

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

**EDCI 623.DL1
SUPPORTING THE SOCIAL EMOTIONAL NEEDS OF GIFTED LEARNERS
3 Credits, Fall 2022
*August 22, 2022-December 14, 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 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 @masonlive.gmu.edu) and email password. The course site will be available on August 20, 2022.

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 course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. For a list of Blackboard's supported browsers, see:

https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers

For 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

- 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.
- 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.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
 - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
 - Windows Media Player:
<https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
 - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week: Our course week will begin on **Mondays** at 12:00 AM EST and finish on **Sundays** at 11:59 PM EST.
- Log-in 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 as 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 insure accessibility must be registered with George Mason University Disability Services.

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 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:

- 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. (2011). *On the social and emotional lives of children.* (4th ed.). Prufrock Press.

Other readings will be 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.

| <i>Assignment</i> | <i>Percent of final grade</i> | <i>Outcomes addressed</i> | <i>Due date</i> |
|--|-------------------------------|---------------------------|-------------------|
| A. Proposal to Support the Socioemotional Needs of Gifted Learners (PBA) | 40% | a, b, c, d, e | December 11, 2022 |

| | | | |
|------------------------------|-----|------------|--|
| B. Critical Reading Response | 20% | a, b, c, e | September 25, 2022 |
| C. Model Seminar Discussion | 20% | a, b | One day prior to the Blackboard Collaborate Discussion in Week 7 |
| 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 assessment (*Proposal to Support the Socioemotional Needs of Gifted Learners*) 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 the assignment 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 posted to the course Blackboard site. Responses should reflect the use of a critical lens to evaluate the topic and be supported with evidence from a broad representation of course readings and additional literature from the field of gifted education. Additionally, responses should include a reflection that discusses how these course readings have helped to advance your thinking and that of the field, as well as how they apply to your professional context within gifted education. Responses should be written in APA-style (6th ed.) format.

A detailed rubric on how these responses will be assessed is included at the end of the syllabus. Each response will be worth 10% (for a total of 20%) of your final grade.

C. Model Seminar Discussion (20%)

Each participant will work with a small group to prepare and lead a class discussion on one of the topics discussed in the readings. The groups will provide an outline of the key points of the topic along with a series of discussion questions for the class. *Note that 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 4 of the course from the course's assigned readings. Discussions will be held during the Week 7 Blackboard Collaborate session.

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, as well as the key features of the presented topic (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 **digital handout**, posted at least one day prior to the Collaborate discussion, 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 your 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 discussion forums, as well as to genuinely ‘listen’ to peers as they do the same. While agreement is not mandatory, consideration and respect for others are. All students are expected to be prepared to actively engage in class activities, including logging on to the Blackboard discussion board at least three times per week to answer questions, raise additional issues, and engage at least two other colleagues in the group. It is expected that you continuously build upon your prior knowledge developed in previous coursework in the ASTL or Gifted Child Education concentration to connect, question, and extend the discussion with all new posts by citing readings and material in the weekly modules content, and augmenting these with your personal and educational experiences. Discussions will be assessed for timeliness, accuracy of information shared, critical reflection and connection to readings. Discussion responses that focus solely on personal/professional experiences are unsuitable for posting.

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

Grading

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

| Grade | Grading | Grade Points | Interpretation |
|-------|---------|--------------|--|
| A | 94-100 | 4.00 | Represents mastery of the subject through 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: Aug 22-28 | Introduction to the course: *Who are we as learners? *What background knowledge are we bringing to this course? *Reconnecting with myths about giftedness | Course syllabus Cross, Chapter 1 & 3 Neihart, et al., Forward & Chapter 1 |
| Week 2: Aug 29-Sept 4 | Characteristics and Traits, part 1: *What characteristics and traits do gifted students possess? *What vulnerabilities might they have? | Cross, Chapter 2-4 See additional readings on Blackboard |
| Week 3: Sept 5-11 Labor Day Holiday | Characteristics and Traits, part 2: *What characteristics and traits do gifted students possess? *What vulnerabilities might they have? *How might teachers address the needs of gifted students? | Cross, Chapter 5-7 Neihart, et al., Chapters 3 See additional readings on Blackboard |
| Week 4: Sept 12-18 <i>Collaborate Session 1 (Seminar)</i> | Contextual Influences: *How does the school experience influence the development of gifted students? | Cross, Chapter 8, 16 & 24 Neihart, et al., Chapters 4 & 11 |
| Week 5: Sept 19-25 | Significant Relationships (Friends and Family): *How do family and peers influence the performance of gifted students? | Neihart, et al., Chapter 11, 19 <i>CRR1 Due</i> |
| Week 6: Sept 26-Oct 2 | Identity Development: *How do gifted students' personal and social identities contribute to their performance and overall well-being? | Cross, Chapter 13 Neihart, et al., chapters 2, 5 & 21 |

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|--|--|--|
| | | <i>Work with group to prepare presentation on your chosen topic</i> |
| Week 7: Oct 3-9 <i>Collaborate Session 2 (Group Presentations)</i> | Special Populations, part 1: *What are the characteristics of twice-exceptional students? | Neihart, et al., Chapter 9 See additional readings on Blackboard <i>Peer-Led Model Seminar Discussions</i> |
| Week 8: Oct 10-16 Fall Break | Special Populations, part 2: *How might we support twice-exceptional students? | Neihart, et al., Chapter 10 |
| Week 9: Oct 17-23 | Supporting Gifted Underachieving Students: *How might we best motivate gifted students? | Neihart, et al., Chapter 8 & 14 |
| Week 10: Oct 24-30 | Gifted Culturally Diverse Students: *What factors influence students from different cultural backgrounds? *How might we support gifted students from different cultural backgrounds | Online Jigsaw: See readings on Blackboard |
| Week 11: Oct 31-Nov 6 | Classroom Environments: *How might we design learning environments that help gifted students thrive? | Cross, Chapter 12 & 13 Neihart, et al., Chapter 17 & 18 |
| Week 12: Nov 7-13 | Career Development: *What supports do gifted students need as they envision their futures? | Cross, Chapter 29 & 30 Neihart, et al., Chapter 19 & 20 |
| Week 13: Nov 14-20 | Current Trends & Issues: *What are we seeing in our current context that can influence the social emotional needs of gifted students? | Cross, Chapter 20, 28 and your choice of chapters 21-27 |

| | | |
|--|---|---|
| | | See additional readings on Blackboard |
| Nov 21-27 | <u>Thanksgiving Break:</u> <u>No Readings or Assignments</u> | |
| Week 14: Nov 28-Dec 4 | <u>Looking Back and Looking Ahead:</u> *Putting Our Learning into Practice *Work on final presentations *Seek additional feedback, as necessary | Selected readings to support your PBA development |
| Week 15: Dec 5-11 | <u>Integrating & Reflecting:</u> *Work on final presentations *Seek additional feedback, as necessary | No new readings <i>Social Emotional Needs Proposal (PBA): December 11</i> |

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 VIA should be directed to viahelp@gmu.edu or <https://cehd.gmu.edu/aero/assessments>. 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. a description of the selected topic and your proposed intervention
 - b. an explanation of how the proposed intervention best meets the socioemotional needs of your gifted learners
 - c. 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 addresses the following guiding questions:
 - a. What do you see being the key points the audience needs to know about the topic and intervention you have chosen?
 - b. 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 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 <i>NAGC-CEC Stand. 3.2, 3.4, 5.3, 5.4, 6.5</i> | 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 | 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 |

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| | | influences gifted learner affective development | | context supports/hinders socioemotional development of gifted learner(s) |
| Explanation of Intervention <i>NAGC-CEC Stand. 2.4, 3.1, 3.2, 3.4</i> | 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 <i>NAGC-CEC Stand. 1.2, 2.1, 2.4, 6.3</i> | 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 <i>NAGC-CEC Stand. 6.1, 6.3, 6.4</i> | Does not include reflection, or includes a cursory reflection that may be bulleted APA-style (7 th ed.) is not used | Communicates reflection on the required questions, but may be lacking in depth May or may not use course readings to support points/thoughts and/or generally follows APA-style (7 th ed.) for headings, citations, and references, but with multiple and recurring errors | Communicates reflection on the required questions Uses course readings to support points/thoughts Follows APA-style (7 th ed.) for headings, citations, and references, with a few minor errors | Communicates thorough and thoughtful reflection on the required questions Uses course readings consistently well to support points/thoughts Follows APA-style (7 th 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 principal points and/or relies heavily on connections to personal/educational contexts, rather than course readings or gifted education literature. | 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. | 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. | Response to the prompt identifies three to four principle points and includes connections to: course readings, literature in gifted education and personal/educational contexts. |

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| | May not use critical lens to understand, evaluate, and/or reflect upon information presented through course content | Attempts to use critical lens to understand, evaluate, and reflect upon information presented through course content | Uses critical lens to understand, evaluate, and reflect upon information presented through course content | Uses critical lens to understand, evaluate, and reflect upon information presented through course content |
| Reflection on the Readings | May not discuss how these readings apply to your professional context in gifted education May not address how these course readings advance thinking and/or the field | May discuss how these readings apply to your professional context in gifted education Explains how these course readings have served to either advance your thinking or the field | Discusses how these readings apply to your professional context in gifted education Explains how these course readings have served to advance your thinking and the field | Elaborates on how these readings apply to your professional context in gifted education Explains how these course readings have served to advance your thinking and the field |
| Connections to Course Content & the Broader Literature | Includes a representation of one or no references from EDCI 623 readings, as well as one or no readings outside the scope of the course References selected are weakly connected to reflection prompt APA-style (7 th 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 References selected are mostly connected to reflection prompt APA-style (7 th ed.) used inconsistently throughout | Includes a representation of three to four references from EDCI 623 readings, as well as at least two readings outside the scope of the course References selected are connected to reflection prompt APA-style (7 th ed.) used consistently throughout | Includes a representation of at least five references from EDCI 623 readings, as well as at least three readings outside the scope of the course References selected are meaningful and explicitly connected to reflection prompt APA-style (7 th 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. Discussion provides limited or no opportunities for participants to engage. Closure may be missing or does not include parting questions for consideration. | Opening with sharing of objectives and context provided Discussion engages students with multiple, dichotomous questions Closure may not include parting questions for consideration. | Clear opening with sharing of objectives and context provided Discussion engages students with multiple, non-dichotomous questions Closure includes parting questions for consideration | Clear opening with sharing of objectives and context provided Discussion engages students with multiple, high-level , non-dichotomous questions Closure includes parting questions for thoughtful consideration |
| Connections to Course Content & the | Few or no connections are made to EDCI 623 readings, | Some connections are made to relevant and | Several connections are made to relevant | Many strong connections are made to relevant and |

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| Broader Literature | <p>and the connections may not be relevant or appropriate Few or no connections are made to other relevant and appropriate gifted literature</p> <p>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</p> <p>References selected are weakly connected to model presented</p> | <p>appropriate EDCI 623 readings</p> <p>Some connections are made to other relevant and appropriate gifted literature</p> <p>Includes a representation of two references from EDCI 623 readings, as well as one reading outside the scope of the course</p> <p>References selected are mostly connected to model presented</p> | <p>and appropriate EDCI 623 readings</p> <p>Several connections are made to other relevant and appropriate gifted literature</p> <p>Includes a representation of at least three references from EDCI 623 readings, as well as one reading outside the scope of the course</p> <p>References selected are connected to model presented</p> | <p>appropriate EDCI 623 readings</p> <p>Many connections are made to other relevant and appropriate gifted literature</p> <p>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</p> <p>References selected are meaningful and explicitly connected to model presented</p> |
| Digital Handout | <p>Many key points or supporting details may be missing from the handout.</p> <p>References are presented in a separate handout for colleagues with many errors in APA-style (7th ed.) or are not sent at least one day prior to discussion</p> | <p>Some key points or supporting details may be missing from the handout.</p> <p>References are presented in a separate handout for colleagues, with some errors in APA-style (7th ed.), and sent at least one day prior to discussion</p> | <p>Key points completely articulated in handout, with supporting details</p> <p>References are presented in APA-style (7th ed.) in a separate handout for colleagues, sent at least one day prior to discussion</p> | <p>Key points clearly and completely articulated in handout, with supporting details</p> <p>References are presented in APA-style (7th ed.) in a separate handout for colleagues, sent at least one day prior to discussion</p> |

**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 | <p>Very few tasks are completed on time AND/OR completed tasks do not demonstrate thoughtful consideration of the content.</p> <p>Collaborate sessions may not have been attended.</p> | <p>Some tasks for the week are completed on time AND/OR demonstrate thoughtfulness.</p> <p>Collaborate sessions were attended, and student was somewhat engaged with peers and instructor.</p> | <p>Most tasks for the week are completed on time and demonstrate thoughtfulness.</p> <p>Collaborate sessions were attended, and student was often engaged with peers and instructor.</p> | <p>All weekly tasks are completed on time and demonstrate thoughtfulness.</p> <p>Collaborate sessions were attended, and student was consistently and actively engaged with peers and instructor.</p> |
| Discussion Quality | <p>Discussion posts and many replies are limited.</p> | <p>Discussion posts and most replies are 1-3 paragraphs.</p> | <p>Discussion posts and most replies are 1-3 <i>hearty</i> paragraphs.</p> | <p>Discussion posts and all replies are 1-3 <i>hearty</i> paragraphs. Readings are consistently integrated to support</p> |

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| | <p>Few readings are integrated to support posts and reflections.</p> <p>APA-style (7th ed.) citations are rarely used in posts.</p> <p>Few posts and reflections utilize and demonstrate learners' prior and/or new knowledge.</p> <p>Few replies go beyond superficial responses.</p> <p>Few replies build on others' responses to create connected threads.</p> | <p>Some readings are integrated to support posts and reflections.</p> <p>APA-style (7th ed.) citations are occasionally used in posts.</p> <p>Some posts and reflections utilize and demonstrate learners' prior and/or new knowledge.</p> <p>Replies occasionally go beyond superficial responses.</p> <p>Some replies build on others' responses to create connected threads.</p> | <p>Readings are often integrated to support posts and reflections.</p> <p>APA-style (7th ed.) citations are often used in posts.</p> <p>Most posts and reflections utilize and demonstrate learners' prior and/or new knowledge.</p> <p>Replies usually go beyond superficial responses.</p> <p>Most replies build on others' responses to create connected threads.</p> | <p>thoughtful posts and reflections.</p> <p>APA-style (7th ed.) citations are consistently used in posts.</p> <p>Posts and reflections utilize and demonstrate learners' prior and new knowledge.</p> <p>All replies go beyond superficial responses.</p> <p>Replies build on others' responses to create connected threads.</p> |
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