**George Mason University**
**College of Education and Human Development**
**Advanced Studies in Teaching and Learning Program**
**Gifted Education Concentration**

**EDCI 623.6H1**
**SUPPORTING THE SOCIAL EMOTIONAL NEEDS OF GIFTED LEARNERS**
**3 Credits, Spring 2022**
*Jan 24, 2022 – May 18, 2022*

**Faculty**

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**Prerequisites/Corequisites**
None

**University Catalog Course Description**
Provides a framework to examine the social and emotional development of gifted learners. Offers exploration of research-informed strategies related to the affective guidance of gifted students, including instructional environment considerations.

**Course Overview**
EDCI 623 is the third in a series of four courses required to obtain the Gifted Education add-on licensure endorsement by the Commonwealth of Virginia. This course focuses on the social and emotional characteristics and needs of the gifted individual and various counseling and guidance strategies that can facilitate his/her development. The course will emphasize theories of emotional development and self-actualization, including study of their implications for guiding the gifted. Students will explore frameworks for discussion with multiple stakeholders and strategies for the development of curriculum that supports the affective needs of gifted learners.

**Course Delivery Method**
This course will be delivered in a face-to-face format utilizing lecture, small groups, and individual work.

**If deemed necessary due to the public health situation, delivery will take place online in *asynchronous and synchronous* formats via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @gmu.edu) and email password. The course site will be available when/if online options are required.

**Learner Outcomes or Objectives**

This course is designed to enable students to do the following:
   A.  Describe the characteristics of gifted students, including the varied expressions of the affective, such as social-emotional needs of gifted students *(ASTL Learning Outcomes 1; NAGC-CEC Stand. 1.2; VA Endorsement Comp. 2.b);*
   B.  Develop methods and strategies that ensure the development of learning environments that recognize and support the affective needs of gifted students *(ASTL Learning Outcomes 1, 3, 4, 6; NAGC-CEC Stand. 1.2, 2.1, 2.4, 3.4, 5.3, 5.4; VA Endorsement Comp. 4.a, 4.b, 4.c);*
   C.  Analyze and evaluate strategies that provide opportunities for students to explore, develop, and research their areas of interest, talent, or strength using varied modes of expression *(ASTL Learning Outcomes 4, 6; NAGC-CEC Stand. 6.1, 6.3, 6.5; VA Endorsement Comp. 5.b);*
   D.  Analyze current trends and issues related to the social and emotional needs of gifted students and apply that learning to the design of strategies for their particular classroom/school context *(ASTL Learning Outcomes 4, 7, 8; NAGC-CEC Stand. 6.3, 6.4, 6.5, 7.3; VA Endorsement Comp. 5.b);*
   E.  Use writing proficiently as an instructional and assessment tool to generate, gather, plan, organize and present ideas in writing to communicate for a variety of purposes *(VA Endorsement Comp. 8, 9)*


**Professional Standards**

**NAGC-CEC Teacher Preparation Standards (2013) Alignment**
The content of EDCI 623, 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
      - 2.4 demonstrate understanding of the multiple environments that are part of a continuum of services for individuals with gifts and talents, including the advantages and disadvantages of various settings, and teach students to adapt to these environments
   - Standard 3: Curricular Content Knowledge
      - 3.4 understand that individuals with gifts and talents demonstrate a wide range of advanced knowledge and performance levels and modify the general or specialized curriculum appropriately
   - Standard 5: Instructional Planning & Strategies
      - 5.3 collaborate with families, professional colleagues, and other educators to select, adapt, and use evidence-based strategies that promote challenging learning opportunities in general and specialized curricula

- 5.4 emphasize the development, practice, and transfer of advanced knowledge and skills across environments throughout the lifespan leading to creative, productive careers in a multicultural society 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
    - 7.3 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 623, along with the content of the remaining courses in the Gifted 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:
- Competency 2.b: Understanding of the characteristics of gifted students, including: b) Varied expressions of the affective, such as social-emotional needs of gifted students
- Competency 4.e: Understanding and application of a variety of curricular and instructional models, methodologies, and strategies that ensure: e) The development of learning environments that recognize and support the affective needs of the gifted students
- Competency 5.b: Understanding and application of theories and principles of appropriately differentiating curriculum specifically designed to accommodate the accelerated learning aptitudes of gifted students, including: b) opportunities for students to explore, develop, and research their areas of interest, talent, or strength using varied modes of expression
- Competency 7.a: Understanding of contemporary issues and research in gifted education, including: a) the systematic gathering, analyzing, and reporting of formative and summative data from local, state, and national perspectives
- Competency 8: Understanding of and proficiency in grammar, usage, and mechanics and their integration in all forms of communication
- Competency 9: Understanding of and proficiency in pedagogy to incorporate writing as an instructional and assessment tool for candidates to generate, gather, plan, organize, and present ideas in writing to communicate for a variety of purposes

**NBPTS & ASTL Alignment**
The Gifted 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 623 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?* (2nd ed.). Prufrock Press.

Cross, T.L. (2018). *On the social and emotional lives of gifted children.* (5th ed.). Prufrock Press.

*Other readings will be provided by the instructor or made available on Blackboard.*

***Additional Resources/Publications – at a student's discretion***
American Psychological Association (2020). *Publication manual of the American Psychological Association* (7th ed.). https://doi.org/10.1037/0000165-000.

- **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-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/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, VIA, hard copy).

Detailed assignment rubrics are included at the end of the syllabus.

| Assignment | Percent of final grade | Outcomes addressed | Due date |
|---|---|---|---|
| A. Proposal to Support the Socioemotional Needs of Gifted Learners (PBA) | 40% | a, b, c, d, e | Presented to class on selected date weeks 13 – 15<br><br>Submitted online prior to final class, May 16 |
| B. Critical Reading Responses | 20%<br>(10% per response) | a, b, c, e | Response #1: March 14<br>Response #2: April 25 |
| C. Seminar Discussion | 20% | a, b | Selected date weeks 5-12 |
| D. Course Engagement | 20% | a, b, c | Weekly |

A. ***Performance-Based Assessment: Proposal to Support the Socioemotional Needs of Gifted Learners (40%)***

This proposal will serve as the performance-based assessment (PBA) for this course. Each student will take on an authentic stakeholder role of their choice: gifted student, parent, teacher, school-level administrator, or district-level administrator (additional roles will be considered pending instructor approval). Through this lens, the student will choose one or more of the socioemotional needs studied in the course that they believe is most pressing for the gifted students with which they work, then design a product (e.g., podcast, website, video, presentation) that clearly explains the selected need and proposes an intervention/classroom revision to better support the socioemotional needs of the students within that specific school and/or district context.

A complete 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 performance-based assessments (*Proposal to Support the Socioemotional Needs of Gifted Learners*) will be presented to the class on the assigned dates during weeks 13 - 15. Digital products MUST be uploaded and submitted to VIA via Blackboard for evaluation when the assignment is due. Only PBAs posted to VIA via Blackboard will be graded. Failure to submit digital products to VIA via Blackboard by its due date, without prior instructor consultation and approval, will result in the instructor recording a zero (0) for the assignment.

**B. Critical Reading Responses (20%)**

Each participant will write two critical reading responses (2-3 pp. each) addressing a prompt provided by the instructor. 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 (7th 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 10% (for a total of 20%) of your final grade.

**C. Model Seminar Discussion (20%)**

Each participant will work with a partner to prepare and lead a class discussion on an area of interest in the social emotional needs of gifted students. Each team will provide an outline of the key features of the topic along with a series of discussion questions for the class. *Note: The focus of this seminar is not to present information, but to set up a rich discussion with your colleagues around thought-provoking questions.* Topics will be selected by Week 3 of the course and should be related to those found within the syllabus. Discussions will be held during class on the corresponding week between weeks 5 – 12.

The model seminar discussion consists of the following two components:

The **discussion facilitation** that includes:
- A clear opening that provides a "hook" for the discussion. Openings can come in many forms from cartoons, to videos, to brief relevant articles (no more than 5 minutes)
- Organization that encourages interactions between your colleagues and the questions developed (approximately 15 minutes)
- A closure with parting questions for thoughtful consideration (no more than 2-3 minutes)

A **handout** for each member of the class that includes:
- Key points of the topic, which have been clearly and concisely articulated
- References from EDCI 623 readings and other relevant readings from gifted education literature that support the discussion, written in APA-style (7th ed.)

A detailed rubric on how these discussions will be assessed is included at the end of the syllabus. Facilitating this discussion will represent 20% of your final grade.

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

EDCI 623 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 discussions, 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 and discussions, and if required, logon 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 to connect, question, and expand your own understanding as well as the understanding of others. Discussions will be assessed for relevance, accuracy of information shared, critical reflection, and connection to readings. Discussion participation that focuses solely on personal/professional experiences should be limited and shared only when doing so builds on the collective understanding or provides a valid example of the topic being discussed. Course engagement will represent 20% of your final grade. Detailed guidelines for course engagement are included at the end of this syllabus.

**Please note:  IF the course transitions to an online format, we may meet synchronously via Zoom or Blackboard Collaborate each week and/or our class discussion may be in the form of the electronic discussion board. IF the class moves majorly asynchronously, **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 ET on Thursday* so that class members will have until *Sunday at 11:59 PM ET* to interact with the posted material and engage in "conversation." If necessary, 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 synchronous sessions is also included in course engagement.*

## Grading

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

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

## Class Schedule

*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.

| Session # & Dates | Topics | What to READ and *What to DO* This Week |
|---|---|---|
| **Week 1**<br>Jan 24 | **Introduction to the course:**<br>  *Who are we as learners?<br>  *What background knowledge are we bringing to this course?<br>  *Reconnecting with myths about giftedness | Course syllabus |
| **Week 2**<br>Jan 31 | **Characteristics and Traits, part 1:**<br>  *What characteristics and traits do gifted students possess?<br>  *What vulnerabilities might they have? | Cross, Chapters 1, 2, 4 & 6-10<br><br>Neihart, et al., Forward & Chapter 1 |
| **Week 3**<br>Feb 7 | **Characteristics and Traits, part 2:**<br>  *What characteristics do gifted students share/not share? | Cross, Chapters 27 & 31<br><br>Neihart, et al., Chapters 12 & 13 |
| **Week 4**<br>Feb 14 | **Contextual Influences:**<br>  *How does the school experience influence the development of gifted students? | Cross, Chapters 17, 18 & 33<br><br>Neihart, et al., Chapters 11, 17 & 18 |
| **Week 5**<br>Feb 28 | **Significant Relationships (Friends and Family):**<br>  *How do family and peers influence the performance of gifted students? | Cross, Chapters 16 & 22<br><br>Neihart, et al., Chapters 4 & 16 |
| **Week 6**<br>March 7 | **Identity Development:**<br>  *How do gifted students' personal and social identities contribute to their performance and overall well-being? | Cross, Chapter 13<br><br>Neihart, et al., Chapters 2 & 5 |
| **Week 7**<br>March 14 | **Diversity and the Concept of Self:**<br>  *What factors influence students from different cultural backgrounds?<br>  *What factors impact the concept of Self? | Cross, Chapters 3, 5 & 11<br><br>Neihart, et al., Chapters 6 & 10<br><br>*Critical Reading Response #1* |

| | | |
|---|---|---|
| **Week 8**<br>March 21 | **Special Populations:**<br>    *What are the characteristics of twice-<br>    exceptional students? | Neihart, et al., Chapters 9 |
| **Week 9**<br>Mach 28 | **Motivation, Perfectionism and Underachievement:**<br>    *How might we best motivate gifted<br>    students? | Cross, Chapter 28<br><br>Neihart, et al., Chapters 3, 8 & 14 |
| **Week 10**<br>April 4 | **Current Trends & Issues:**<br>    *What are we seeing in our current<br>    context that can influence the social<br>    emotional needs of gifted students? | Cross, Chapters 23-26, 29, 30 & 35<br><br>Neihart, et al., Chapters 21 |
| **Week 11**<br>April 18 | **Counseling and Mental Health:**<br>    *How might we design learning<br>    environments that help gifted<br>    students thrive? | Cross, Chapters 19-21, 34<br>& 36-40<br><br>Neihart, et al., Chapters 7 & 19 |
| **Week 12**<br>April 25 | **Career Development:**<br>    *What supports do gifted students need<br>    as they envision their futures? | Cross, Chapter 30<br><br>Neihart, et al., Chapters 15 & 20<br><br>***Critical Reading Response #2*** |
| **Week 13**<br>May 2<br><br>*Asynchronous Online Session* | **Looking Back and Looking Ahead:**<br>    *What are the current issues and trends<br>    in the field of Gifted Education? | Cross, Chapters 32 & 41-45<br>(include the introduction to<br>Section V)<br><br>Neihart, et al., Chapter 22 |
| **Week 14**<br>May 9 | **Integrating & Reflecting:**<br>    *Putting Our Learning into Practice | Cross, Chapters 12, 14 & 15 |
| **Week 15**<br>May 16 | **Integrating & Reflecting:**<br>    *Putting Our Learning into Practice | No new readings<br><br>***Performance-Based Assessment submitted online*** |

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

**GMU Policies and Resources for Students**

*Policies*

- Students must adhere to the guidelines of the Mason Honor Code (see https://catalog.gmu.edu/policies/honor-code-system/  ).

- Students must follow the university policy for Responsible Use of Computing (see https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

- Students are responsible for the content of university communications sent to their Mason 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.

- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services.  Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see https://ds.gmu.edu/).

- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

*Campus Resources*

- 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 https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/.

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

**Notice of mandatory reporting of sexual assault, sexual harassment, interpersonal violence, and stalking:**  As a faculty member, I am designated as a "Non-Confidential Employee," and must report all disclosures of sexual assault, sexual harassment, interpersonal violence, and stalking to Mason's Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance or support measures from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

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

**EDCI 623**
**Guidelines for the Performance-Based Assessment:**
*Proposal to Support the Socioemotional Needs of Gifted Learners*

This proposal will serve as the performance-based assessment (PBA) for this course. Each student will take on an authentic stakeholder role of their choice: gifted student, parent, teacher, school-level administrator, or district-level administrator (additional roles will be considered pending instructor approval). Through this lens, the student will choose one or more of the socioemotional needs studied in the course that they believe is most pressing for the gifted students with which they work, then design a product (e.g., podcast, website, video, presentation) that clearly explains the selected need and proposes an intervention/classroom revision to better support the socioemotional needs of the students within that specific school and/or district context.

I.  An engaging, practical, and authentic (for your audience) **product** that includes:
    - a description of the selected topic and your proposed intervention
    - an explanation of how the proposed intervention best meets the socioemotional needs of your gifted learners
    - a rationale for why this proposal meets the needs of the students within a specific school and/or district context., using examples and data to support your position.

II. A **reflection** (5-6 pp.) that uses course readings, as well as the broader gifted education literature*, to address the following guiding questions:
    - What do you see being the key points the audience needs to know about the topic and intervention you have chosen?
    - Why should this proposal be used and, more specifically, how do you know it is a good fit for the needs of the students you are working with?

*Be sure to include in-text citations, as well as a reference list, in APA (7th) format

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

## EDCI 623
## Performance-Based Assessment (PBA) Rubric:
### *Proposal to Support the Socioemotional Needs of Gifted Learners*

| | 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** |
| **Description of socioemotional need** <br><br> *NAGC-CEC Stand. 3.2, 3.4, 5.3, 5.4, 6.5* | • Does not identify the salient points of the identified socio-emotional need or does so very superficially; May be no description of learning context | • Somewhat identifies the salient points of the identified socioemotional need but description may be lacking; Somewhat describes current learning context, but may be limited or unclear how it influences gifted learner affective development | • Identifies the salient points of the identified socio-emotional need by describing the need with some examples; Describes the current learning context | • Thoroughly identifies the salient points of the identified socio-emotional need by describing the need with rich examples; Clearly describes the current learning context and explains how that context supports/hinders socioemotional development of gifted learner(s) |
| **Explanation of Intervention** <br><br> *NAGC-CEC Stand. 2.4, 3.1, 3.2, 3.4* | • Does not describe how the intervention addresses the identified need or does so exceedingly limitedly | • Somewhat explains the proposed intervention and describes how the proposed intervention addresses the identified need, but may be limited or unclear; Connection to the learning context may be missing or lacking | • Explains the proposed intervention and describes how the proposed intervention addresses the identified need within the described context | • Thoroughly explains the proposed intervention and specifically and clearly describes how the proposed intervention addresses the identified need within the described context |
| **Evidence of research base** <br><br> *NAGC-CEC Stand. 1.2, 2.1, 2.4, 6.3* | • Research is not utilized in the proposal or is not used accurately | • Research is somewhat utilized in the proposal, but may be inconsistent | • Research is utilized throughout proposal to support identified need and proposed actions; Research from the course and/or external to the course is used | • Research is consistently well utilized throughout proposal to support identified need and proposed actions; Research from the course and external to the course is used |
| **Reflection** <br><br> *NAGC-CEC Stand. 6.1, 6.3, 6.4* | • Does not include reflection, or includes a cursory reflection that may be bulleted <br> • APA-style (7th ed.) is not used | • Communicates reflection on the required questions, but may be lacking in depth <br> • May or may not use course readings to support points/thoughts and/or generally follows APA-style (7th ed.) for headings, citations, and references, but with multiple and recurring errors | • Communicates reflection on the required questions <br> • Uses course readings to support points/thoughts <br> • Follows APA-style (7th ed.) for headings, citations, and references, with a few minor errors | • Communicates thorough and thoughtful reflection on the required questions <br> • Uses course readings consistently well to support points/thoughts <br> • Follows APA-style (7th ed.) for headings, citations, and references with no errors |

## EDCI 623
## 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 <br> • 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 <br> • 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 <br> • 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 <br> • 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 <br> • 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 <br> • 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 <br> • 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 <br> • 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 623 readings, as well as one or no readings outside the scope of the course <br> • References selected are weakly connected to reflection prompt <br> • APA-style (7th ed.) used inconsistently or not at all | • Includes a representation of two references from EDCI 623 readings, as well as at least one reading outside the scope of the course <br> • References selected are mostly connected to reflection prompt <br> • APA-style (7th ed.) used inconsistently throughout | • Includes a representation of at least three references from EDCI 623 readings, as well as at least two readings outside the scope of the course <br> • References selected are connected to reflection prompt <br> • APA-style (7th ed.) used consistently throughout | • Includes a representation of at least four references from EDCI 623 readings, as well as at least three readings outside the scope of the course <br> • References selected are meaningful and explicitly connected to reflection prompt <br> • APA-style (7th ed.) used consistently throughout |

# EDCI 623
## Model Seminar Discussion 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 Facilitation** | • Opening does not include sharing of objectives and/or context <br>• Discussion provides limited or no opportunities for participants to engage <br>• Closure may be missing or does not include parting questions for consideration | • Opening with sharing of objectives and context provided <br>• Discussion engages students with multiple, dichotomous questions <br>• Closure may not include parting questions for consideration | • Clear opening with sharing of objectives and context provided <br>• Discussion engages students with multiple, non-dichotomous questions <br>• Closure includes parting questions for consideration | • Clear opening with sharing of objectives and context provided <br>• Discussion engages students with multiple, ***high-level***, non-dichotomous questions <br>• Closure includes parting questions for thoughtful consideration |
| **Connections to Course Content & the Broader Literature** | • Few or no connections are made to EDCI 623 readings, and the connections may not be relevant or appropriate <br>• Few or no connections are made to other relevant and appropriate gifted literature <br>• Includes a representation of fewer than two references from EDCI 623 readings, as well as one or no readings outside the scope of the course <br>• References selected are weakly connected to model presented | • Some connections are made to relevant and appropriate EDCI 623 readings <br>• Some connections are made to other relevant and appropriate gifted literature <br>• Includes a representation of two references from EDCI 623 readings, as well as one reading outside the scope of the course <br>• References selected are mostly connected to model presented | • Several connections are made to relevant and appropriate EDCI 623 readings <br>• Several connections are made to other relevant and appropriate gifted literature <br>• Includes a representation of at least three references from EDCI 623 readings, as well as one reading outside the scope of the course <br>• References selected are connected to model presented | • Many strong connections are made to relevant and appropriate EDCI 623 readings <br>• Many connections are made to other relevant and appropriate gifted literature <br>• Includes a representation of at least three references from EDCI 623 readings, as well as at least two readings outside the scope of the course <br>• References selected are meaningful and explicitly connected to model presented |
| **Handout** | • Many key points or supporting details may be missing from the handout. <br>• References are presented in a separate handout for colleagues with many errors in APA-style (7th ed.) or are not provided on the day of the discussion | • Some key points or supporting details may be missing from the handout. <br>• References are presented in a separate handout for colleagues, with some errors in APA-style (7th ed.), and provided on the day of the discussion | • Key points completely articulated in handout, with supporting details <br>• References are presented in APA-style (7th ed.) in a separate handout for colleagues, and provided on the day of the discussion | • Key points clearly and completely articulated in handout, with supporting details <br>• References are presented in APA-style (7th ed.) in a separate handout for colleagues, and provided on the day of the discussion |

**EDCI 623**
**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<br>• Class or collaborate sessions may not have been attended | • Some tasks for the week are completed on time AND/OR demonstrate thoughtfulness<br>• Class or 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<br>• Class or collaborate sessions were attended and student was often engaged with peers and instructor | • All weekly tasks are completed on time and demonstrate thoughtfulness<br>• Class or collaborate sessions were attended and student was consistently and actively engaged with peers and instructor |
| **Discussion Quality** | • Few to no contributes to the class discussion<br>• Fails to responds to direct questions<br>• Does not listen when others talk, interrupts, or makes inappropriate comments<br>• Contributions, when made, are off-topic or distract from class discussion<br>• Contributions rarely demonstrate prior and/or new knowledge | • Few contributions to the class discussion<br>• Seldom volunteers but responds to direct questions<br>• Does not listen carefully and comments seldom connect to prior discussion<br>• Contributions are sometimes off-topic or distracting<br>• Contributions sometimes utilize and demonstrate prior and/or new knowledge | • Proactively contributes to the class discussion.<br>• Asks questions and responds to direct questions<br>• Listens and appropriately responds to the contributions of others<br>• Contributions are relevant and enrich the discussion<br>• Contributions mostly utilize and demonstrate prior and/or new knowledge | • Proactively and regularly contributes to the class discussion<br>• Initiates discussion on ideas related to class topic<br>• Listens without interruption and expands on the contributions of other students<br>• Contributions are relevant and promote deeper analysis or introduce new ideas<br>• Contributions regularly utilize and demonstrate prior and/or new knowledge |