

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

**Course Number:** CRIN G84

**Semester:** Spring 2008

**Course Title:** Practicum in Gifted Education

**Credit Hours:** 2

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**Office Hours:** M/Th 1:00 – 4:00 and by appointment

**Course Description:** This practicum is designed to provide direct experiences with gifted education programs and services. Both seminar and field experiences focus on comprehensive articulated programs and services for this population.

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

This course is required of all students in the Master's program Curriculum and Instruction with emphasis in Gifted Education and is the culminating requirement for the endorsement track in gifted education. It has been revised in 2006 using NCATE and NAGC program standards as bases.

***Course Objectives***

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

1. Demonstrate proactive interactions with families and educational and community personnel on behalf of gifted students.
2. Apply observational and formal and informal diagnostic and assessment skills to working with gifted learners.
3. Demonstrate curriculum and management planning skills.
4. Apply skills in working with the gifted on affective issues and concerns.
5. Demonstrate use of appropriate methods and materials for teaching gifted learners.
6. Collaborate with relevant school personnel, parents, and other stakeholders on student issues and classroom concerns, using culturally competent behaviors.
7. Reflect on best practices and relevant laws and policies to improve teaching and guide professional growth.

### ***Subject Matter Content***

1. Orientation to practicum
  - a. Expectations of practicum students
  - b. Introduction to placement sites
  - c. The role of the teacher(s) and administrators of the gifted.
  - d. The role of the college supervisor
  - e. Methods for evaluating performance of practicum students
2. Seminar presentations and discussion on trends and issues in gifted education such as:
  - a. Philosophical issues in working with gifted education in the schools.
  - b. Major influences on the growth of gifted education
  - c. Major obstacles in effective gifted programs
  - d. Problems in implementing “best practices” for the gifted
  - e. Research and development trends in gifted education
  - f. Policy development in gifted education at local, state, and national levels
  - g. Issues in curriculum design and development
  - h. Alternative delivery systems for gifted education services
  - i. Effective coordination of roles and resources of the various professionals involved in providing gifted education services within schools and the community
  - j. Instructional issues
  - k. Use of mentors
  - l. Use of technology

### **Student Requirements (Assignments and Assessments)**

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

1. Full-time field experiences during the semester according to one of the following arrangements:
  - a. Students may be placed in a local school district gifted program.
  - b. *Students may be placed in The College of William and Mary Summer Enrichment Program.*
  - c. Students may be placed in other settings conducive to appropriate learning experiences in gifted education.
2. Participation in practicum seminar.
3. Observation of a variety of intervention techniques used by professional staff with gifted students.
4. Visitations to selected program sites.

### **Formative and Summative Course Evaluation Strategies**

#### ***Assessment Activities Additions for NCATE:***

1. Develop a videotape or DVD of a lesson and complete a self-assessment, using the COS-R. Comment on strengths and weaknesses observed.
2. Complete three classroom observations of teachers working with gifted learners and develop a reflection paper on strengths and weaknesses observed and how strengths might be incorporated in your own teaching.
3. Develop a journal that includes key artifacts from the practicum experience including the self-assessment of teaching, the curriculum taught, and pre/post student assessments of learning that reflect on next steps in teaching.

### ***Minimal Student Requirements for Practicum***

1. Comply with all regulations of the cooperating school or agency.
2. Complete predetermined participation and observed lessons in the assigned setting(s).
3. Develop and critique a videotape of a lesson, demonstrating effective instructional approaches with gifted students.
4. Prepare portfolio of products reflecting practicum experience.

*Suggested program portfolio product:* Self-assessment of teaching (video and appropriate forms), Journal reflection, or external review of teaching.

### **Relationship to Conceptual Framework**

- ❖ Periodic discussion in class of problems and issues with course assignments.
- ❖ Participants in the course will engage in activities that provide a demonstration of skills in being a content expert, a reflective practitioner, an educational leader, and an effective collaborator through appropriate in-class and out-of-class activities.
- ❖ Student feedback on course content, discussions, and readings at midpoint in the semester.
- ❖ Student assessment of course-specific issues leading to improvement of the course at the end of the semester.
- ❖ Online teacher evaluation data at the end of the semester.

### **Relationship of this Course to Program and Professional Standards**

This course is the first in a required sequence in gifted education leading to State of Virginia endorsement and as part of a master's program specialization. It has been revised in 2002 using NCATE and NAGC program standards as bases, and again in 2006, based on the new CEC-NAGC standards adopted by the NCATE Policy Board in October, 2006.

### ***Requirement Descriptions***

#### *Teaching and observation requirements*

- At least 45 documented hours of instruction
- 2-3 observations conducted by W & M faculty or designee, 2-3 observations conducted by program/school district personnel, with post-observation conference
- Observation of expert GT teacher
- One videotaped lesson of 30-45 minutes with self-critique

#### *Documentation/Reflection*

- Log/journal documenting hours and reflecting on key issues and on teaching effectiveness
- Summary reflection at end of course
- Observation forms with post-observation conference and reflection
- Written self-critique to accompany videotaped lesson
- Selected lesson plans/activities/student products, with comment on classroom implementation\*
  - At least ONE set of pre- and post-assessment data showing where students began, what instructional decisions were made based on that, and how students progressed
  - At least ONE example of a lesson plan with reflection specifically on how higher level thinking is being promoted
  - At least ONE example of a learning center or small group/independent assignment specifically differentiated for gifted students, with discussion/reflection on how differentiation is achieved
  - At least ONE activity/lesson plan intended to respond specifically to affective concerns
  - At least ONE activity/lesson plan/learning center that incorporates technology relevant to the area of content being taught

\*Multiple requirements may be met within a single lesson

### *Additional Requirements*

- Seminar attendance – we will hold several meetings on campus across the semester to discuss progress and key issues in the practicum and in the field
- Three observations in at least one other setting in which gifted students meet, with reflection
- Participation in discussion board conversations on key issues and ideas

### ***Dates/Schedule Details***

#### *For ALL students:*

- Seminar meeting dates to be scheduled at first practicum meeting
- Observations to be scheduled with provision of follow-up conference; follow-up email message required within 2 days of each observation

#### *For students completing practicum in spring semester:*

- Log/journal to be submitted at completion of approximately every 10 hours
- Practicum portfolio due by 05/02/08
- Post to discussion board at least once every 10 hours of practicum

#### *For students completing practicum through 2-part SEP placement:*

- Log/journal to be submitted at least once *during* spring class and at conclusion of spring class, and again at least once *during* summer class.
- Practicum portfolio due by 05/02/08
- Post to discussion board at least 2-3 times during spring class and at least 1-2 times during summer class

### ***Seminar Meeting Dates***

- Fall semester meetings
  - \_\_\_\_\_: Initial meeting to discuss course requirements
  - \_\_\_\_\_: Topics TBD
  - \_\_\_\_\_: Topics TBD
  - \_\_\_\_\_: Meeting to share practicum products

## ***Bibliography***

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