

**THE COLLEGE OF WILLIAM AND MARY  
SCHOOL OF EDUCATION**

*Course Number:* CRIN G80/EDUC 480

*Semester:* Fall 2007

*Course Title:* Psychology and Education of the Gifted Learner

*Credit Hours:* 3

*Schedule:* Thursdays, 4:30 – 7:00 p.m.  
Morton Hall Room 303

*Instructor:* Carol L. Tieso, Ph.D.  
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***Office Hours:*** Mondays and Thursdays, 1-4 and by appointment

***Required Text:*** Davis, G., & Rimm, S. (2004). *Education of the gifted and talented* (5th ed.). Boston: Allyn and Bacon.  
Additional readings will be made available in class or on line.

***Course Description:*** This course focuses on the nature of gifted learners and how they differ in cognitive, affective, developmental, and behavioral ways from more typical learners. It will emphasize general theories of intelligence, development, and learning and how they apply to gifted learners.

***Relationship of the Course to Program and Professional Standards***

This course is part of the course sequence in gifted education leading to endorsement in the Commonwealth of Virginia and as part of a master's program specialization. It has been revised in 2002 using NCATE and NAGC program standards as a base.

***Course Objectives***

Upon completion of this course, the student should be able to...

1. Describe some typical characteristics of giftedness and explain various definitions used in identifying the population for educational purposes.
2. Analyze major philosophies, theories, models, and research supporting gifted and talented education historically.
3. Describe and analyze developmental differences (cognitive, social-emotional, and physical) *and learning needs and patterns* among gifted individuals at all critical stages of development.
4. Analyze the relationship of research and contemporary policies and practices in *gifted education at local, state, and federal levels*.
5. Develop an understanding of individual differences within the gifted population *based on domain-specific areas of giftedness, cultural diversity, poverty, twice exceptionality, English as a second language, and other indicators of important distinctions for learning*.
6. Examine identification systems for gifted learners according to legal, ethical, and practical policies and procedures in schools.

7. Describe home and school interactions and interventions *that may impact positively or negatively* on the cognitive and affective development of gifted learners.
8. Evaluate key teaching and learning models in regard to the gifted learner (*behavioral, information processing, generative, experiential, humanistic, social reconstructionist*).
9. Examine basic issues confronting the practice of gifted education in schools including diversity, inclusion, anti-intellectualism, equity and excellence, and dominant/nondominant cultural value systems and beliefs.
10. Understand and apply alternative forms and methods of communication that impacts the learning of gifted students, including those from diverse backgrounds.

### ***Content Outline***

1. Characteristics and Definitions
2. Theories of Intelligence (behavioral, cognitive, developmental, domain-specific/multiple)
3. Hallmarks of talent at developmental stages (early and middle childhood, puberty, adolescence, adulthood)
4. Psycho-social/affective and non-intellective factors of the population
5. Nature/nurture
6. Individual and learning differences within the gifted population (cultural, gender, cognitive)
7. Patterns of influence on talent development: (teacher, parents, peers, self)
8. Identification (formal and informal assessment measures, protocols, selection, placement)
9. Special topics and issues

### ***Illustrative Course Activities***

1. Reading and discussion of key articles on gifted education topics
2. Lectures on course topics
3. Case study applications
4. Problem-based simulations
5. Student presentations

### ***Minimal Student Requirements***

1. Actively participate in class discussion and activities
2. Complete course readings and homework assignments to be prepared for class
3. Successfully complete class required papers/projects (4)
4. Successfully complete a final examination

### ***Requirement Descriptions: Product Guidelines and Assessment Criteria***

All student evaluation is based on accuracy, clarity, and creativity of thought. Accuracy addresses the comprehensiveness and accuracy of the material; clarity addresses the writing style, organization, and flow of ideas; and creativity speaks to the uniqueness of the ideas and degree of insight. Writing will be assessed using the standard Assessment Rubric for Gifted Program Papers as well as specific assignment-based requirements.

1. Class Participation: This course is designed to be a mix of lectures, discussions, readings, simulations, activities, and presentations by “experts.” As such, each student's active and knowledgeable participation is critical. Students will be expected to do all readings prior to class so they can comfortably participate. Participation should also include participation in discussions on the class Blackboard site.
2. Activities: There will be many in-class activities that are designed to give the student experience dealing with a variety of gifted education issues such as identification, cultural diversity, parenting, schooling,

- etc. Active participation and completion of any associated assignments are expected of all students.
- Papers/Projects (4): Papers and projects include assignments requiring review of current literature in gifted education and application of course content to educational practice.
  - Exam: There will be one exam for this course. Material for the exam will come from both in-class activities and readings. The format will be essay and will require primarily synthesis responses.

**Assignments and Evaluation**

<i>Assignment</i>	<i>Weight</i>	<i>Due Date</i>
Article review	15%	October 4
Annotated Bibliography	15%	October 18
Gifted Program Identification Project	20%	November 15
Classroom Observation and Reflection	20%	December 6
Exam (take home)	20%	December 13
Attendance/participation	10%	

*Description of Assignments*

**Article review:**

Select a topic of interest to you within the field of gifted education. Locate **three** articles that address the topic, using the following selection system:

- **One** article must come from a peer-reviewed scholarly journal in gifted education (e.g., *Gifted Child Quarterly*, *Journal for the Education of the Gifted*, *Roeper Review*, *Journal for Secondary Gifted Education*)
- **One** article must come from a more mainstream publication in education or the general media (e.g., *Education Week*, *Educational Leadership*)
- **One** article is your choice – may include academic or mainstream journal, web-based article, newsletter article, etc.

Write a *synthesis* (4-6 pages) in which you discuss (1) what you were able to learn from the articles about the topic, (2) what the articles did *not* provide, and (3) how the different resources offered different perspectives or details on the topic. **DUE DATE: October 4**

**Annotated Bibliography:**

Prepare an annotated bibliography of resources in the field of gifted education. For each resource identified, write 1-2 paragraphs outlining its intended purpose and audience, key features, and credentials of the author(s). Then write one paragraph discussing how and why you would or would not use the resource.

Follow the outline below in selecting and preparing the annotated bibliography:

- Review *two* peer-reviewed journals in gifted education. To complete a journal review, look over the topics and issues covered over several recent volumes, the credentials of the authors, the types of articles incorporated, etc. Skim several articles to get a feel for the type of writing and audience intended.
- Review *two* books on topics in gifted education. Look at the credentials of the author, table of contents, index, reference lists, topics and issues addressed, etc. Review several chapters for type of writing and audience intended.
- Review *two* web sites focused on gifted education issues. You may choose organizational web sites or private/personal sites. Review the organization of the site, the type of content provided, ease of use, and intended audience.
- Review *one* additional resource of your choice. You may choose a magazine/newsletter, another journal, book, or web site, or another resource of your choosing. Follow the same general guidelines in providing details on your source.

**DUE DATE: October 18**

**Gifted Program Identification Project:**

This assignment focuses on a critique of various models of identification used by school divisions within Virginia. You will be working with a partner to examine identification models used in the state and evaluating their internal consistency with respect to the definition and programming offered in the school division. You will then prepare an overview of the identification model and recommended changes that would create a more consistent program model. Your project will incorporate the following steps and components:

- Choose a school division and examine its identification model related to the definition, screening, and programming practices for gifted students.
- Informally review 1-2 other school divisions for their identification models. This step is intended to give you more context within which to provide commentary on what you reviewed.
- Write a critique in which you comment on the strengths and weaknesses of the identification model you reviewed, in terms of its consistency with other programming features, and revise the model as needed to address any inconsistencies. *Each student in the pair will submit a critique.*
- Plan and develop an electronic presentation that illustrates your findings and improvements.

**DUE DATE: November 15**

**Classroom Observation and Reflection:**

This assignment is designed to encourage you to watch gifted education in action. You should conduct *two* classroom observations in classes for gifted students (45-60 minutes each), writing down what you observe of teacher behaviors and student behaviors, especially as they reflect what we have studied in class. You will submit a narrative of what you observed and a written reflection on how what you saw demonstrated or did not demonstrate the translation of what we have learned in class into practice. Consider such issues as philosophy of giftedness and differentiation; cognitive and socio-emotional characteristics of the students; and tensions between demands of general and gifted education. Assessment will be based on writing clarity and synthesis of course and experiential learning.

**DUE DATE: December 6**

**Comprehensive Final Exam:**

This will consist of 3-5 synthesis questions that will address course objectives and personal and professional experience. The exam will be posted on Blackboard two weeks prior to the deadline. The exam is due at 5:00 P.M. on the due date.

**DUE DATE: December 13**

*Suggested program portfolio product:* Classroom observation assignment (Reflection product)

***Schedule of Classes and Readings***

<b>DATE</b>	<b>TOPICS</b>	<b>READINGS/ASSIGNMENTS (to be prepared FOR the class indicated)</b>
August 30	<ul style="list-style-type: none"> <li>• Introductions and course overview</li> <li>• Myths and realities</li> </ul>	Chapter 1 (pp. 1-16)
September 6	<ul style="list-style-type: none"> <li>• Theories of intelligence</li> <li>• History of gifted education</li> </ul>	Chapters 1 (pp. 17-31)
September 13	<ul style="list-style-type: none"> <li>• Conceptions and definitions of giftedness</li> </ul>	Chapter 2
September 20	<ul style="list-style-type: none"> <li>• Affective and moral development</li> <li>• Characteristics of gifted individuals</li> <li>• Giftedness and eminence</li> </ul>	Chapter 8
September 27	<ul style="list-style-type: none"> <li>• Gifted education resources</li> <li>• Gifted education policy</li> </ul>	Chapter 3
October 4	<ul style="list-style-type: none"> <li>• Identification: Policies, tools, and issues</li> </ul>	Chapters 4 <b>ARTICLE REVIEW DUE</b>
October 11	<ul style="list-style-type: none"> <li>• Gifted programs: Models and key components</li> <li>• Alignment and tensions: relationships of gifted, special, and general education</li> </ul>	Chapters 5 & 6
October 18	<ul style="list-style-type: none"> <li>• Gifted programs continued: Specialized programs</li> <li>• Teachers of the gifted</li> <li>• Issues in program planning and evaluation</li> </ul>	Chapters 2 (pp. 49-53) & 18 <b>ANNOTATED BIBLIOGRAPHY DUE</b>
October 25	<ul style="list-style-type: none"> <li>• Teaching gifted learners: curriculum, instruction, and assessment for the gifted</li> </ul>	Chapters 7 & 11
November 1	<ul style="list-style-type: none"> <li>• Curriculum continued</li> <li>• Special populations of gifted learners</li> </ul>	Chapter 11
November 8	<ul style="list-style-type: none"> <li>• Special populations continued: Counseling issues</li> </ul>	Chapters 12 & 15 <b>NAGC: ONLINE CLASS</b>
November 15	<ul style="list-style-type: none"> <li>• Legal issues in gifted education</li> </ul>	Chapter 3 (pp. 76-79) <b>GIFTED PROGRAM IDENTIFICATION PROJECT DUE</b>
November 22	<b>NO CLASS – THANKSGIVING DAY!</b>	Enjoy the turkey!
November 29	<ul style="list-style-type: none"> <li>• Creativity and giftedness: fostering creative behaviors</li> </ul>	Chapters 9 & 10
December 6	<ul style="list-style-type: none"> <li>• Giftedness through the lifespan: Patterns of influence and development</li> </ul>	Chapter 2 <b>CLASSROOM OBSERVATION AND REFLECTION DUE</b>
December 13	<ul style="list-style-type: none"> <li>• NO FORMAL CLASS</li> </ul>	<b>EXAM DUE</b>

## ***Bibliography***

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## **Graduate Programs in Gifted Education Guidelines Relating to Late Assignments and Incompletes**

### **Late Assignments**

- All assignments specified within graduate courses are expected to be completed and submitted to the instructor *on or before the deadline*.
- If a student is unable to meet an assignment deadline, he or she must discuss the problem with the instructor and work out arrangements for late submission.
- Grade penalties based on late submission may be applied at the discretion of the instructor.

### **Incompletes**

- Students are *strongly urged* to avoid resorting to an Incomplete grade for a course.
- If a student finds that he or she will be unable to complete the requirements for a course within the time frame of the semester, it is ***the student's responsibility*** to schedule a meeting with the instructor to request a grade of Incomplete and to negotiate a schedule for completing the requirements.
- Grades of Incomplete *will not* be extended beyond one semester.

## Assessment Rubric for Gifted Program Papers

Criteria	A	B	Other
<b>Organizational Soundness</b>	Paper is well organized, clear, and easy to follow.	Paper is adequately organized, but lacks clarity or coherence in sections.	Paper lacks clarity and coherence.
<b>Conceptual soundness/ quality of ideas</b>	Ideas are insightful, coherent, and supported by sources well.	Ideas are sound; sources are explicated adequately.	Paper lacks clear-cut presentation of sound ideas and/or is loosely supported by sources.
<b>Logical argument/ persuasion</b>	Argument is highly persuasive with a strong thesis, reasons, and conclusion.	Argument is convincing, but weakened by limited examples or reasons.	Argument is limited; lack of development of ideas.
<b>Use of sources</b>	Sources are integrated into the argument and directly support the thesis.	Effective use of sources, although integration of sources into the argument could be improved.	Sources are limited in use and/or in relevance to thesis.
<b>Applications to education</b>	Excellent connections made to educational theory, research, and practice	Applications are good but lack integrated connection from theory to research to practice	Limited application of ideas to educational theory, research, or practice
<b>Presentation and Mechanics</b>	Paper has a professional appearance and is essentially error-free.	Paper has a professional appearance with limited mechanical errors.	Paper is unprofessional in appearance and/or has mechanical errors that detract from the reading.

**Additional comments:**

## Blackboard Directions

All documents for the course, unless passed out in class, will be available on line at the Blackboard site for CRIN G80/EDUC 480. Directions for accessing Blackboard are given below.

1. In your Internet browser, go to the site <http://blackboard.wm.edu>. Or, you can access Blackboard from [my.wm.edu](http://my.wm.edu).
2. Click Login. On the login page, enter your user ID (the same as you use for registration, usually your first initial, middle initial, and first four letters of your last name) and your p+6 password (the letter *p* and the last 6 digits of your SS#).
3. When the main Blackboard page comes up, you will see listed all the courses you are taking for which a site has been prepared. Click on *Psychology and Education of the Gifted Learner*.
4. Any readings beyond the textbook or what is distributed in class will appear in “Course Documents.” The syllabus and other course information, including additional details on assignments as well as copies of slides used in class, will appear in “Course Information.” Discussion questions and topics should be posted to the Discussion Board.