-evaluation, and in organizations and activities that provide professional development opportunities and information that can increase professional competence and contribute to the advancement of the education of the gifted and talented student. [9.05 (6) (e)]

G. CONTENT OF THE COURSE

1. Communication, Consultation, Collaboration and Leadership Skills and Strategies [(9.05) (a)]

2. Leadership theories and applications [(9.05 (6) (a-d)]

3. Professional and Personal growth of the leader [(9.05 (6) (a-d)]

4. Participants in the development of leadership for the development of gifted education [(9.05) (6) (d-e)]

5. Implementation of programs and services for the gifted and talented [(9.05) (6) (d) (i-iii)]

H. GENERAL COURSE REQUIREMENTS

1. Complete and present an In-depth Self Study (Personal and Professional) that focuses on you as a person and as a leader. Select at least five activities from my list and two additional activities of your choice for your self study.
<table>
<thead>
<tr>
<th>Top Ten CD</th>
<th>Self-Questionnaire (10 – 20 people)</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are your top ten songs of all time? How have they influenced you? No, only ten! Put them on a CD, your iPhone or another electronic device. Listen to your top ten songs several times!!</td>
<td>Design a questionnaire about you that you can give to 10 – 20 friends. Have fun with this project. Ask questions about you in different ways – If ___ was a book, the title would be ____ . Is ____ more like a) a SUV, b) a compact car, c) a luxury car</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Observation by a colleague</th>
<th>Feedback from You!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask two or three colleagues to observe you for a day (but not to tell you when) and then, have them give you feedback on your style and interactions with others.</td>
<td>Within all of us, we have a “real” self and an “ideal” self. How do you see these in you? Are they becoming closer in proximity?</td>
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</table>

<table>
<thead>
<tr>
<th>Three Personal Interviews</th>
<th>Personal Time Capsule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select three extremely people in your life, develop questions and ask if could interview them. Reflect on the results.</td>
<td>You design a personal time capsule and place photos, events, writings, note and cards from others, etc. that represent your life. Be sure to personalize the outside of the capsule.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Power Point or Prezi. “You &amp; Your World”</th>
<th>Quote Bank</th>
</tr>
</thead>
<tbody>
<tr>
<td>As a result of your In-Depth Study, how do you see your life at this time. Develop a power point or Prezi that is meaningful to you by adding photos, writings, meaning papers, and anything else that represents you.</td>
<td>Develop a quote bank, on paper or online, and find the quotes that are meaningful to your life at this time.</td>
</tr>
</tbody>
</table>

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<tr>
<th>Professional Review (including strengths, areas of concern and new directions)</th>
<th>Temperature Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>How do you see yourself as a professional – Make a list, design art, write or ??</td>
<td>We all have a temperature gauge within us. One is low and ten is high. Keep your temperatures twice a day for two weeks. Write down why you chose a certain number. At the end of the two weeks, what did you learn about you and your life at this time.</td>
</tr>
</tbody>
</table>

Please select Five (5) of my activities and develop Two (2) of your own for your In-Depth Self Study. This is your time to ponder, to reflect and to learn more about you and your world. You do not turn in the specific assignments that you completed (you will share them during our face-to-face meeting time), only a summary of the activities you completed to Blackboard. This assignment is turned in under Assignments.

2. Effective Communication by completing activities in Collaborative Practices for Educators. Please develop a post for two sections at a time that contains a list of the completed activities and your response to each activity.
Keys 1 & 2 – Developing Expectations & Preparing Ahead
Keys 3 & 4 – Understanding Perspectives & Asking Questions
Keys 5 & 6 – Listening & Speaking Clearly

Summary of all six sections

Major Steps of this assignment

- Review entire book to comprehend the layout of the book
- There are six keys (sections) of the book
- Each key (section) has 10 Strategies
- Each Strategy has three activities (Individual, Colleague, Group)
- Your assignment is to select THREE activities (total) from each key (section)
- You will complete a total of 18 activities out of 180 total activities
- Select those that are MOST important to you at this time
- Throughout each Key (section), be sure to select an Individual, Colleague, and Group Activity so that you are covering all aspects of each Key (section).
- You turn in your responses from Sections One and Two together, Sections Three and Four together, and Sections Five and Six Together. These will be placed on the Discussion Board only
- Your Final Summary is placed in Assignments only
- **Remember, you complete three activities per Key (section) only!! 18 activities out of 180 activities.**

The summary on what you learned for your entire involvement in all activities is to be placed in Assignments. Your Summary of all six keys (sections) – what you did and what you learned contains a brief description of your involvement (what you did in all six Keys and your over-all summary of what you learned (one summary for all six keys – not individual summaries. [9.05 (6) (a-d)].

2. Complete an Educational Support Group with at least four educators at your school to facilitate their understanding of some aspects of gifted education. Your major goal is to develop your effective communication, consultation and collaboration skills with a variety of stakeholders. You will be asked to meet at least four times with your group. The results of your involvement will be posted in the Discussion Board for other class participants and will be responded to by at least two other class learners. You are also asked to respond to the post of at least two other participants in your class. Also, please place your results in the Assignments. [9.05 (6) (a-d)]

OR
3. Complete a Parental Support Group with at least four parents at your school to facilitate their understanding of some important aspects of gifted education. Your major goal is to develop your effective communication, consultation and collaboration skills with a variety of stakeholders. You will be asked to meet at least four times with your group. The results of your involvement and results will be posted in the Discussion Board and will be responded to by at least two other class learners. You are also asked to respond to the post of at least two other participants in your class. Also, please place your results in the Assignments [9.05 (6) (a-d)]

4. Complete the Standard 9.05 (6) Essay that includes your 1) knowledge, 2) personal thesis, 3) teaching experience (How your teaching relates to the knowledge in your essay, 4) future contributions and 5) essential references. Besides using the textbook as a reference, find a minimum of eight additional sources on teachers as leaders, communication, consultation, collaboration, group dynamics or group problem solving techniques to strengthen your essay. The reason for this is that your textbook is experiential and the sources will strengthen your knowledge base. As you discover excellent references, it would be appropriate to share these references with other learners in the class. Please use the same format as you have used for other CDE Standards Essays.

I. GRADING CRITERIA

<table>
<thead>
<tr>
<th>Criteria</th>
<th>In Progress</th>
<th>Proficient</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ideas and Concepts</td>
<td>Does not have a clear central idea and concepts or does not respond</td>
<td>Central ideas and concepts are clearly communicated, but have minor lapses</td>
<td>Central ideas and concepts are clearly communicated. Demonstrates synthesis of</td>
</tr>
<tr>
<td></td>
<td>appropriately to the essay topic. Central ideas are too vague to be</td>
<td>in development. The information is synthesized and provides some analysis</td>
<td>content, sophistication of thought, and analysis beyond that which was</td>
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<tr>
<td></td>
<td>developed. Sources may be misunderstood.</td>
<td>beyond that which was done in class.</td>
<td>presented and discussed in class.</td>
</tr>
<tr>
<td>Organization &amp; Coherence</td>
<td>Essay has random organization, lacking internal paragraph coherence and</td>
<td>Shows a logical progression of ideas. Some logical links may be weak or</td>
<td>All ideas and concepts in the essay flow logically. Sophisticated transitional</td>
</tr>
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<td></td>
<td>using few or inappropriate transitions. Paragraphs do not relate to the</td>
<td>faulty but each paragraph clearly relates to the essay’s central idea.</td>
<td>sentences often develop one idea or concept from the previous one. Guides</td>
</tr>
<tr>
<td></td>
<td>essay’s central idea.</td>
<td>Information is presented in appropriate APA form in the essay.</td>
<td>the reader through the chain of reasoning and presentation. A deeper</td>
</tr>
<tr>
<td>Support/Use of Cited Text</td>
<td>Depends on clichés or overgeneralizations for support or offers little in</td>
<td>Offers reasons to support points. Ideas and generalization are developed and</td>
<td>Uses well-chosen citations appropriately and effectively. Excellent</td>
</tr>
<tr>
<td></td>
<td>the way of citations. Information is not presented in appropriate APA form.</td>
<td>supported.</td>
<td>integration of quoted material into essay.</td>
</tr>
<tr>
<td>Mechanics</td>
<td>Contains many mechanical errors that impede the</td>
<td>Contains a few errors, but not to the point of</td>
<td>Almost entirely free of spelling, punctuation and</td>
</tr>
<tr>
<td>Demonstrations of Proficiency Artifacts</td>
<td>Artifact does not demonstrate that the candidate has met the performance competencies of the Gifted Standard of CDE.</td>
<td>Artifacts reflect the essential performance competencies of the Gifted Standard of CDE.</td>
<td>Artifacts are clear and convincing and reflect all the performance of the Gifted Standard of CDE.</td>
</tr>
</tbody>
</table>

**J. REQUIRED READINGS**


**K. RECOMMENDED READINGS**


L. STUDENT DISABILITY CENTER

“Students with disabilities who believe they may need accommodations in this class are encouraged to contact the Disability Support Services (970-351-2289) as soon as possible to better ensure such accommodations are implemented in a timely fashion.

M. ACADEMIC HONESTY:

Students are required to follow guidelines related to academic honesty as outlined in the student handbook, available at http://www.unco.edu/dos/student_conduct_code.html. Also see guidance related to plagiarism at http://www.unco.edu/dos/honor_code/defining_plagiarism.html.