EDSE 683
Nature and Needs of Learners who are Gifted (3)

Jennifer Ritchotte, Ph.D.
970-351-1657 (UNC)
970-978-2251 (Cell)
jennifer.ritchotte@unco.edu

REQUIRED TEXTS


A. COURSE DESCRIPTION
The knowledge base of definitions, characteristics, traits and needs of diverse groups of learners with gifts and talents will be examined.

B. PREQUISITES
None

C. RELATIONSHIP TO THE PROGRAM KNOWLEDGE BASE
In this course, students will learn how to apply promising practices and research to meet the needs of children and youth with gifts and talents. Students will also learn how to apply basic concepts and definitions of giftedness to better support and understand children and youth in the school, community, and at home.

D. PROFESSIONAL STANDARDS
Colorado Department of Education, Special Education: Gifted and Talented State Standards
9.05 (2) (a) apply knowledge of the traits and needs of gifted and talented students in support of planning for the academic achievement and learning—related affective development of gifted and talented students, including, but not limited to:

9.05 (2) (a) (iv) the identified characteristics of gifted, talented and creative students, preschool through grade 12, and their development, and

9.05 (2) (b) apply knowledge of special populations of gifted and talented students in the development of appropriate program and instructional-delivery decisions, as based on the unique and varied characteristics and needs of such students, including, but not limited to, those who are:

9.05 (2) (b) (.i) early childhood students;
9.05 (2) (b) (ii) twice-exceptional learners, i.e. gifted and talented students with disabilities;
9.05 (2) (b) (iii) highly gifted students;
9.05 (2) (b) (iv) underachieving high-potential students;
9.05 (2) (b) (v) culturally and ethnically-diverse gifted students;
9.05 (2) (b) (vi) students with unique affective needs;
9.05 (2) (b) (vii) high-potential economically-disadvantaged students; and
9.05 (2) (c) (vi) educational implications of the variables of giftedness.

E. COURSE GOALS AND OBJECTIVES

Students will be able to:

1. Apply the characteristics, traits and needs of gifted and talented students in support for academic achievement and learning-related affective development. [9.05 (2) (a); 9.05 (2) (a) (iv)]

2. Describe traditional definitions of giftedness and talent. [9.05 (1) (a)]

3. Develop and describe new definitions of learners with gifts and talents who represent diverse populations. [9.05 (1) (a)]

4. Develop and apply a matrix of the definitions, needs, identification and programming options for special populations of gifted and talented students, including:

   a. early childhood learners
   b. twice-exceptional learners
   c. highly-gifted learners
   d. underachieving high-potential learners
   e. culturally and ethnically-diverse gifted students
   f. learners with unique affective needs
   g. high-potential economically-disadvantaged learners [9.05 (2) (b) (i, ii, iii, iv, v, vi, vii)]

5. Determine appropriate educational opportunities, resources, associations, websites and reference materials that provide knowledge, services and approaches for the gifted and talented and their families. [9.05 (2) (c) (vi)]
F. COURSE CONTENT

See Course Outline

G. GENERAL COURSE REQUIREMENTS

To successfully complete this course, you will need to:

1. Complete all readings in textbooks and appropriate reference material.

   and

2. Complete all graded assignments in a timely manner. A brief description of each assignment follows:

   - **Participation (Discussion Board Postings; 40 pts. Total)**
     Compose 2-3 well-crafted and detailed paragraphs that synthesize the week’s readings and resources. Please cite directly from the readings. Additionally, respond to 2 of your classmates’ posts (3-4 sentences each).

   - **Characteristics Paper (20 pts.)**
     Write 4-6 pages (in APA style) on select characteristics of children/youth with gifts and talents (try not to include more than 3 characteristics).

     You might begin this paper with a case study of a gifted child/youth (real or made up or a combination of both) who displays 2-3 characteristics we have explored in class. The body of your paper is a discussion of these characteristics (definition, examples, helpful strategies for working with a child who manifests these traits, etc.). You could then conclude by revisiting your case study child/youth. This is a recommended format, not a required one!!!

     Do not limit references and information collected from the class text. **Use at least two to three outside resources from peer-reviewed journals, other books, and websites of gifted organizations. You reference list should include approximately 5 references and be formatted in APA style.**

   - **Special Populations Presentation (30 pts.)**
     Create a presentation on one of the special populations of gifted students. Special populations include but are not limited to: Twice-exceptional students, profoundly gifted students, culturally and linguistically diverse students, gifted girls, early childhood students, and gifted underachievers.

     Your presentation, if done by PowerPoint, should be at least 15 slides (not including title and reference slides). **Please include, the following: (a) definition and/or description of the subpopulation, (b) strengths and areas for**
additional support, (c) academic and/or affective needs, (d) identification needs, and (e) helpful strategies when working with this population.

Please do not turn in a presentation with bulleted points that lack detail and explanation. If you are unable to provide the depth needed for this project in your chosen format, please include a document with annotations/notes for slides that require more elaboration.

You must use at least three outside resources for this project. At least two of these outside resources should be peer-reviewed articles from publications like Gifted Child Quarterly, Journal for the Education of the Gifted, Roeper Review, Journal of Advanced Academics, High Ability Studies, Gifted Child Today, and Teaching Exceptional Children. You may use the two publications you selected for your Special Populations discussion board posting if you’d like. The third resource can be information from a credible website or book. Your last slide should be a reference list in APA style (6-8 references).

- **Project of Your Choice (20 pts.)**

  **Gifted and Talented Resources**
  Collect 10-12 appropriate websites, educational opportunities, resources, associations, and reference materials (journals, magazines and books) that provide knowledge, services and approaches for the gifted and talented and their families; please do not use materials provided in class. Write one detailed paragraph (8-10 sentences) for each resource that explains what it is, why you chose it, and how educators/parents could use it. You can present these resources and your paragraph descriptions in a format of your choice (Livebinder, Prezi, PPT, website, blog, etc.) You will be able to add to this collection throughout your program and by the last semester, you will have a complete foundation of current references and materials. Please include a reference list in APA style.

  OR

  **Gifted Workshop**
  Develop a one hour workshop (approximately 15 slides) for teachers at your school (or a potential school you may work at) that addresses definitions of giftedness (include your state definition), characteristics of gifted students, what identification and services for the gifted entail at your school (Delve deeper into characteristics and instructional strategies if you are not currently teaching), and helpful, practitioner-friendly strategies for working with gifted students. Incorporate two hands-on activities into your workshop (e.g., short video clip and discussion, Think-Pair-Share, KWL, modify a part of a lesson plan, etc.). Please include material from at least 3 outside sources (e.g., articles, books, websites). Your last slide should be a reference list consisting of at least 6 sources.
• Standard Essay (30 pts.)

You will write a 10-20 page standard essay for this course that focuses on the first part of the second state standard in blue below (underlined part):

9.05 (2) The gifted education specialist shall be knowledgeable about CHARACTERISTICS, diverse needs and abilities of gifted learners; emphasis on the emotional and social development of gifted and talented students (you will add this social/emotional component to your 683 essay when you take 686 next semester).

Your essay will be written in APA style and be divided into the following sections (you will need to include the appropriate heading for each section):

Knowledge-Base (This is your literature review, and it is written very formally, in third person. You should cite at least 8 peer-reviewed, high quality sources in this literature review).

A piece of advice: Your essay needs to focus on the standard for this course (see above). This is a survey course that is heavily focused on characteristics and diverse needs/abilities; therefore, an essay primarily focused on identification/assessment or programming or curriculum would not be appropriate for this course. You will conference with me one-one-one before you begin writing to ensure you are headed in the right direction.

Personal Thesis (This is written in first person. You explain what you believe about the material you just reviewed in your Knowledge-Base).

Application as an Educator (This is also written in first person. You will apply the literature you reviewed and your personal beliefs about it to your current teaching situation, or if you are not teaching, a future educational position).

Future Leadership (This is also written in first person. Here you will tell me where you hope to be in the next 3-5 years with regard to your understanding and application of the content you just presented).

References (a minimum of 8 strong references formatted in APA style).

<table>
<thead>
<tr>
<th>Standard Number</th>
<th>Standard</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td>Foundations</td>
<td>EDSE 682</td>
</tr>
<tr>
<td>Two</td>
<td>Characteristics</td>
<td>EDSE 683</td>
</tr>
</tbody>
</table>

Colorado State Standards and University of Northern Colorado
Gifted and Talented Courses
<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Postings</td>
<td>See Course Schedule</td>
<td>5pts each (40 pts. total)</td>
</tr>
<tr>
<td>APA Scavenger Hunt</td>
<td>9/13</td>
<td>10</td>
</tr>
<tr>
<td>Characteristics Paper</td>
<td>9/27</td>
<td>20</td>
</tr>
<tr>
<td>Special Populations Project</td>
<td>10/25</td>
<td>30</td>
</tr>
<tr>
<td>Your Choice Project</td>
<td>11/22</td>
<td>20</td>
</tr>
<tr>
<td>Standard Essay on Nature and Needs of Gifted Learner</td>
<td>12/10</td>
<td>30</td>
</tr>
</tbody>
</table>

Total Points: 150

**Grading Scale**

- A: 94% or above
- A-: 90-93%
- B+: 86-89%
- B: 83-85%
- B-: 80-82%
- C+: 76-79%
- C: 70-75%
- C-: 69%

**H. POLICIES**

**Students with disabilities:** Any student requesting disability accommodation for this class must inform the instructor giving appropriate notice. Students are encouraged to contact Disability Support Services (www.unco.edu/dss) at (970) 351-2289 to certify documentation of disability and to ensure appropriate accommodations are implemented in a timely manner.
***Late Policy:*** Late work will be accepted at the instructor’s discretion. Poor planning and hectic work schedules are generally not acceptable reasons for failing to turn work in on time. Please be advised that without a documented, accepted excuse, assignments will be penalized 10% for each day late.

“Incomplete” Policy: At the discretion of the instructor, a temporary grade of Incomplete "I" may be given to a student who demonstrates that he/she could not complete the requirements of the course due to circumstances beyond the student's control that were not reasonably foreseeable. A student must be passing the course at the time that an Incomplete is requested unless the instructor determines that there are extenuating circumstances to assign an Incomplete to a student who is not passing the course. See [http://www.unco.edu/regrec/FacultyStaff/Grades.html](http://www.unco.edu/regrec/FacultyStaff/Grades.html)

**Student Code of Conduct:** All students are expected to adhere to the University’s *Student Code of Conduct*, designed to promote a safe and respectful learning environment. For more information about your rights and responsibilities as a UNC student see [http://www.unco.edu/dos/honor_code/index.html](http://www.unco.edu/dos/honor_code/index.html)

**Academic Integrity - Plagiarism/Consequences:** It is expected that members of this class will observe strict policies of academic honesty and will be respectful of each other. Any instances in which cheating, including plagiarism and unauthorized use of copyrighted materials, computer accounts, or someone else’s work is determined, will be referred to Student Services and will be investigated to its full extent. Please see [http://www.unco.edu/dos/honor_code/understanding_plagiarism.html](http://www.unco.edu/dos/honor_code/understanding_plagiarism.html)
EDSE 683  
Ritchotte  
Course Schedule, Fall 2015  
*This is a TENTATIVE course schedule and is subject to change at the instructor’s discretion.*

<table>
<thead>
<tr>
<th>Unit</th>
<th>Unit/Assignments</th>
<th>Readings/Resources</th>
<th>Activities/Assignments</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introductions</td>
<td>Place your introduction in the appropriate Discussion Board.</td>
<td></td>
<td>Post Introduction</td>
<td></td>
</tr>
</tbody>
</table>
| **Unit 1** (Week of 8/24) | Overview of Gifted Education and Definitions of Giftedness  
Blackboard Collaborate (TBD) | * Review the Syllabus and Course Schedule  
* Textbook, Chapter 1  
* Video: Top 10 Myths of Gifted Education  
* “State of the Nation in Gifted Education”  
* APA Tutorial | * Attend the Blackboard Collaborate session  
* View the Top 10 Myths Video  
* Complete the APA tutorial (*this will help you with the Scavenger Hunt due 9/13*)  
* Discussion Board Reading Response (Based on the assigned readings and resources) | *Post due Sunday, 8/30 by midnight*  
*Respond to two classmates’ posts by Wednesday, 9/2* |
| **Unit 2** (Week of 8/31) | Characteristics & Needs of Gifted, Talented, and Creative Learners | * Textbook, Chapter 2  
* Johnsen Chapter  
* “12 Traits of Giftedness” | * Discussion Board Reading Response | *Post due Sunday, 9/6 by midnight*  
*Respond to two classmates’ posts by Wednesday, 9/9* |
| **Unit 3** (Week of 9/7) | Affective Characteristics & Needs of Gifted, Talented, and Creative Learners | * Textbook, Chapter 11 (pp. 275-286)  
* Betts & Neihart (1988)  
* Lind (2001)  
* Reis & Renzulli (2004) | * View the “Affective Needs” PowerPoint  
* Discussion Board Reading Response | *Post due Sunday, 9/13 by midnight*  
*Respond to two classmates’ posts by Wednesday, 9/15*  
*APA Scavenger Hunt due Sunday, 9/13 by midnight* |
| Unit 4  
(Week of 9/14) | Identification of Gifted, Talented, Creative Learners | Textbook, Chapter 3  
* Article: “A practical system for identifying gifted students”  
* Article: “Major Considerations…”  
* Davidson (1986) | Discussion Board Reading Response | *Post due Sunday, 9/20 by midnight  
*Respond to two classmates’ posts by Wednesday, 9/23 |
| --- | --- | --- | --- | --- |
| Unit 5  
| Unit 6  
(Weeks of 9/28 and 10/5) | Special Populations | Textbook, Chapters 12-15  
* Two peer-reviewed articles of your choice | View the “Special Populations” PowerPoint  
* In addition to this unit’s readings, locate and read two peer-reviewed articles on a special population of your choice.  
* Discussion Board Reading Response | *Post due Sunday, 10/11 by midnight  
*Respond to two classmates’ posts by Wednesday, 10/14 |
| Unit 7  
(Weeks of 10/12 and 10/19) | Special Populations Project | No Readings | Complete your Special Populations Project | Special Populations Project due Sunday, 10/25 by midnight.  
Post your project in Assignments and the Discussion Board.  
Respond to two classmates’ projects by Wednesday, 10/28 |
| Unit 8  
(Week of 10/26) | Instructional Strategies: Part I | Textbook, Chapters 5-7 | View the “Acceleration and Ability Grouping” PowerPoint  
* Discussion Board Reading Response | *Post due Sunday, 11/1 by midnight  
*Respond to two classmates’ posts by Wednesday, 11/4 |
| Unit 9  
(Weeks of 11/2 and 11/9) | Instructional Strategies: Part 2  
* Rakow (2012)  
* Tomlinson Chapters 11-13  
* Roberts Chapter  
* DI Classroom Observation Form  
* View the “Modifying Instruction for Gifted Students” PowerPoint  
* Discussion Board Reading Response  
* Post due Sunday, 11/15 by midnight  
* Respond to two classmates’ posts by Wednesday, 11/18 |
|---|---|
| Unit 10  
(Week of 11/16) | Choice Project  
No Readings  
* Complete your Choice Project  
* Your Choice Project is due Sunday, 11/22 by midnight. Please post in Assignments and the Discussion Board (you may respond to a classmate’s project, but this is not required). |
| Holiday Break | |
| Unit 11  
(Weeks of 11/30 and 12/7) | Standard Essay Conferences and Standard Essay  
No Readings  
* Schedule an individual conference with the instructor at least 1 week prior to the Standard Essay due date  
Standard Essay due Sunday, 12/10 by midnight |