GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
Advanced Studies in Teaching and Learning Program
Gifted Child Education Concentration

EDCI 624: Section DL1
ASSESSMENT, IDENTIFICATION, AND EVALUATION OF GIFTED LEARNERS
3 credits, Fall 2018 (Online)
August 27 – December 9, 2018

FACULTY
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PREREQUISITES
N/A

UNIVERSITY CATALOG COURSE DESCRIPTION
Examines broad understandings of intelligence and assessment. Provides techniques to identify gifted students. Develops specific understandings of assessment techniques and awareness of the influences of language, culture, ethnicity, gender, and exceptionality on recognition and subsequent identification of giftedness.

COURSE OVERVIEW
EDCI 624 is the fourth in a series of four courses required to obtain the Gifted Child Education licensure endorsement by the Commonwealth of Virginia. This course is designed to examine broad understandings about assessment, evaluation and identification of gifted learners; to provide strategies for identifying gifted students; and to develop specific understandings of informal and formal assessment techniques. Furthermore, this course is designed to make students aware of the influences of language, culture, ethnicity, gender, age and exceptionality on the recognition and subsequent identification of giftedness and assessment of gifted learners.

COURSE DELIVERY METHOD
This course will be delivered online in ***asynchronous and synchronous*** formats using the Blackboard Learning Management System (LMS) housed in the MyMason portal. Course delivery will be through mini-lecture, videos, structured collaborative reflective groups, discussion forums, critical reflective practice, individual blogs and online journals based on topics aligned with national standards and program/learner outcomes.

The Blackboard course site will be open to students at least one day prior to course opening, on **Sunday, August 26, 2018**. To access the course, go to the MyMason portal login page at http://mymason.gmu.edu/ and click "Mason BB Login." Your GMU email username (everything before @masonlive.gmu.edu) is also your MyMason Portal ID; your GMU email password is also your MyMason Portal password. After logging in, click on the COURSES tab at the top of the page

to see your list of courses, then select **EDCI 624**.

Under no circumstances may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements
To participate in this online course, students will need the following resources:
- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:
  https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers
    - To get a list of supported operation systems on different devices see:
      https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems
- High-speed Internet access with a standard up-to-date browser; either Internet Explorer or Mozilla Firefox is required (note: Opera and Safari are not compatible with Blackboard).
- Access to a computer microphone and headphones for synchronous online sessions with your peers via Blackboard Collaborate
- Consistent and reliable access to GMU Blackboard and GMU email accounts (to be checked **daily**) as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- Word processing and presentation software: MS Office 2007 or later, or OpenOffice 2007 or later
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
    - Adobe Acrobat Reader: https://get.adobe.com/reader/
    - Adobe Flash Player: http://get.adobe.com/flashplayer
    - Windows Media Player: https://support.microsoft.com/en-us/help/14209/get-windows-media-player
    - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations:
- *Course Week:* Our course week will begin on **Mondays** at 12:00 AM EST and finish on **Sundays** at 11:59 PM EST.
- *Login Frequency:* Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials *at least three* times per week. In addition, students must log in for all scheduled online synchronous meetings.
- *Participation:* Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- *Technical Competence:* Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.

- *Technical Issues:* Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- *Workload:* Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- *Instructor Support:* Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- *Netiquette:* The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so that others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- *Accommodations:* Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services.

LEARNER OUTCOMES/OBJECTIVES

By the completion of EDCI 624, participants in this course will be able to:

A. Demonstrate their understanding of the salient local, state, and national issues in assessment and identification of gifted learners *(ASTL Learning Outcomes 2, 4; NAGC-CEC Stand. 4.1, 6.1; VA Endorsement Comp. 6.a, 6.b);*
B. Apply their understanding of identification and assessment of gifted learners to their own practice *(ASTL Learning Outcomes 1, 2, 3, 4; NAGC-CEC Stand. 1.2, 3.3, 5.1, 5.2; VA Endorsement Comp. 3.a, 3.c);*
C. Utilize a variety of assessments to identify gifted potential in students, particularly students from culturally, linguistically, economically, and academically diverse backgrounds *(ASTL Learning Outcomes 3, 6; NAGC-CEC Stand. 3.3, 4.1, 4.2, 4.3, 4.4, 5.2; VA Endorsement Comp. 3.b, 3.d, 3.e);*
D. Evaluate the implications of using current identification and assessment procedures to evaluate students from a variety of backgrounds for gifted services *(ASTL Learning Outcomes 6, 7; NAGC-CEC Stand. 6.5, 7.3; VA Endorsement Comp. 3.f, 3.g)*

PROFESSIONAL STANDARDS

NAGC-CEC Teacher Preparation Standards (2013) Alignment

The content of EDCI 624, along with the content of the remaining courses in the Gifted Child Education endorsement sequence, aligns with the National Association for Gifted Children-Council for Exceptional Children (NAGC-CEC) Teacher Preparation Standards in Gifted and Talented Education (2013). Specifically, this course addresses the following standards:

- Standard 1: Learner Development & Individual Learning Differences
    - 1.2 use understanding of development and individual differences to respond to the

needs of individuals with gifts and talents
- Standard 2: Learning Environments
  - 2.1 create safe, inclusive, and culturally responsive learning environments so that individuals with gifts and talents become effective learners and develop social and emotional well-being
- Standard 3: Curricular Content Knowledge
  - 3.3 use assessments to select, adapt, and create materials to differentiate instructional strategies and general and specialized curricula to challenge individuals with gifts and talents
- Standard 4: Assessment
  - 4.1 understand that some groups of individuals with gifts and talents have been underrepresented in gifted education programs and select and use technically sound formal and informal assessments that minimize bias in identifying students for gifted education programs and services
  - 4.2 use knowledge of measurement principles and practices to differentiate assessments and interpret results to guide educational decisions for individuals with gifts and talents
  - 4.3 collaborate with colleagues and families in using multiple types of assessment information to make identification and learning progress decisions and to minimize bias in assessment and decision-making
  - 4.4 use assessment results to develop long- and short-range goals and objectives that take into consideration an individual's abilities and needs, the learning environment, and other factors related to diversity
  - 4.5 engage individuals with gifts and talents in assessing the quality of their own learning and performance and in setting future goals and objectives
- Standard 5: Instructional Planning & Strategies
  - 5.1 know principles of evidence-based, differentiated, and accelerated practices and possess a repertoire of instructional strategies to enhance the critical and creative thinking, problem-solving, and performance skills of individuals with gifts and talents
  - 5.2 apply appropriate technologies to support instructional assessment, planning, and delivery for individuals with gifts and talents
- Standard 6: Professional Learning & Ethical Practice
  - 6.1 use professional ethical principles and specialized program standards to guide their practice
  - 6.3 model respect for diversity, understanding that it is an integral part of society's institutions and impacts learning of individuals with gifts and talents in the delivery of gifted education services
  - 6.4 are aware of their own professional learning needs, understanding the significance of lifelong learning, and participate in professional activities and learning communities
  - 6.5 advance the profession by engaging in activities such as advocacy and mentoring
- Standard 7: Collaboration
  - 7.1 apply elements of effective collaboration
  - 7.2 serve as a collaborative resource to colleagues
  - 7.3 use collaboration to promote the well-being of individuals with gifts and talents across a wide range of settings, experiences, and collaborators

Virginia Department of Education: Gifted Education Endorsement (2007) Alignment

The content of EDCI 624, along with the content of the remaining courses in the Gifted Child Education endorsement sequence, aligns with 8VAC20-542-310, the Virginia Department of Education's Gifted Education (add-on endorsement) competencies (2007). Specifically, this course addresses the following competencies:

- Competencies 3.a, 3.b, 3.c, 3.d, 3.e, 3.f, 3.g: Understanding of specific techniques to identify gifted students using diagnostic and prescriptive approaches to assessment, including: a) the selection, use, and evaluation of multiple assessment instruments and identification strategies; b) the use of both subjective and objective measures to provide relevant information regarding the aptitude/ability or achievement of potentially gifted students; c) the use of authentic assessment tools such as portfolios to determine performance, motivation/interest and other characteristics of potentially gifted students; d) the development, use, and reliability of rating scales, checklists, and questionnaires by parents, teachers, and others; e) the evaluation of data collected from student records such as grades, honors, and awards; f) the use of case study reports providing information concerning exceptional conditions; and g) the structure, training, and procedures used by the identification and placement committee
- Competencies 6.a, 6.b: Understanding of contemporary issues and research in gifted education, including: a) the systematic gathering, analyzing, and reporting of formative and summative data; and, b) current local, state, and national issues and concerns
- Competency 7: Understanding of and proficiency in grammar, usage, and mechanics and their integration in writing

NBPTS & ASTL Alignment

The Gifted Child Education certificate and M.Ed. concentration are advanced work for practicing teachers. Through the ASTL program, this course also aligns with the NBPTS Propositions – the first five of which are also the first five ASTL learning outcomes. Specifically, this course addresses:

- Proposition 1: Teachers are committed to students and their learning. *(ASTL Learning Outcome 1)*;
- Proposition 2: Teachers know the subjects they teach and how to teach those subjects to students. *(ASTL Learning Outcome 2)*;
- Proposition 3: Teachers are responsible for managing and monitoring student learning. *(ASTL Learning Outcome 3)*;
- Proposition 4: Teachers think systematically about their practice and learn from experience. *(ASTL Learning Outcome 4)*; and
- Proposition 5: Teachers are members of learning communities. *(ASTL Learning Outcome 5)*

EDCI 624 is also aligned with the three additional outcomes of ASTL:
- Principle 6: Teachers account for the needs of culturally, linguistically, and cognitively diverse learners. *(ASTL Learning Outcome 6);*
- Principle 7: Teachers are change agents, teacher leaders, and partners with colleagues. *(ASTL Learning Outcome 7)*; and
- Principle 8: Teachers use technology to facilitate student learning and their own professional development. *(ASTL Learning Outcome 8)*

REQUIRED TEXTS

- Renzulli, J. (2004). *Identification of students for gifted and talented programs.* Thousand Oaks, CA: Corwin Press.

- VanTassel-Baska, J. (2008). *Alternative assessments with gifted and talented students.* Waco, TX: Prufrock Press.

- *Other readings will be available on Blackboard.*

ADDITIONAL RESOURCES/PUBLICATIONS – at a student's discretion

- American Psychological Association (2010*). Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

- **Gifted Education Professional Organization Websites**, such as the following:
  - National Association for Gifted Children: www.nagc.org
  - Supporting Emotional Needs of the Gifted: www.sengifted.org
  - The Association for the Gifted: www.cectag.com
  - World Council for Gifted and Talented Children: https://www.world-gifted.org/

- **Gifted Education Research and Practitioner Journals**, such as the following:

  - *Gifted and Talented International* is the international, refereed journal of the World Council for Gifted and Talented Children. Its purpose is to share current theory, research, and practice in gifted education with its audience of international educators, scholars, researchers, and parents. http://www.tandfonline.com/toc/ugti20/current

  - *Gifted Child Today* provides critical information for teachers and administrators involved with gifted children, including articles about topics such as teaching strategies in gifted education, building a more effective gifted and talented program, and working with gifted children with learning disabilities. https://us.sagepub.com/en-us/nam/gifted-child-today/journal202067

  - *Gifted Child Quarterly* is the premier scholarly journal of the National Association for Gifted Children (NAGC). *GCQ* publishes original scholarly reviews of literature; explorations of policy and policy implications, and quantitative or qualitative research studies that explore the characteristics of gifted students, program models, curriculum and other areas of importance in understanding and maximizing the development and education of gifted students. https://us.sagepub.com/en-us/nam/gifted-child-quarterly/journal201850

  - *Gifted Education International* is a peer-reviewed journal that provides support, information and guidance on 'gifted' education across all aspects of human abilities, with an emphasis on creativity, problem-solving and self-efficacy. *GEI* solicits articles from around the world in order to convey an informed awareness of the policies and practices of different countries. https://us.sagepub.com/en-

- o ***High Ability Studies*** is a refereed journal concerned with aspects of development, personality, cognition, social behavior and cross-cultural issues in relation to high ability. Contents are not restricted to the study of manifest high level achievement, but include the identification and nurturance of unexercised potential. http://www.tandfonline.com/toc/chas20/current

- o The ***Journal for the Education of the Gifted*** is the official publication of The Association for the Gifted. It reports the latest research findings on topics such as: the characteristics of gifted children, evaluating effective schools for gifted children, gifted children with learning disabilities, the history of gifted education, and building successful gifted and talented programs. https://us.sagepub.com/en-us/nam/journal-for-the-education-of-the-gifted/journal202068

- o The ***Journal of Advanced Academics*** is a quarterly journal that focuses on research that supports and enhances advanced academic achievement for students of all ages. In particular, *JAA* publishes articles that feature strategies for increasing academic achievement, programs that promote high levels of academic achievement and engagement, and programs that prepare students to engage in high-level and rigorous academics. https://us.sagepub.com/en-us/nam/journal-of-advanced-academics/journal202069

- o ***Parenting for High Potential*** is an award-winning quarterly magazine for parents with advice, resources, and tools to help them successfully navigate through the joys and struggles of raising their gifted children. *PHP* is published by the National Association for Gifted Children in September, December, March, and June. http://www.nagc.org/parenting-high-potential-1

- o ***Roeper Review*** is an international, quarterly, refereed journal publishing scholarly articles that pertain to practice, policy, applied research, and theory in all dimensions of gifted education. Diverse topics include: theories and philosophical analyses pertinent to giftedness, talent, and creativity; gender issues; curriculum studies; instructional strategies; educational psychology; elementary/early childhood/secondary education of the gifted; emotional, motivation, and affective dimensions of gifted individuals; differentiating instruction; teacher education; tests, measurement, and evaluation; and program development. http://www.tandfonline.com/toc/uror20/current

- o ***Teaching for High Potential*** is a quarterly magazine filled with practical guidance and classroom-based materials for educators striving to understand and challenge their high potential learners. *THP* is published by the National Association for Gifted Children in August, November, February, and May. http://www.nagc.org/resources-publications/nagc-publications/teaching-high-potential

COURSE PERFORMANCE EVALUATION

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

General Requirements

A. Please note that this online course is **NOT self-paced;** it consists of *weekly modules* that progress sequentially through the semester. You will be expected to complete one learning module every week. It is critical that each student complete all readings and activities on a weekly basis. Class 'attendance' is both important and **required**. If, due to an emergency, you will not be participating in course activities on time, please contact your instructor prior to due dates or time. Please note that learners with more than two 'absences' risk a letter grade drop or can lose course credit.

B. All assignments are due no later than **11:59 PM EST** of the date indicated in each week's assignments published in the **COURSE SCHEDULE AND TOPICS** section of this Syllabus. Due dates are also posted on our Blackboard course site.
    a. **Grades for assignments date-stamped in Blackboard after the due date will be reduced by 10%, unless prior approval from instructor has been granted. Late submissions cannot be accepted after the course end date.**
    b. Assignments earning less than a passing grade may be rewritten and resubmitted so that the assignment is satisfactorily completed. In fact, because mastery learning is our program's goal, we may ask (or *require)* you to redo an assignment that is far below expectations. Thank you for making genuine learning your goal.

C. Please adhere to the assignment submission instructions listed in this Syllabus**.** Only assignments submitted as indicated will be graded; incorrect submissions may result in a grade of zero for those assignments.

D. All assignments submitted should have the filename format as follows: Last name- Assignment Title. *Please do not upload written assignments in PDF format*. Other editable formats are acceptable (i.e., .doc, .docx, .rtf, .ppt, .pptx, .xlsx,.xlsx). Supporting documents for assignments can be in PDF format.

E. *Please Note: All written work* should be carefully edited for standard grammar and punctuation, as well as clarity of thought. All submitted work should be prepared through word processing and reflect APA-style (6th edition), as well as be double-spaced, with 1" margins, and 12-point font (Times New Roman).

Instructor Role
•   Your professor will read online discussion forums regularly; however, her active role as faculty is to support the discussion development and not so much to "enter into each one" so that the dialogue is authentic among participants. Please note that during this time, your professor will be noting the quality and extent of your participation.

Student Expectations
•   Students are also expected to adhere, to the extent possible, to a 24-hour turnaround time for emails.

- Students are expected to visit our Blackboard site *at least three* times during the week: thus, once at the beginning of each week, once in the middle of the week, and then again at the end to read any new posts and replies. Please note that you can subscribe to forums/threads to be notified when new posts are added. Kindly access the posted directions in Blackboard for doing this.
- Students are expected to read all posted/emailed Course Announcements. These contain important information from your instructor. In addition to being sent by email, these will be available in the Announcements link in Blackboard.
- It is also expected that you will monitor your participation to remain timely and responsive and be able to complete all tasks on-time without reminder. Successful students in an online learning environment are proactive, self-regulated, and manage their time well. You should expect to spend 12-15 hours a week on work for this 3-credit course (including reading and posting). This commitment is commensurate with the commitment expected for F2F classes, which also includes preparation, class time, and assignments.
- Questions are welcome, and your instructor is available to respond to individual class members as needs might arise.

Assignments and Assessments
Detailed assignment rubrics are included at the end of the syllabus.

Assignment	*Percent of final grade*	*Outcomes addressed*	*Due date*
A. Student Screening Portfolio (PBA)	40%	a, b, c	December 9
B. Critical Reading Responses	45% (15% per response)	a, b, c, d	Response #1: Sep. 30 Response #2: Oct. 28 Response #3: Nov. 25
C. Course Engagement	15%	a, b, c, d	Weekly

A. *Performance-Based Assessment: Student Screening Portfolio (40%)*
Each participant will create an authentic screening portfolio for a student in their classroom or school from an underrepresented population in gifted programs. The purpose of this portfolio would be to recommend a student to receive gifted services. The portfolio should consist of a detailed referral form explaining why the student should be identified for a gifted program, ratings and teacher commentary on the student's gifted behaviors using a rating scale pertinent to the school district in which the student is enrolled, and completed student work samples (with teacher annotations) that show evidence of higher-level and/or critical and creative thinking.

A complete description of this portfolio is included at the end of the syllabus, along with the rubric on which it will be assessed. This portfolio will be worth 40% of your final grade.

The performance-based assessment (Student Screening Portfolio) MUST be uploaded and submitted to Tk20 via Blackboard for evaluation when the assignment is due. Only PBAs posted to Tk20 via Blackboard will be graded. Failure to submit the assignment to Tk20 via Blackboard by its due date will result in the instructor recording a zero (0) for the assignment.

B. *Critical Reading Responses (45%)*

Each participant will write three critical reading responses (3-4 pp. each) addressing a prompt posted to the course Blackboard site. Responses should reflect the use of a critical lens to evaluate the topic and be supported with evidence from a broad representation of course readings and additional literature from the field of gifted education. Additionally, responses should include a reflection that discusses how these course readings have helped to advance your thinking and that of the field, as well as how they apply to your professional context within gifted education. Responses should be written in APA-style (6th ed.) format.

A detailed rubric on how these responses will be assessed is included at the end of the syllabus. Each response will be worth 15% (for a total of 45%) of your final grade.

C. *Course Engagement (15%)*

EDCI 624 operates under the assumption that knowledge is socially constructed and the most meaningful learning opportunities include those where learners have the opportunity to offer and explore diverse perspectives with peers. To do this, it is expected that you will regularly contribute to and engage in discussion forums, as well as to genuinely 'listen' to peers as they do the same. While agreement is not mandatory, consideration and respect for others are. All students are expected to be prepared to actively engage in class activities, including logging on to the Blackboard discussion board at least three times per week to answer questions, raise additional issues, and engage at least two other colleagues in the group. It is expected that you continuously build upon your prior knowledge developed in previous coursework in the ASTL or Gifted Child Education concentration to connect, question, and extend the discussion with all new posts by citing readings and material in the weekly modules content, and augmenting these with your personal and educational experiences. Discussions will be assessed for timeliness, accuracy of information shared, critical reflection and connection to readings. Discussion responses that focus solely on personal/professional experiences are unsuitable for posting.

We will use Blackboard to communicate regularly in this class. You will be asked to post assignments and responses, read classmates' postings, and actively participate in discussions. Blackboard serves as an important vehicle for discussing ongoing work on your major project with group members. *In addition to quality participation in discussion forums, each week will include tasks to be completed which are related to each week's content. Attendance and active participation in all scheduled Collaborate sessions is also included in course engagement.* Detailed guidelines for course engagement are included at the end of this syllabus. Course engagement will represent 15% of your final grade.

Please note: As this is an online course, the majority of our class discussion will be in the form of the electronic discussion board. **Each module will begin on a Monday and run through the following Sunday. To this end, initial postings for each discussion forum should be completed by *11:59 PM EST on Thursday* so that class members will have until *Sunday at 11:59 PM EST* to interact with the posted material and engage in "conversation."

GRADING SCALE

Grading policies specific to this course follow the University-wide system for grading graduate courses, as follows:

Grade	Grading	Grade Points	Interpretation
A	94-100	4.00	Represents mastery of the subject through
A-	90-93	3.67	effort beyond basic requirements
B+	85-89	3.33	Reflects an understanding of and the ability to
B	80-84	3.00	apply theories and principles at a basic level
C*	70-79	2.00	Denotes an unacceptable level of
F*	<69	0.00	understanding and application of the basic elements of the course

Note: Final grades below a B do not count toward endorsement; "F" does not meet requirements of the Graduate School of Education

PROFESSIONAL DISPOSITIONS
Students are expected to exhibit professional behaviors and dispositions at all times. See https://cehd.gmu.edu/students/policies-procedures

CORE VALUES COMMITMENT
The College of Education and Human Development is committed to *collaboration, ethical leadership, innovation, research-based practices,* and *social justice*. Students are expected to adhere to these principles: http://cehd.gmu.edu/values.

GMU POLICIES AND RESOURCES FOR STUDENTS

Policies
   a. Students must adhere to the guidelines of the George Mason University Honor Code [see https://catalog.gmu.edu/policies/honor-code-system/]. **Violations of the Honor Code** include:
      a. Copying a paper or part of a paper from another student (current or past);
      b. Reusing work that you have already submitted for another class (unless express permission has been granted by your current professor before you submit the work);
      c. Copying the words of an author from a textbook or any printed source (including the Internet) or closely paraphrasing without providing a citation to credit the author. For examples of what should be cited, please refer to: https://owl.english.purdue.edu/owl/resource/589/02/
      d. You may also not "reuse" fieldwork hours. Each placement must have 20 documented hours that are solely for each course that you are in; you may be at the same site, but the same hours may not be counted towards the same course.

   b. Students must follow the university policy for Responsible Use of Computing [see http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/]

   c. Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it

regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.

    d.   Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See https://ds.gmu.edu/]

    e.   Students must follow the university policy stating that all sound emitting devices shall be turned off during the class unless otherwise authorized by the instructor.

Campus Resources
    a.   Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.

    b.   For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/students/.

CLASS SCHEDULE
EDCI 624: *Fall 2018*

Kindly note: Faculty reserves the discretion to alter the schedule as necessary, with timely notification to students. This schedule of readings may be changed to better meet the context and needs of class members enrolled during the semester or to accommodate related professional opportunities that might arise. If changes are made, they will be announced via email, posted on the class Blackboard site, and well noted in advance. Readings that are not part of the required texts will be available on the MyMason Blackboard class site.

Session # & Dates	Topics	What to READ and *What to DO* This Week
1 **Aug. 27 - Sept. 2**	**Welcome & Course Overview:** • Syllabus Review • Assessment Experiences – Reconnect with our previous experiences with Assessment	Course syllabus ☺ VanTassel-Baska – Ch. 1 National Research Center on the Gifted and Talented: https://nrcgt.uconn.edu/online_resources/ National Center for Research on Gifted Education: https://ncrge.uconn.edu/resources/ See additional readings on Blackboard
2 **Sept. 3 - 9**	**Beginning Our Exploration of Assessment of Gifted Learners:** • History of Assessing & Identifying Giftedness • Political & Social Issues in Identification	Renzulli – Ch. 1, 9 NAGC Gifted Education Programming Standard 2: Assessment: http://nagc.org.442elmp01.blackmesh.com/sites/default/files/standards/K-12%20programming%20standards.pdf NAGC Position Paper – The Role of Assessment in Identification: https://www.nagc.org/sites/default/files/Position%20Statement/Assessment%20Position%20Statement.pdf Virginia State Standards on Identification: http://www.doe.virginia.gov/instruction/gifted_ed/gifted_regulations.pdf See additional readings on Blackboard

3 **Sept. 10 – 16** *Collaborate Session #1 Sept. 12 4:30-5:00 8:00-8:30*	**Continued Exploration of Assessment for Gifted Learners** • Myths, Misconceptions, & Misapplications • Assessment of Intelligence	Renzulli – Ch. 2, 6, 7 VanTassel-Baska – Ch. 4, 10 See additional readings on Blackboard
4 **Sept. 17 - 23**	**Continued Exploration of Assessment for Gifted Learners:** • Identification of Special Populations	Renzulli – Ch. 4, 13 VanTassel-Baska – Ch. 3, 6, 7 See additional readings on Blackboard
5 **Sept. 24 - 30**	**Continued Exploration of Assessment for Gifted Learners:** • Identification of Young Students	Renzulli – Ch. 3, 5 VanTassel-Baska – Ch. 8, 11 See additional readings on Blackboard ***Critical Reading Response #1***
6 **Oct. 1 - 7**	**Alternative Models of Identification**	Renzulli – Ch. 8, 12, 14 VanTassel-Baska – Ch. 2, 9 See additional readings on Blackboard
7 **Oct. 8 - 14**	**Conclusion & Synthesis of Identification**	A Nation Deceived: http://www.accelerationinstitute.org/Nation_Deceived/ND_v1.pdf High-Achieving Students in an Era of NCLB: http://edex.s3-us-west-2.amazonaws.com/publication/pdfs/20080618_high_achievers_7.pdf Mind the (other) Gap:

		https://files.eric.ed.gov/fulltext/ED531840.pdf See additional readings on Blackboard
8 **Oct. 15 – 21** *Collaborate Session #2 Oct. 17 4:30-5:30 8:00-9:00*	**Overview of Assessment of Gifted Learners**	VanTassel-Baska – Ch. 12 See additional readings on Blackboard
9 **Oct. 22 - 28**	**Portfolio Assessment**	VanTassel-Baska – Ch. 13 See additional readings on Blackboard *Critical Reading Response #2*
10 **Oct. 29 –** **Nov. 4**	**Creating Sound Assessment Systems**	VanTassel-Baska – Ch. 15 See additional readings on Blackboard
11 **Nov. 5 - 11**	**The Role of Performance-Based Assessment**	VanTassel-Baska – Ch. 14 VanTassel-Baska, J. (2014). Performance- Based Assessment. *Gifted Child Today*, *37*(1), 41-47. See additional readings on Blackboard
12 **Nov. 12 – 18** *Collaborate Session #3 Nov. 14 4:30-5:30 8:00-9:00*	**Assessing Creativity, Behaviors, & Social and Emotional Development**	See additional readings on Blackboard

13 Nov. 19 - 25	**Thanksgiving Week**	No additional readings *Critical Reading Response #3*
14 Nov. 26 – Dec. 2	**Collaboration & Peer Review**	No additional readings *Provide feedback to Critical Friends*
15 Dec. 3 - 9	**Integrating & Reflecting** • Work on final projects • Seek additional feedback, as necessary	No additional readings *Student Screening Portfolio (PBA)*

EDCI 624
Guidelines for the Performance-Based Assessment:
Student Screening Portfolio

This screening portfolio will serve as the performance-based assessment (PBA) for this course. Each participant will prepare an authentic gifted screening portfolio for one student in their classroom or school who is from a population currently underrepresented in gifted programs. Ideally, this can serve as an authentic assessment, and the next step would be to submit this portfolio to the school or district-level gifted screening committee for placement consideration.

While each school or school district may vary in what they require in a comprehensive screening portfolio, the minimum requirement for this PBA will be for a prepared portfolio that includes the following items:

I. A detailed **referral form** that outlines:
    a. A clear rationale for recommending the student for gifted services
    b. Specific academic behaviors the student demonstrates relevant to the academic areas serviced by the gifted program(s)
    c. An explanation for how the student's inclusion in the gifted program would better meet their academic (and perhaps even socio-emotional) needs
II. **Ratings and teacher commentary** on student's gifted behaviors using a rating scale pertinent to the school district in which the student is enrolled. Comprehensively completed rating scales would include:
    a. Written commentary using strengths-based language that provides specific evidence or examples individual to the student (e.g., avoid using deficit-based language or making general statements pertinent to many students)
    b. A rating of the student in several categories of gifted behaviors
III. **Completed student work samples** demonstrating evidence of higher-level, critical, or creative thinking **with teacher annotations that allow a screener to more fully understand the evidence of gifted potential provided by the sample**. Factors impacting selection of samples to include should be:
    a. Pertinence to the gifted program for which the student is being recommended (e.g., if the gifted program provides service in all four content areas, an ideal set of samples would demonstrate evidence of gifted potential in at least three of those four areas)
    b. Student's successful demonstration of critical and/or creative thinking
    c. Graded or scored work (in other words, do not include samples that do not clearly show typical scoring/feedback provided by the teacher)

In addition to the student screening portfolio, each participant will also need to submit a separate **reflection** (5-6 pp.) that uses course readings, as well as the broader gifted education literature*, to addresses the following guiding questions:
1. How did this course and the preparation of this student screening portfolio impact your outlook on assessment and identification of underrepresented groups in gifted programs?
2. What were some challenges you encountered in preparing this screening portfolio, and how did you overcome these issues?
3. What did you learn about the screening process within your school or school district? How

does this process align with your beliefs about identification and assessment of gifted learners in general, and of underrepresented groups specifically?

*Be sure to include in-text citations, as well as a reference list, in APA format

See the PBA rubric at the end of the syllabus for complete details on how this project will be assessed.

EDCI 624
Performance-Based Assessment (PBA) Rubric:
Student Screening Portfolio

	Does Not Meet Standard (Little or no evidence)	**Approaches Standard** (Some evidence)	**Meets Standard** (Clear evidence)	**Exceeds Standard** (Clear, convincing, and substantial evidence)
	0	**1**	**2**	**3**
Referral Form *NAGC-CEC Stand. 1.2, 4.3, 4.4, 5.1, 6.5*	• Does not provide a rationale for recommending the student for gifted services • Does not outline academic behaviors the student demonstrates relevant to the academic areas serviced by the gifted program(s) • Does not explain how the student's inclusion in the gifted program would better meet their academic (and perhaps even socioemotional) needs	• Provides an unclear or unrelated rationale for recommending the student for gifted services • Outlines academic behaviors the student demonstrates that may or may not be relevant to the academic areas serviced by the gifted program(s) • May or may not explain how the student's inclusion in the gifted program would better meet their academic (and perhaps even socioemotional) needs	• Provides a rationale for recommending the student for gifted services • Outlines academic behaviors the student demonstrates relevant to the academic areas serviced by the gifted program(s) • Explains how the student's inclusion in the gifted program would better meet their academic (and perhaps even socioemotional) needs	• Provides a clear rationale for recommending the student for gifted services • Outlines specific academic behaviors the student demonstrates relevant to the academic areas serviced by the gifted program(s) • Clearly explains how the student's inclusion in the gifted program would better meet their academic needs (and perhaps even socioemotional) needs
Ratings & Commentary *NAGC-CEC Stand. 4.1, 4.2, 4.3, 4.4*	• Does not supply written commentary, or supplies written commentary using mostly deficit-based language • Provides little or no evidence or examples • Does not include a rating of the student in terms of categories of gifted behaviors	• Supplies written commentary that may use some deficit-based language • Provides general evidence or examples • Includes a rating of the student in *a few* categories of gifted behaviors	• Supplies written commentary using strengths-based language • Provides specific evidence or examples individual to the student • Includes a rating of the student in *some* categories of gifted behaviors	• Supplies clear written commentary using strengths-based language • Provides clear and specific evidence or examples individual to the student • Includes a rating of the student in several categories of gifted behaviors
Student Work Samples with Teacher Annotations *NAGC-CEC Stand. 3.3, 4.1, 4.2, 4.3, 5.1*	Includes none of the following: • Pertinence to the gifted program for which the student is being recommended • Student's successful demonstration of critical and/or creative thinking • Graded or scored work	Includes one of the following: • Pertinence to the gifted program for which the student is being recommended • Student's successful demonstration of critical and/or creative thinking • Graded or scored work	Includes two of the following: • Pertinence to the gifted program for which the student is being recommended • Student's successful demonstration of critical and/or creative thinking • Graded or scored work	Includes all three of the following: • Pertinence to the gifted program for which the student is being recommended • Student's successful demonstration of critical and/or creative thinking • Graded or scored work
Reflection *NAGC-CEC Stand. 6.1, 6.3, 6.4*	• Does not include reflection, or includes a cursory reflection that may be bulleted • APA-style (6th ed.) is not used	• Includes reflection, but does not address all 3 required questions, or may lack detail or thoughtful connections • May or may not use course readings to support	• Includes reflection that addresses the 3 required questions thoroughly and thoughtfully • Uses course readings to support points/thoughts • Follows APA-style (6th ed.) for	• Includes reflection that addresses the 3 required questions thoroughly and thoughtfully • Uses course readings to support points/thoughts • Follows APA-style (6th ed.) for

		points/thoughts and/or generally follows APA-style (6th ed.) for headings, citations, and references, but with multiple and recurring errors	headings, citations, and references, with a few minor errors	headings, citations, and references with no errors

EDCI 624
Critical Reading Response Rubric

	Does not meet Standard (Little or no evidence)	Approaches Standard (Some evidence)	Meets Standard (Clear evidence)	Exceeds Standard (Clear, convincing, and substantial evidence)
	0	**1**	**2**	**3**
Discussion	• Response to the prompt identifies two or fewer principle points and/or relies heavily on connections to personal/ educational contexts, rather than course readings or gifted education literature. • May not use critical lens to understand, evaluate, and/or reflect upon information presented through course content	• Response to the prompt identifies two to three principle points and includes connections to: course readings or literature in gifted education and personal/educational contexts. • Attempts to use critical lens to understand, evaluate, and reflect upon information presented through course content	• Response to the prompt identifies three to four principle points and includes connections to: course readings or literature in gifted education and personal/educational contexts. • Uses critical lens to understand, evaluate, and reflect upon information presented through course content	• Response to the prompt identifies three to four principle points and includes connections to: course readings, literature in gifted education and personal/educational contexts. • Uses critical lens to understand, evaluate, and reflect upon information presented through course content
Reflection on the Readings	• May not discuss how these readings apply to your professional context in gifted education • May not address how these course readings advance thinking and/or the field	• May discuss how these readings apply to your professional context in gifted education • Explains how these course readings have served to either advance your thinking or the field	• Discusses how these readings apply to your professional context in gifted education • Explains how these course readings have served to advance your thinking and the field	• Elaborates on how these readings apply to your professional context in gifted education • Explains how these course readings have served to advance your thinking and the field
Connections to Course Content & the Broader Literature	• Includes a representation of one or no references from EDCI 624 readings, as well as one or no readings outside the scope of the course • References selected are weakly connected to reflection prompt • APA-style (6th ed.) used inconsistently or not at all	• Includes a representation of two references from EDCI 624 readings, as well as at least one reading outside the scope of the course • References selected are mostly connected to reflection prompt • APA-style (6th ed.) used inconsistently throughout	• Includes a representation of three to four references from EDCI 624 readings, as well as at least two readings outside the scope of the course • References selected are connected to reflection prompt • APA-style (6th ed.) used consistently throughout	• Includes a representation of at least five references from EDCI 624 readings, as well as at least three readings outside the scope of the course • References selected are meaningful and explicitly connected to reflection prompt • APA-style (6th ed.) used consistently throughout

EDCI 624
Guidelines for Course Engagement

	Does not meet Standard (Little or no evidence)	**Approaches Standard** (Some evidence)	**Meets Standard** (Clear evidence)	**Exceeds Standard** (Clear, convincing, and substantial evidence)
	0	**1**	**2**	**3**
Overall Participation	• Very few tasks are completed on time AND/OR completed tasks do not demonstrate thoughtful consideration of the content. • Collaborate sessions may not have been attended.	• Some tasks for the week are completed on time AND/OR demonstrate thoughtfulness. • Collaborate sessions were attended and student was somewhat engaged with peers and instructor.	• Most tasks for the week are completed on time and demonstrate thoughtfulness. • Collaborate sessions were attended and student was often engaged with peers and instructor.	• All weekly tasks are completed on time and demonstrate thoughtfulness. • Collaborate sessions were attended and student was consistently and actively engaged with peers and instructor.
Discussion Quality	• Discussion posts and many replies are limited. • Few readings are integrated to support posts and reflections. • APA-style (6th ed.) citations are rarely used in posts. • Few posts and reflections utilize and demonstrate learners' prior and/or new knowledge. • Few replies go beyond superficial responses. • Few replies build on others' responses to create connected threads.	• Discussion posts and most replies are 1-3 paragraphs. • Some readings are integrated to support posts and reflections. • APA-style (6th ed.) citations are occasionally used in posts. • Some posts and reflections utilize and demonstrate learners' prior and/or new knowledge. • Replies occasionally go beyond superficial responses. • Some replies build on others' responses to create connected threads.	• Discussion posts and most replies are 1-3 *hearty* paragraphs. • Readings are often integrated to support posts and reflections. • APA-style (6th ed.) citations are often used in posts. • Most posts and reflections utilize and demonstrate learners' prior and/or new knowledge. • Replies usually go beyond superficial responses. • Most replies build on others' responses to create connected threads.	• Discussion posts and all replies are 1-3 *hearty* paragraphs. • Readings are consistently integrated to support thoughtful posts and reflections. • APA-style (6th ed.) citations are consistently used in posts. • Posts and reflections utilize and demonstrate learners' prior and new knowledge. • All replies go beyond superficial responses. • Replies build on others' responses to create connected threads.
Critical Friends Group Engagement	• Rarely participates in critical friend(s) group work. • Feedback may not be meaningful, detailed, and/or constructive.	• Sometimes participates in critical friend(s) group work. • Feedback is not always meaningful, detailed, and/or constructive.	• Often participates in critical friend(s) group work and provides meaningful, detailed and constructive feedback; OR • Consistently participates in critical friend(s) group, but feedback is not always meaningful, detailed, or constructive.	• Consistently participates in critical friend(s) group work. • Meaningful, timely, detailed, & constructive feedback provided to peer(s) in critical friend(s) group.