

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

**EDCI 621: Section B01**  
**INTRODUCTION TO GIFTED AND TALENTED LEARNERS**  
**3 credits, Summer 2019(Online)**  
*June 3, 2019 – July 27, 2019*

**FACULTY**

**Dr. Shannon King, NBCT**

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**PREREQUISITES**

None

**UNIVERSITY CATALOG COURSE DESCRIPTION**

Examines nature and needs of gifted and talented learners. Participants become knowledgeable about characteristics of gifted and talented students, and examine role of culture in manifestation of gifts and talents as well as gifted behaviors in special populations.

**COURSE OVERVIEW**

EDCI 621 is the first in a series of four courses required to obtain the Gifted Child Education licensure endorsement by the Commonwealth of Virginia. In addition to providing an in-depth look at gifted and talented learners, this course also enhances teachers' knowledge about underrepresented populations in gifted programs, including students from culturally and linguistically diverse backgrounds, students from poverty, twice-exceptional students, and international students. By the end of the course, teachers will be prepared to identify and advocate for diverse students from all backgrounds exhibiting gifted potential, as well as begin to consider how their unique cognitive and socio-emotional needs may be addressed.

**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, and online journals based on topics aligned with national standards and program/learner outcomes.

The Blackboard course site will be open to students by the weekend prior to course opening, on **June 1, 2019**. To access the course, go to the MyMason portal login page at <https://mymasonportal.gmu.edu/>. Your GMU email user name (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 621.

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 to satisfy the following technical requirements:

- 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](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](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems)

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool.
- 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://windows.microsoft.com/en-us/windows/downloads/windows-media-player/>
  - Apple Quick Time Player: [www.apple.com/quicktime/download/](http://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 621, participants in this course will be able to:

- Identify and demonstrate knowledge of the salient characteristics of gifted and talented learners (*ASTL Learning Outcome 1; NAGC-CEC Stand. 1.1, 1.2; VA Endorsement Comp. 2.a, 2.c*);
- Identify and demonstrate knowledge of varied expressions of advanced aptitudes, skills, creativity and conceptual understandings manifested by gifted and talented learners (*ASTL Learning Outcome 6; NAGC-CEC Stand. 1.2; VA Endorsement Comp. 2.a*);
- Recognize the role of culture, language, and ethnicity in the identification and manifestation of gifts and talents (*ASTL Learning Outcome 6; NAGC-CEC Stand. 1.1; VA Endorsement Comp. 2.c*);
- Develop an increased awareness of the cognitive and affective social-emotional needs of gifted and talented learners (*ASTL Learning Outcome 6; NAGC-CEC Stand. 1.2, 2.1, 2.2; VA Endorsement Comp. 2.b*);
- Utilize information from parents, community members, and stakeholders to identify early indicators of exceptional potential (*ASTL Learning Outcome 1,7; NAGC-CEC Stand. 4.3; VA Endorsement Comp. 2.a, 2.c*);
- Identify and address current local, state and national issues related to the education of gifted and talented learners (*ASTL Learning Outcome 7; NAGC-CEC Stand. 6.2; VA Endorsement Comp. 7.b*); and,
- Understand the key elements and national standards for education and programming for

gifted and talented learners (*ASTL Learning Outcome 7; NAGC-CEC Stand. 6.1; VA Endorsement Comp. 7.b*).

## **PROFESSIONAL STANDARDS**

### **NAGC-CEC Teacher Preparation Standards (2013) Alignment**

The content of EDCI 621, 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
  - 1.1 understand how language, culture, economic status, family background and/or area of disability can influence the learning of individuals with gifts and talents
  - 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
  - 2.2 use communication and motivational and instructional strategies to facilitate understanding of subject matter and to teach individuals with gifts and talents how to adapt to different environments and develop ethical leadership skills
- Standard 4: Assessment
  - 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
- Standard 6: Professional Learning & Ethical Practice
  - 6.1 use professional ethical principles and specialized program standards to guide their practice
  - 6.2 understand how foundational knowledge, perspectives, and historical and current issues influence professional practice and the education and treatment of individuals with gifts and talents both in school and society
- 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 (2018) Alignment**

The content of EDCI 621, along with the content of the remaining courses in the Gifted Child Education endorsement sequence, aligns with 8VAC20-543-320, the Virginia Department of Education's Gifted Education (add-on endorsement) competencies (2018). Specifically, this course addresses the following competencies:

- Competencies 2.a, 2.b, 2.c: Understanding of the characteristics of gifted students, including:
  - a) varied expressions of advanced aptitudes, skills, creativity, and conceptual understandings;
  - b) varied expressions of the affective, such as social-emotional, needs of

gifted students; and, c) gifted behaviors in special populations, including those who are culturally and linguistically diverse, economically disadvantaged, highly gifted, or have special needs or disabilities, including twice-exceptional students

- Competency 7.b: Understanding of contemporary issues and research in gifted education, including: b) current local, state, and national policies, trends, and issues
- Competency 8: Understanding of and proficiency in grammar, usage, and mechanics and their integration in all forms of communication

### **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*); and
- Proposition 5: Teachers are members of learning communities. (*ASTL Learning Outcome 5*)

EDCI 621 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**

- Neihart, M., Pfeiffer, S. I. & Cross, T. L. (Eds.). (2016). *The social and emotional development of gifted children: What do we know?* (2<sup>nd</sup> ed.). Waco, TX: Prufrock Press.
- Rimm, S. A., Siegle, D., & Davis, G. A. (2018). *Education of the gifted and talented* (7<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson.
- *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* (6<sup>th</sup> ed.). Washington, DC: Author.
- **Gifted Education Professional Organization Websites**, such as the following:
  - National Association for Gifted Children: [www.nagc.org](http://www.nagc.org)
  - Supporting Emotional Needs of the Gifted: [www.sengifted.org](http://www.sengifted.org)
  - The Association for the Gifted: [www.cectag.com](http://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-us/nam/journal/gifted-education-international>
  - ***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>
  - 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>
  - 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>

- *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>
- *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>
- *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>

## ***COURSE REQUIREMENTS AND ASSIGNMENTS***

### **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 (6<sup>th</sup> edition), as well as be double-spaced, with 1” margins, and 12-point font (Times New Roman, Calibri, or Arial).

### **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/mailed Course Announcements. These contain important information from your instructor. In addition to being sent by email, these will be available in the Course 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.

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



<i>Assignment</i>	<i>Percent of final grade</i>	<i>Outcomes addressed</i>	<i>Due date</i>
A. Presentation on the Characteristics of Gifted and Talented Learners (PBA)	40%	a, b, c, d	July 27
B. Critical Reading Responses	30% (15% per response)	a, b, c, d, e, f	Response #1: Week 3 Response #2: Week 6
C. Course Engagement	30%	a, b, c, d, e, f	Weekly

**A. Performance-Based Assessment: Presentation on the Characteristics of Gifted and Talented Learners (40%)**

This project will serve as the performance-based assessment (PBA) for this course. Each student will create a presentation on the nature and characteristics of gifted and talented learners for an audience of *either* parents *or* professional colleagues (choose one). The presentation should include a slideshow (Microsoft PowerPoint, Google Slides or Prezi presentation), an outline with notes for each slide, a handout, and a written reflection.

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

The PBA must be submitted to Tk20 via Blackboard. Failure to submit your PBA to Tk20 in Blackboard will result in a score of 0.

**B. Critical Reading Responses (30%)**

Each participant will write two critical reading responses (2-3 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 (6<sup>th</sup> 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 30%) of your final grade.

**C. Course Engagement (20%)**

EDCI 621 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, as well as completion of the Collaborate Discussion Reflections, are also included in course engagement.* Detailed guidelines for course engagement are included at the end of this syllabus. Course engagement will represent 20% 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:

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

***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 Mason 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/>
- 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 silence all sound emitting devices during class unless otherwise authorized by the instructor.

### *Campus Resources*

- a. Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto: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 621: Summer 2019**

**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.

Date	Class Topic	What to READ and What to DO This Week
Week 1 <b>June 3-9</b>	<b>Introduction to EDCI 621</b> Course overview Pre-assessment Course goal-setting  <b>Historical Perspectives, Conceptions of Intelligence</b>  <b>Examining Beliefs: Myths &amp; Realities about Gifted Students</b>	<b>Read:</b> <i>Note that many of these readings are very short – only two to three pages long.</i> <ul style="list-style-type: none"> <li>• Gifted education: Matching instruction with needs (2018). In S. A. Rimm, D. Siegle, &amp; G. A. Davis, <i>Education of the gifted and talented</i> (7<sup>th</sup> ed., pp. 1-22). Upper Saddle River, NJ: Pearson.</li> <li>• Borland, J. H. (2009). Myth 2: The gifted constitute 3% to 5% of the population. Moreover, giftedness equals high IQ, which is a stable measure of aptitude. <i>Gifted Child Quarterly</i>, 53, 236-238.</li> <li>• Moon, S. M. (2009). Myth 15: High-ability students don't face problems and challenges. <i>Gifted Child Quarterly</i>, 53, 274-276.</li> <li>• National Association for Gifted Children (n.d.). <i>Myths about gifted students</i>. Washington, D.C.: Author. Retrieved from <a href="http://www.nagc.org/resources-publications/resources/myths-about-gifted-students">http://www.nagc.org/resources-publications/resources/myths-about-gifted-students</a></li> <li>• Reis, S. M., &amp; Renzulli, J. R. (2009). Myth 1: The gifted and talented constitute one single homogeneous group and giftedness is a way of being that stays in the person over time and experiences. <i>Gifted Child Quarterly</i>, 53, 233-235.</li> </ul> <b>Due this week:</b> <ul style="list-style-type: none"> <li>• Sign up for Blackboard Collaborate session for Week 2</li> <li>• Discussion Board Post &amp; Replies</li> </ul>
Week 2 <b>June 10-16</b>  <i>Collaborate Session 1</i>	<b>Assessment &amp; Identification of Giftedness</b>  <b>International Perspectives on Giftedness</b>	<b>Read:</b> <ul style="list-style-type: none"> <li>• Characteristics of gifted students (2018). In S. A. Rimm, D. Siegle, &amp; G. A. Davis, <i>Education of the gifted and talented</i> (7<sup>th</sup> ed., pp. 23-39). Upper Saddle River, NJ: Pearson.</li> <li>• Identifying gifted and talented students (2018). In S. A. Rimm, D. Siegle, &amp; G. A. Davis, <i>Education of the gifted and talented</i> (7<sup>th</sup> ed., pp. 40-69). Upper Saddle River, NJ: Pearson.</li> <li>• Creativity I: The creative person, creative process, and creative dramatics (2018). In S. A. Rimm, D. Siegle, &amp; G. A. Davis, <i>Education of the gifted and talented</i> (7<sup>th</sup> ed., pp. 163-176). Upper Saddle River, NJ: Pearson.</li> <li>• de Wet, C. F. (2011). Global perspectives on gifted education. In J. A. Castellano, &amp; A. D. Frazier (Eds.), <i>Special populations in gifted education: Understanding our most able students from diverse backgrounds</i> (pp. 333-351). Waco, TX: Prufrock Press.</li> <li>• Harris, B. (2014). Cross-cultural perspectives on gifted education. In M. S. Matthews, &amp; J. A. Castellano (Eds.), <i>Talent development for English language learners: Identifying and developing potential</i> (pp. 47-86). Waco, TX: Prufrock Press.</li> </ul>

		<p><b>Due this week:</b></p> <ul style="list-style-type: none"> <li>● Participate in Week 2 Blackboard Collaborate session</li> <li>● Blackboard Collaborate Discussion Reflection</li> </ul>
<p>Week 3 <b>June 17-23</b></p>	<p><b><i>Underrepresented Students in Gifted Programs:</i></b></p> <p><b><i>Culturally Diverse Students &amp; Students from Poverty</i></b></p>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Cultural diversity and economic disadvantage: The invisible gifted (2018). In S. A. Rimm, D. Siegle, &amp; G. A. Davis, <i>Education of the gifted and talented</i> (7<sup>th</sup> ed., pp. 264-288). Upper Saddle River, NJ: Pearson.</li> <li>• Racially and culturally different students (2011). In D. Y. Ford, <i>Multicultural gifted education</i> (2<sup>nd</sup> ed., pp. 1-20). Waco, TX: Prufrock Press.</li> <li>• Swanson, J. D. (2010). The patterns and profiles of gifted low-income Caucasian children. In J. L. VanTassel-Baska (Ed.), <i>Patterns and profiles of promising learners from poverty</i> (pp. 129-156). Waco, TX: Prufrock Press.</li> </ul> <p><b>Due this week:</b></p> <ul style="list-style-type: none"> <li>● Discussion Board Post &amp; Replies</li> <li>● Critical Reading Response #1</li> </ul>
<p>Week 4 <b>June 24-30</b></p>	<p><b><i>Underrepresented Students in Gifted Programs:</i></b></p> <p><b><i>Linguistically Diverse Students &amp; Twice-Exceptional Students</i></b></p>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Castellano, J. A. (2002). Renavigating the waters: The identification and assessment of culturally and linguistically diverse students for gifted and talented education. In J. A. Castellano, &amp; E. I. Diaz (Eds.), <i>Reaching new horizons: Gifted and talented education for culturally and linguistically diverse students</i> (pp. 94-116). Boston, MA: Allyn &amp; Bacon.</li> <li>• Foley-Nicpon, M. (2016). The social and emotional development of twice-exceptional children. In M. Neihart, S. I. Pfeiffer, &amp; T. L. Cross (Eds.), <i>The social and emotional development of gifted children: What do we know?</i> (2<sup>nd</sup> ed., pp. 103-118). Waco, TX: Prufrock Press.</li> <li>• Gifted children with disabilities (2018). In S. A. Rimm, D. Siegle, &amp; G. A. Davis, <i>Education of the gifted and talented</i> (7<sup>th</sup> ed., pp. 306-325). Upper Saddle River, NJ: Pearson.</li> </ul> <p><b>Due this week:</b></p> <ul style="list-style-type: none"> <li>● Discussion Board Post &amp; Replies</li> </ul>
<p>Week 5 <b>July 1-7</b></p> <p><b><i>July 4th Holiday this week!</i></b></p>	<p><b><i>Socioemotional Needs of Gifted Students</i></b></p>	<p><b>Read: (Choose 3 of the 6 to read)</b></p> <ul style="list-style-type: none"> <li>• Cross, J. R. (2016). Gifted children and peer relationships. In M. Neihart, S. I. Pfeiffer, &amp; T. L. Cross (Eds.), <i>The social and emotional development of gifted children: What do we know?</i> (2<sup>nd</sup> ed., pp. 41-54). Waco, TX: Prufrock Press.</li> <li>• Lee, S.-Y. (2016). Supportive environments for developing talent. In M. Neihart, S. I. Pfeiffer, &amp; T. L. Cross (Eds.), <i>The social and emotional development of gifted children: What do we know?</i> (2<sup>nd</sup> ed., pp. 191-204). Waco, TX: Prufrock Press.</li> <li>• Liem, G. A. D., &amp; Chua, C. S. (2016). Motivation in talent development of high-ability students: Research trends, practical implications, and future directions. In M. Neihart, S. I. Pfeiffer, &amp; T. L. Cross (Eds.), <i>The social and emotional development of gifted children: What do we know?</i> (2<sup>nd</sup> ed., pp. 173-190). Waco, TX: Prufrock Press.</li> <li>• Speirs Neumeister, K. (2016). Perfectionism in gifted students. In M. Neihart,</li> </ul>

		<p>S. I. Pfeiffer, &amp; T. L. Cross (Eds.), <i>The social and emotional development of gifted children: What do we know?</i> (2<sup>nd</sup> ed., pp. 29-40). Waco, TX: Prufrock Press.</p> <ul style="list-style-type: none"> <li>• Understanding and counseling gifted students (2018). In S. A. Rimm, D. Siegle, &amp; G. A. Davis, <i>Education of the gifted and talented</i> (7<sup>th</sup> ed., pp. 349-373). Upper Saddle River, NJ: Pearson.</li> <li>• Wiley, K. (2016). Theories of social and emotional development in gifted children. In M. Neihart, S. I. Pfeiffer, &amp; T. L. Cross (Eds.), <i>The social and emotional development of gifted children: What do we know?</i> (2<sup>nd</sup> ed., pp. 3-16). Waco, TX: Prufrock Press.</li> </ul> <p><b>Due this week:</b></p> <ul style="list-style-type: none"> <li>• Discussion Board Post &amp; Replies</li> <li>• Sign up for Blackboard Collaborate session for Week 6</li> </ul>
<p>Week 6 <b>July 8-14</b></p> <p><i>Collaborate Session 2</i></p>	<p><b>Motivation &amp; Achievement</b></p>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Gifted girls, gifted boys (2018). In S. A. Rimm, D. Siegle, &amp; G. A. Davis, <i>Education of the gifted and talented</i> (7<sup>th</sup> ed., pp. 289-307). Upper Saddle River, NJ: Pearson.</li> <li>• Underachievement: Identification and reversal (2018). In S. A. Rimm, D. Siegle, &amp; G. A. Davis, <i>Education of the gifted and talented</i> (7<sup>th</sup> ed., pp. 235-263). Upper Saddle River, NJ: Pearson.</li> </ul> <p><b>Due this week:</b></p> <ul style="list-style-type: none"> <li>• Critical Reading Response #2</li> <li>• Participate in week 6 Blackboard Collaborate session</li> </ul>
<p>Week 7 <b>July 15-21</b></p>	<p><b>Curriculum Models &amp; Services for Gifted Students – An Overview</b></p>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Acceleration (2018). In Rimm, S. A., Siegle, D., &amp; Davis, G. A. <i>Education of the gifted and talented</i> (7<sup>th</sup> ed., pp. 93-113). Upper Saddle River, NJ: Pearson.</li> <li>• Grouping, differentiation, and enrichment (2018). In Rimm, S. A., Siegle, D., &amp; Davis, G. A. <i>Education of the gifted and talented</i> (7<sup>th</sup> ed., pp. 116-141). Upper Saddle River, NJ: Pearson.</li> </ul> <p><b>Due this week:</b></p> <ul style="list-style-type: none"> <li>• Discussion Board Post &amp; Replies</li> </ul>
<p>Week 8 <b>July 21-27</b></p>	<p><b>Standards in Gifted Education</b></p> <p><b>Looking Back and Looking Ahead: Putting Our Learning into Practice</b></p>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• National Association for Gifted Children (2010). <i>Pre-k-grade 12 gifted programming standards</i>. Washington, D.C.: Author. Retrieved from <a href="http://www.nagc.org/sites/default/files/standards/K-12%20programming%20standards.pdf">http://www.nagc.org/sites/default/files/standards/K-12%20programming%20standards.pdf</a></li> <li>• National Association for Gifted Children &amp; Council for Exceptional Children (2013). <i>NAGC-CEC teacher preparation standards in gifted and talented education</i>. Washington, D.C.: Authors. Retrieved from <a href="http://www.nagc.org/sites/default/files/standards/NAGC-%20CEC%20CAEP%20standards%20%282013%20final%29.pdf">http://www.nagc.org/sites/default/files/standards/NAGC-%20CEC%20CAEP%20standards%20%282013%20final%29.pdf</a></li> </ul> <p><b>Due this week:</b></p> <ul style="list-style-type: none"> <li>• Presentation on the Characteristics of Gifted and Talented Learners (PBA)</li> </ul>

## EDCI 621

### **Guidelines for the Performance-Based Assessment: *Presentation on the Characteristics of Gifted and Talented Learners***

Each student will create a presentation on the nature and characteristics of gifted and talented learners for an audience of *either* parents *or* professional colleagues (choose one), containing the following components:

- I. A **slideshow presentation** created on Microsoft PowerPoint, Google Slides, or Prezi (additional software programs may be used with permission from the course instructor) that includes information on:
  - a. the salient characteristics of gifted and talented learners, including students from diverse populations (i.e., culturally and linguistically diverse students, students from poverty, twice-exceptional students)
  - b. the varied ways in which gifted potential might be demonstrated within classroom settings across the school
  - c. the roles that culture, language, ethnicity, poverty, and special education needs might play in the ways that gifts and talents are manifested, and in how gifted potential is identified
  - d. the socio-emotional needs of gifted and talented learners
- II. An **outline** for the instructor with notes for each slide, detailing the information above
- III. A **handout** that would be distributed during the presentation that can serve as a resource for parents or colleagues in recognizing gifted potential in diverse populations of students. It should include brief information on their characteristics and socioemotional needs, as well as a list of additional book, article, and/or online resources appropriate for your presentation audience. *This handout should be posted to Blackboard before you share your course project with your classmates so that they can access it during your presentation.*
- IV. A separate **reflection** (2-3 pp.) included with your submission that addresses the following questions:
  - a. How has this course impacted the way you think about gifted and talented learners?
  - b. What questions do you still have about identifying and/or working with gifted and talented learners?
  - c. How might your work in the classroom, school, and/or district look different knowing what you know now about gifted and talented learners?

This presentation for parents or professional colleagues will be assessed based on the rubric included at the end of the syllabus, with the following criteria in mind:

- inclusion of all four components (presentation, outline, handout, and reflection) listed above and the degree to which the outlined expectations for each have been addressed
- thoroughness, clarity, and accuracy of the presented information and its reflection of current knowledge in the field
- translation of key principles into practical use for audience being addressed
- appropriateness of the presentation to the chosen audience
- correct citation of references on slides, or slide notes, in APA-style (6<sup>th</sup> ed.)



**EDCI 621**  
**Performance-Based Assessment Rubric:**  
*Presentation on Characteristics of Gifted and Talented Learners*

	<b>Does Not Meet Standard</b> (Little or no evidence)	<b>Approaches Standard</b> (Some evidence)	<b>Meets Standard</b> (Clear evidence)	<b>Exceeds Standard</b> (Clear, convincing, and substantial evidence)
	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>Presentation Content</b>  <i>NAGC-CEC Stand. 1.1, 1.2, 2.1, 2.2, 4.3</i>	<ul style="list-style-type: none"> <li>Identifies, or partially identifies, salient characteristics of gifted and talented learners, including students from few or no diverse populations (culturally and linguistically diverse, twice-exceptional, students from poverty)</li> <li>Discusses few or no ways gifted potential might be demonstrated within classroom settings across the school</li> <li>Rarely, or does not, address(es) the roles that culture, language, ethnicity, poverty, and special education needs might play in the way that gifts and talents are manifested, and in how gifted potential is identified</li> <li>Presents little to no information on the socio-emotional needs of gifted learners and/or how those needs can be addressed</li> </ul>	<ul style="list-style-type: none"> <li>Identifies salient characteristics of gifted and talented learners, including students from some diverse populations (culturally and linguistically diverse, twice-exceptional, students from poverty)</li> <li>Discusses some ways gifted potential might be demonstrated within classroom settings across the school</li> <li>Partially addresses the roles that culture, language, ethnicity, poverty, and special education needs might play in the way that gifts and talents are manifested, and in how gifted potential is identified</li> <li>Presents some information on the socio-emotional needs of gifted learners and/or how those needs can be addressed</li> </ul>	<ul style="list-style-type: none"> <li>Identifies salient characteristics of gifted and talented learners, including students from diverse populations (culturally and linguistically diverse, twice-exceptional, students from poverty)</li> <li>Discusses varied ways gifted potential might be demonstrated within classroom settings across the school</li> <li>Addresses the roles that culture, language, ethnicity, poverty, and special education needs might play in the way that gifts and talents are manifested, and in how gifted potential is identified</li> <li>Presents information on the socio-emotional needs of gifted learners and how those needs can be addressed</li> </ul>	<ul style="list-style-type: none"> <li>Thoroughly identifies salient characteristics of gifted and talented learners, including students from diverse populations (culturally and linguistically diverse, twice-exceptional, students from poverty)</li> <li>Discusses many and varied ways gifted potential might be demonstrated within classroom settings across the school</li> <li>Explicitly addresses the roles that culture, language, ethnicity, poverty, and special education needs might play in the way that gifts and talents are manifested, and in how gifted potential is identified</li> <li>Presents detailed information on the socio-emotional needs of gifted learners and how those needs can be addressed</li> </ul>
<b>Presentation Outline</b>  <i>NAGC-CEC Stand. 1.1, 1.2, 2.1, 2.2, 4.3</i>	<ul style="list-style-type: none"> <li>Outline meets criteria listed for presentation content in the “Does Not Meet Standard” column above</li> <li>Some or no information is referenced using APA-style (6<sup>th</sup> ed.) citations</li> </ul>	<ul style="list-style-type: none"> <li>Outline meets criteria listed for presentation content in the “Approaches Standard” column above</li> <li>Most information is referenced using APA-style (6<sup>th</sup> ed.) citations</li> </ul>	<ul style="list-style-type: none"> <li>Outline meets criteria listed for presentation content in the “Meets Standard” column above</li> <li>All information is referenced using APA-style (6<sup>th</sup> ed.) citations</li> </ul>	<ul style="list-style-type: none"> <li>Outline clearly meets criteria listed for presentation content in the “Exceeds Standard” column above</li> <li>All information is clearly referenced using APA-style (6<sup>th</sup> ed.) citations</li> </ul>
<b>Reviewed / Represented Literature</b>  <i>NAGC-CEC Stand. 1.1, 1.2,</i>	<ul style="list-style-type: none"> <li>Connections to broader literature are not appropriate or are missing</li> <li>Cites fewer than 3 sources (and/or fewer than 2 are not assigned for the course and no research studies)</li> </ul>	<ul style="list-style-type: none"> <li>Includes appropriate connections to broader gifted education literature across most assignment components</li> <li>Cites 3-5 sources (with 2-3 not assigned for the course and/or 1-2 research studies)</li> </ul>	<ul style="list-style-type: none"> <li>Includes thoughtful connections to broader gifted education literature across all four assignment components</li> <li>Cites 6-7 sources (with 3 not assigned for the course and 3</li> </ul>	<ul style="list-style-type: none"> <li>Includes thoughtful and thorough connections to broader gifted education literature across all four assignment components</li> <li>Clear, consistent, and convincing citation of 8 or more references; at</li> </ul>

2.1			research studies)	least 3 not assigned for the course; at least 3 are research studies.
<b>Presentation Handout</b>  <i>NAGC-CEC Stand. 1.1, 1.2, 2.1, 2.2, 4.3, 6.1, 6.2, 7.2, 7.3</i>	<ul style="list-style-type: none"> <li>• Can serve as a resource for intended audience in recognizing gifted potential across few or no diverse populations</li> <li>• Includes information on salient characteristics and socioemotional needs of few or no diverse populations of gifted and talented learners</li> <li>• Outlines additional book, article, and/or online resources that may or may not be appropriate for intended audience and/or with little to no evidence of organization</li> </ul>	<ul style="list-style-type: none"> <li>• Can serve as a resource for intended audience in recognizing gifted potential across most diverse populations</li> <li>• Includes information on salient characteristics and socioemotional needs of most diverse populations of gifted and talented learners</li> <li>• Outlines additional book, article, and online resources appropriate for intended audience, with some evidence of organization</li> </ul>	<ul style="list-style-type: none"> <li>• Can serve as a resource for intended audience in recognizing gifted potential across all diverse populations</li> <li>• Includes information on salient characteristics and socioemotional needs of all diverse populations of gifted and talented learners</li> <li>• Clearly outlines additional book, article, and online resources appropriate for intended audience, organized in an easily digestible format (e.g., grouped by resource theme)</li> </ul>	<ul style="list-style-type: none"> <li>• Can serve as a valuable resource for intended audience in recognizing gifted potential across all diverse populations</li> <li>• Includes detailed information on salient characteristics and socioemotional needs of all diverse populations of gifted and talented learners</li> <li>• Clearly and explicitly outlines additional book, article, and online resources appropriate for intended audience, organized in an easily digestible format (e.g., grouped by resource theme)</li> </ul>
<b>Reflection</b>  <i>NAGC-CEC Stand. 1.1, 6.1, 6.2</i>	<ul style="list-style-type: none"> <li>• Does not include reflection, or includes a cursory reflection that may be bulleted</li> <li>• APA-style (6<sup>th</sup> ed.) is not used</li> </ul>	<ul style="list-style-type: none"> <li>• Includes reflection</li> <li>• Does not address all 3 required questions, or may lack detail or thoughtful connections</li> <li>• May or may not use course readings to support points/thoughts and/or generally follows APA-style (6<sup>th</sup> ed.) for headings, citations, and references, but with multiple and recurring errors</li> </ul>	<ul style="list-style-type: none"> <li>• Includes reflection</li> <li>• Addresses the 3 required questions thoroughly and thoughtfully</li> <li>• Uses course readings to support points/thoughts</li> <li>• Follows APA-style (6<sup>th</sup> ed.) for headings, citations, and references, with a few minor errors</li> </ul>	<ul style="list-style-type: none"> <li>• Includes reflection</li> <li>• Addresses the 3 required questions thoroughly and thoughtfully</li> <li>• Uses course readings to support points/thoughts</li> <li>• Follows APA-style (6<sup>th</sup> ed.) for headings, citations, and references with no errors</li> </ul>
<b>Presentation Format and Delivery</b>  <i>NAGC-CEC Stand. 4.3, 7.2, 7.3</i>	<ul style="list-style-type: none"> <li>• Little or no coherence of content</li> <li>• Lack of organization</li> <li>• May not be appropriate to audience</li> <li>• Presentation not created in specified or pre-approved presentation program</li> <li>• Content communicated through few or no varied slide formats and/or with use of excessive blocks of text</li> </ul>	<ul style="list-style-type: none"> <li>• Some coherence of content</li> <li>• Evidence of organization</li> <li>• Appropriate to audience</li> <li>• Presentation created in PowerPoint, Google Slides, Prezi, or another pre-approved presentation program</li> <li>• Content communicated through some varied slide formats with minimal use of excessive blocks of text on any one slide</li> </ul>	<ul style="list-style-type: none"> <li>• Overall coherence of content</li> <li>• Clear organization</li> <li>• Appropriate to audience</li> <li>• Presentation created in PowerPoint, Google Slides, Prezi, or another pre-approved presentation program</li> <li>• Content communicated through mostly varied slide formats without use of excessive blocks of text on any one slide</li> </ul>	<ul style="list-style-type: none"> <li>• Overall coherence of content</li> <li>• Clear organization with thoughtful progressions and smooth transitions</li> <li>• Appropriate to audience</li> <li>• Presentation created in PowerPoint, Google Slides, Prezi, or another pre-approved presentation program</li> <li>• Content communicated through varied slide formats without use of excessive blocks of text on any one slide</li> </ul>

**EDCI 621**  
**Critical Reading Response Rubric**

	<b>Does not meet Standard</b> (Little or no evidence)	<b>Approaches Standard</b> (Some evidence)	<b>Meets Standard</b> (Clear evidence)	<b>Exceeds Standard</b> (Clear, convincing, and substantial evidence)
	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>Discussion</b>	<ul style="list-style-type: none"> <li>● 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.</li> <li>● May not use critical lens to understand, evaluate, and/or reflect upon information presented through course content</li> </ul>	<ul style="list-style-type: none"> <li>● 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.</li> <li>● Attempts to use critical lens to understand, evaluate, and reflect upon information presented through course content</li> </ul>	<ul style="list-style-type: none"> <li>● 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.</li> <li>● Uses critical lens to understand, evaluate, and reflect upon information presented through course content</li> </ul>	<ul style="list-style-type: none"> <li>● Response to the prompt identifies three to four principle points and includes connections to: course readings, literature in gifted education and personal/educational contexts.</li> <li>● Uses critical lens to understand, evaluate, and reflect upon information presented through course content</li> </ul>
<b>Reflection on the Readings</b>	<ul style="list-style-type: none"> <li>● May not discuss how these readings apply to your professional context in gifted education</li> <li>● May not address how these course readings advance thinking and/or the field</li> </ul>	<ul style="list-style-type: none"> <li>● May discuss how these readings apply to your professional context in gifted education</li> <li>● Explains how these course readings have served to either advance your thinking or the field</li> </ul>	<ul style="list-style-type: none"> <li>● Discusses how these readings apply to your professional context in gifted education</li> <li>● Explains how these course readings have served to advance your thinking and the field</li> </ul>	<ul style="list-style-type: none"> <li>● Elaborates on how these readings apply to your professional context in gifted education</li> <li>● Explains how these course readings have served to advance your thinking and the field</li> </ul>
<b>Connections to Course Content &amp; the Broader Literature</b>	<ul style="list-style-type: none"> <li>● Includes a representation of one or no references from EDCI 621 readings, as well as one or no readings outside the scope of the course</li> <li>● References selected are weakly connected to reflection prompt</li> <li>● APA-style (6<sup>th</sup> ed.) used inconsistently or not at all</li> </ul>	<ul style="list-style-type: none"> <li>● Includes a representation of two references from EDCI 621 readings, as well as at least one reading outside the scope of the course</li> <li>● References selected are mostly connected to reflection prompt</li> <li>● APA-style (6<sup>th</sup> ed.) used inconsistently throughout</li> </ul>	<ul style="list-style-type: none"> <li>● Includes a representation of three to four references from EDCI 621 readings, as well as at least two readings outside the scope of the course</li> <li>● References selected are connected to reflection prompt</li> <li>● APA-style (6<sup>th</sup> ed.) used consistently throughout</li> </ul>	<ul style="list-style-type: none"> <li>● Includes a representation of at least five references from EDCI 621 readings, as well as at least three readings outside the scope of the course</li> <li>● References selected are meaningful and explicitly connected to reflection prompt</li> <li>● APA-style (6<sup>th</sup> ed.) used consistently throughout</li> </ul>

**EDCI 621**  
**Guidelines for Course Engagement**

	<b>Does not meet Standard</b> (Little or no evidence)	<b>Approaches Standard</b> (Some evidence)	<b>Meets Standard</b> (Clear evidence)	<b>Exceeds Standard</b> (Clear, convincing, and substantial evidence)
	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>Overall Participation</b>	<ul style="list-style-type: none"> <li>• Very few tasks are completed on time AND/OR completed tasks do not demonstrate thoughtful consideration of the content.</li> <li>• Collaborate sessions may not have been attended.</li> </ul>	<ul style="list-style-type: none"> <li>• Some tasks for the week are completed on time AND/OR demonstrate thoughtfulness.</li> <li>• Collaborate sessions were attended and student was somewhat engaged with peers and instructor.</li> </ul>	<ul style="list-style-type: none"> <li>• Most tasks for the week are completed on time and demonstrate thoughtfulness.</li> <li>• Collaborate sessions were attended and student was often engaged with peers and instructor.</li> </ul>	<ul style="list-style-type: none"> <li>• All weekly tasks are completed on time and demonstrate thoughtfulness.</li> <li>• Collaborate sessions were attended and student was consistently and actively engaged with peers and instructor.</li> </ul>
<b>Discussion Quality</b>	<ul style="list-style-type: none"> <li>• Discussion posts and many replies are limited.</li> <li>• Few readings are integrated to support posts and reflections.</li> <li>• APA-style (6<sup>th</sup> ed.) citations are rarely used in posts.</li> <li>• Few posts and reflections utilize and demonstrate learners' prior and/or new knowledge.</li> <li>• Few replies go beyond superficial responses.</li> <li>• Few replies build on others' responses to create connected threads.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion posts and most replies are 1-3 paragraphs.</li> <li>• Some readings are integrated to support posts and reflections.</li> <li>• APA-style (6<sup>th</sup> ed.) citations are occasionally used in posts.</li> <li>• Some posts and reflections utilize and demonstrate learners' prior and/or new knowledge.</li> <li>• Replies occasionally go beyond superficial responses.</li> <li>• Some replies build on others' responses to create connected threads.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion posts and most replies are 1-3 <i>heartly</i> paragraphs.</li> <li>• Readings are often integrated to support posts and reflections.</li> <li>• APA-style (6<sup>th</sup> ed.) citations are often used in posts.</li> <li>• Most posts and reflections utilize and demonstrate learners' prior and/or new knowledge.</li> <li>• Replies usually go beyond superficial responses.</li> <li>• Most replies build on others' responses to create connected threads.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion posts and all replies are 1-3 <i>heartly</i> paragraphs.</li> <li>• Readings are consistently integrated to support thoughtful posts and reflections.</li> <li>• APA-style (6<sup>th</sup> ed.) citations are consistently used in posts.</li> <li>• Posts and reflections utilize and demonstrate learners' prior and new knowledge.</li> <li>• All replies go beyond superficial responses.</li> <li>• Replies build on others' responses to create connected threads.</li> </ul>
<b>Critical Friends Group Engagement</b>	<ul style="list-style-type: none"> <li>• Rarely participates in critical friend(s) group work.</li> <li>• Feedback may not be meaningful, detailed, and/or constructive.</li> </ul>	<ul style="list-style-type: none"> <li>• Sometimes participates in critical friend(s) group work.</li> <li>• Feedback is not always meaningful, detailed, and/or constructive.</li> </ul>	<ul style="list-style-type: none"> <li>• Often participates in critical friend(s) group work and provides meaningful, detailed and constructive feedback; OR</li> <li>• Consistently participates in critical friend(s) group, but feedback is not always meaningful, detailed, or constructive.</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently participates in critical friend(s) group work.</li> <li>• Meaningful, timely, detailed, &amp; constructive feedback provided to peer(s) in critical friend(s) group.</li> </ul>