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

EDCI 621.DL1
INTRODUCTION TO GIFTED AND TALENTED LEARNERS
3 credits
August 26- October 16
Online

Faculty
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Prerequisites/Corequisites
None

University Catalog Course Description
Examines nature and needs of gifted and talented learners by exploring their varied characteristics. Analyzes the role of culture, language, income, dis/ability, and ethnicity in the manifestation and identification of gifts and talents. Prepares teachers to examine issues in gifted education and recognize and advocate for underrepresented student groups in gifted programs.

Course Overview
EDCI 621 is the first in a series of four courses required to obtain the Gifted Education add-on licensure endorsement by the Commonwealth of Virginia. This course offers an introduction to gifted and talented learners through exploration of their histories and the varied perspectives of giftedness. In addition to offering a in-depth examination of gifted and talented learner characteristics, this course also enhances teachers' knowledge about underrepresented populations in gifted programs and the role of culture, language, and ethnicity in gifted manifestation and identification, including a focus on students from poverty, twice-exceptional students, and international students. By the end of the course, teachers will be prepared to identify and advocate for diverse students from all backgrounds exhibiting gifted potential, as well as begin to consider how gifted students' unique cognitive and socio-emotional needs may be addressed.

Course Delivery Method
This course will be delivered online (76% or more) using both a synchronous and asynchronous format via Mason's Learning Management System (LMS). You will log in to the course site

using your Mason email name (everything before @gmu.edu) and email password. The course site will be available on August 24, 2024

- To access your course in Blackboard Learn: https://mymasonportal.gmu.edu/

Under no circumstances may students participate in online class sessions while operating motor vehicles.

Learner Outcomes or Objectives
This course is designed to enable students to do the following:

- A. Identify and demonstrate knowledge of the salient characteristics of gifted and talented learners *(ASTL Learning Outcome 1; NAGC-CEC Stand. 1.1, 1.2; VA Endorsement Comp. 2.a, 2.c).*
- B. Identify and demonstrate knowledge of varied expressions of advanced aptitudes, skills, creativity and conceptual understandings manifested by gifted and talented learners *(ASTL Learning Outcome 6; NAGC-CEC Stand. 1.2; VA Endorsement Comp. 2.a).*
- C. Recognize the role of culture, language, ethnicity in the identification and manifestation of gifts and talents *(ASTL Learning Outcome 6; NAGC-CEC Stand. 1.1; VA Endorsement Comp. 2.c);*
- D. Develop an increased awareness of the cognitive and affective social-emotional needs of gifted and talented learners *(ASTL Learning Outcome 6; NAGC-CEC Stand.1.2, 2.1, 2.2; VA Endorsement Comp. 2.b);*
- E. Utilize information from parents, community members, and stakeholders to identify early indicators of exceptional potential *(ASTL Learning Outcome 1,7; NAGC-CEC Stand.4.3; VA Endorsement Comp. 1.b, 1.c);*
- F. Identify and address current local, state and national issues related to the identification of gifted and talented learners *(ASTL Learning Outcome 7; NAGC-CEC Stand. 6.2; VA Endorsement Comp. 3.b, 7a., 7 b);* and,
- G. 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 621, along with the content of the remaining courses in the Gifted Education endorsement sequence, aligns with the National Association for Gifted Children-Council for Exceptional Children (NAGC-CEC) Teacher Preparation Standards in Gifted and Talented Education (2013). Specifically, this course addresses the following standards:

- Standard 1: Learner Development & Individual Learning Differences
  - 1.1 understand how language, culture, economic status, family background and/or area of disability can influence the learning of individuals with gifts and talents
  - 1.2 use understanding of development and individual differences to respond

to the needs of individuals with gifts and talents
- Standard 2: Learning Environments
  - 2.1 create safe, inclusive, and culturally responsive learning environments so that individuals with gifts and talents become effective learners and develop social and emotional well-being
  - 2.2 use communication and motivational and instructional strategies to facilitate understanding of subject matter and to teach individuals with gifts and talents how to adapt to different environments and develop ethical leadership skills
- Standard 4: Assessment
  - 4.3 collaborate with colleagues and families in using multiple types of assessment information to make identification and learning progress decisions and to minimize bias in assessment and decision-making
- Standard 6: Professional Learning & Ethical Practice
  - 6.1 use professional ethical principles and specialized program standards to guide their practice
  - 6.2 understand how foundational knowledge, perspectives, and historical and current issues influence professional practice and the education and treatment of individuals with gifts and talents both in school and society
- Standard 7: Collaboration
  - 7.1 apply elements of effective collaboration
  - 7.2 serve as a collaborative resource to colleagues
  - 7.3 use collaboration to promote the well-being of individuals with gifts and talents across a wide range of settings, experiences, and collaborators

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

- Competencies 1.b, 1.c: Understanding of principles of the integration of gifted education and general education, including: b. Development of activities to encourage parental and community involvement in the education of the gifted; c. Strategies to encourage collaboration among professional colleagues, especially in the areas of curriculum and professional development
- Competencies 2.a, 2.b, 2.c: Understanding of the characteristics of gifted students, including: a) varied expressions of advanced aptitudes, skills, creativity, and conceptual understandings; b) varied expressions of the affective, such as social-emotional, needs of gifted students; and, c) gifted behaviors in special populations, including those who are culturally and linguistically diverse, economically disadvantaged, highly gifted, or have special needs or disabilities, including twice-exceptional students
- Competency 3.b: Understanding of specific techniques to identify gifted

students using diagnostic and prescriptive approaches to assessment, including: b. The selection, use, and evaluation of multiple identification criteria and strategies
- Competency 7.b: Understanding of contemporary issues and research in gifted education, including: b) current local, state, and national policies, trends, and issues
- Competency 8: Understanding of and proficiency in grammar, usage, and mechanics and their integration in all forms of communication
- 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 coursework for practicing teachers. Through the ASTL program, this course also aligns with the NBPTS Propositions – the first five of which are also the first five ASTL learning outcomes. Specifically, this course addresses:

- Proposition 1: Teachers are committed to students and their learning. *(ASTL Learning Outcome 1)*; and
- Proposition 5: Teachers are members of learning communities. *(ASTL Learning Outcome 5)* EDCI 621 is also aligned with the three additional outcomes of ASTL:
- Principle 6: Teachers account for the needs of culturally, linguistically, and cognitively diverse learners. *(ASTL Learning Outcome 6);*
- Principle 7: Teachers are change agents, teacher leaders, and partners with colleagues. *(ASTL Learning Outcome 7)*; and
- Principle 8: Teachers use technology to facilitate student learning and their own professional development. *(ASTL Learning Outcome 8)*

Required Texts

Neihart, M., Pfeiffer, S.I., & Cross, T.L. (2016). *The social and emotional development of gifted children: What do we know?* (2ⁿᵈ ed.). Prufrock Press.

Rimm, S.A., Siegle, D., & Davis, G.A. (2018). *Education of the gifted and talented* (7ᵗʰ ed.). Pearson.

Note that these books will be used in multiple courses throughout the Gifted Education endorsement course sequence.

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.). Author. https://doi.org/10.1037/0000165-000.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed internet access with updated browsers.
  - Blackboard Learn supported browsers: https://help.blackboard.com/Learn/Student/Ultra/Getting_Started/Browser_Support

- Consistent and reliable access to GMU email and the course LMS, as these are the official methods of communication for this course.

- Speakers and a microphone or a microphone-enabled headset for use with the synchronous web conferencing tools.

- Note that 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.

Expectations

- Course Week:
  Because asynchronous courses do not have a "fixed" meeting day, our week will start on Monday and finish on Sunday.

- Log in Frequency:
  Students must actively check the course LMS site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least *2* 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.

Course Performance Evaluation
Students are expected to submit all assignments on time in the manner outlined by the instructor.

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

Assignment	*Percent of final grade*	*Outcomes addressed*	*Due date*
A. Presentation on the Characteristics of Gifted and Talented Learners (PBA)	40%	a, b, c, d, g	Oct. 16

B. Critical Reading Responses	40% (20% per response)	a, b, c, d, e, f, g	CRR 1: Sept. 15 CRR 2: Sept. 29
C. Course Engagement	20%	a, b, c, d, e, f, g	Weekly

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

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

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

The performance-based assessment (*Presentation on the Characteristics of Gifted and Talented 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 (40%)*

Each participant will post 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 adhere to APA style (7th ed.).

A detailed rubric on how these responses will be assessed is included at the end of the syllabus. Each response will be worth 20% (for a total of 40%) of your final grade.

C. *Course Engagement (20%)*

EDCI 621 operates under the assumption that knowledge is socially constructed,

and the most meaningful learning opportunities include those where learners have the opportunity to offer and explore diverse perspectives with peers. To do this, it is expected that you will regularly contribute to and engage in discussion forums, as well as to genuinely 'listen' to peers as they do the same. While agreement is not mandatory, consideration and respect for others are. All students are expected to be prepared to actively engage in class activities, including logging on to the Blackboard discussion board at least three times per week to answer questions, raise additional issues, and engage at least two other colleagues in the group. It is expected that you continuously build upon your prior knowledge developed in previous coursework 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 are also included in course engagement. Detailed guidelines for course engagement are included at the end of this syllabus. Course engagement will represent 20% of your final grade.

Please note: As this is an online course, the majority of our class discussion will be in the form of the electronic discussion board. **Each module will begin on a Monday and run through the following Sunday. To this end, initial postings for each discussion forum should be completed by *11:59 PM 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 SCALE
Grading policies specific to this course follow the University-wide system for grading graduate courses, as follows:

Grade	% of Points Earned
A+	100%
A	94-99%
A-	90-93%
B+	86-89%
B	83-85%
B-	80-82%

C	70-79%
F	<69%

Note: For VDOE licensing purposes, grades of "C" and above are considered passing for this course. Any student who would like to transfer a graduate course into a degree program can only do so with a grade of "B-" or better. Students in a graduate degree program must present a 3.0 GPA by the time of graduation.

Use of Generative AI
Use of Generative AI tools should be used following the fundamental principles of Mason's Academic Standards. This includes being honest about the use of these tools for submitted work and including citations when using the work of others, whether individual people or Generative AI tools.

Professional Dispositions (CEHD Student Guide)
Throughout study in the College of Education and Human Development, students are expected to demonstrate behaviors that reflect the positive dispositions of a professional. See https://cehd.gmu.edu/current-students/cehd-student-guide.

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 #	**Topics**	**What to READ and What to DO This Week**
Week 1 Aug. 26 – Sept. 1	***Introduction to EDCI 621*** Course overview Pre-assessment Course goal setting ***Historical Perspectives, Conceptions of Intelligence*** ***Examining Beliefs: Myths & Realities about Gifted Students***	**Read:** *Note that many of these readings are very short – only two to three pages long.* • Gifted education: Matching instruction with needs (2018). In S. A. Rimm, D. Siegle, & G. A. Davis, *Education of the gifted and talented* (7th ed., pp. 1-22). Upper Saddle River, NJ: Pearson. • Borland, J. H. (2009). Myth 2: The gifted constitute 3% to 5% of the population. Moreover, giftedness equals high IQ, which is a stable measure of aptitude. *Gifted Child Quarterly, 53,* 236-238. • Moon, S. M. (2009). Myth 15: High-ability students don't face problems and challenges. *Gifted Child Quarterly, 53,* 274-276. • National Association for Gifted Children (n.d.). *Myths about gifted students.* Washington, D.C.: Author. Retrieved from https://nagc.org/page/myths-about-gifted-students

		• Reis, S. M., & Renzulli, J. R. (2009). Myth 1: The gifted and talented constitute one single homogeneous group and giftedness is a way of being that stays in the person over time and experiences. *Gifted Child Quarterly, 53,* 233-235.
		Due this week: • Pre-assessment • <mark>Sign up for Blackboard Collaborate session for Week 2 & 5</mark> • Discussion Board Post & Replies
Week 2 Sept. 2 - 8 *Collaborate Session 1*	*Assessment & Identification of Giftedness* *International Perspectives on Giftedness*	**Read:** • Characteristics of gifted students (2018). In S. A. Rimm, D. Siegle, & G. A. Davis, *Education of the gifted and talented* (7th ed., pp. 23-39). Upper Saddle River, NJ: Pearson. • Identifying gifted and talented students (2018). In S. A. Rimm, D. Siegle, & G. A. Davis, *Education of the gifted and talented* (7th ed., pp. 40-69). Upper Saddle River, NJ: Pearson. • Creativity I: The creative person, creative process, and creative dramatics (2018). In S. A. Rimm, D. Siegle, & G. A. Davis, *Education of the gifted and talented* (7th ed., pp. 163-176). Upper Saddle River, NJ: Pearson. • de Wet, C. F. (2011). Global perspectives on gifted education. In J. A. Castellano, & A. D. Frazier (Eds.), *Special populations in gifted education: Understanding our most able students from diverse backgrounds* (pp. 333-351). Waco, TX: Prufrock Press. • Harris, B. (2014). Cross-cultural perspectives on gifted education. In M. S. Matthews, & J. A. Castellano (Eds.), *Talent development for English language learners: Identifying and developing potential* (pp. 47-86). Waco, TX: Prufrock Press. **Due this week:** • <mark>Participate in Week 2 Blackboard Collaborate session</mark> • Blackboard Collaborate Discussion Reflection
Week 3 Sept. 9 - 15	*Underrepresented Students in Gifted Programs*	**Read:** • Cultural diversity and economic disadvantage: The invisible gifted (2018). In S. A. Rimm, D. Siegle, & G. A. Davis, *Education of the gifted and talented* (7th ed., pp. 264-288). Upper Saddle River, NJ: Pearson. • Racially and culturally different students (2011). In D.

		Y. Ford, *Multicultural gifted education* (2nd ed., pp. 1-20). Waco, TX: Prufrock Press.
		• Castellano, J. A. (2002). Renavigating the waters: The identification and assessment of culturally and linguistically diverse students for gifted and talented education. In J. A. Castellano, & E. I. Diaz (Eds.), *Reaching new horizons: Gifted and talented education for culturally and linguistically diverse students* (pp. 94-116). Boston, MA: Allyn & Bacon.
		• Gifted children with disabilities (2018). In S. A. Rimm, D. Siegle, & G. A. Davis, *Education of the gifted and talented* (7th ed., pp. 306-325). Upper Saddle River, NJ: Pearson.
		Due this week: • Discussion Board Post & Replies • <mark>Critical Reading Response #1</mark>
Week 4 Sept. 16 - 22	***Socioemotional Needs of Gifted Students***	**Read:** *(Choose 3 of the 6 to read)* • Cross, J. R. (2016). Gifted children and peer relationships. In M. Neihart, S. I. Pfeiffer, & T. L. Cross (Eds.), *The social and emotional development of gifted children: What do we know?* (2nd ed., pp. 41-54). Waco, TX: Prufrock Press. • Lee, S.-Y. (2016). Supportive environments for developing talent. In M. Neihart, S. I. Pfeiffer, & T. L. Cross (Eds.), *The social and emotional development of gifted children: What do we know?* (2nd ed., pp. 191-204). Waco, TX: Prufrock Press. • Liem, G. A. D., & Chua, C. S. (2016). Motivation in talent development of high-ability students: Research trends, practical implications, and future directions. In M. Neihart, S. I. Pfeiffer, & T. L. Cross (Eds.), *The social and emotional development of gifted children: What do we know?* (2nd ed., pp. 173-190). Waco, TX: Prufrock Press. • Speirs Neumeister, K. (2016). Perfectionism in gifted students. In M. Neihart, S. I. Pfeiffer, & T. L. Cross (Eds.), *The social and emotional development of gifted children: What do we know?* (2nd ed., pp. 29-40). Waco, TX: Prufrock Press. • Understanding and counseling gifted students (2018). In S. A. Rimm, D. Siegle, & G. A. Davis, *Education of the gifted and talented* (7th ed., pp. 349-373). Upper Saddle River, NJ: Pearson. • Wiley, K. (2016). Theories of social and emotional development in gifted children. In M. Neihart, S. I. Pfeiffer, & T. L. Cross (Eds.), *The social and emotional development of gifted children: What do we know?* (2nd ed., pp. 3-16). Waco, TX: Prufrock Press.

		Due this week: ● Discussion Board Post & Replies
Week 5 Sept. 23 - 29 *Collaborate Session 2*	*Motivation & Achievement*	**Read:** • Gifted girls, gifted boys (2018). In S. A. Rimm, D. Siegle, & G. A. Davis, *Education of the gifted and talented* (7th ed., pp. 289-307). Upper Saddle River, NJ: Pearson. • Underachievement: Identification and reversal (2018). In S. A. Rimm, D. Siegle, & G. A. Davis, *Education of the gifted and talented* (7th ed., pp. 235-263). Upper Saddle River, NJ: Pearson. **Due this week:** ● Critical Reading Response #2 ● Participate in week 6 Blackboard Collaborate session
Week 6 Sept. 30 – Oct. 6	*Curriculum Models & Services for Gifted Students – An Overview*	**Read:** • Acceleration (2018). In Rimm, S. A., Siegle, D., & Davis, G. A. *Education of the gifted and talented* (7th ed., pp. 93-113). Upper Saddle River, NJ: Pearson. • Grouping, differentiation, and enrichment (2018). In Rimm, S. A., Siegle, D., & Davis, G. A. *Education of the gifted and talented* (7th ed., pp. 116-141). Upper Saddle River, NJ: Pearson. **Due this week:** ● Discussion Board Post & Replies
Week 7 Oct. 7 - 13	*Standards in Gifted Education*	**Read:** • National Association for Gifted Children (2010). *Pre-k-grade 12 gifted programming standards.* Washington, D.C.: Author. Retrieved from http://www.nagc.org/sites/default/files/standards/K-12%20programming%20standards.pdf • National Association for Gifted Children & Council for Exceptional Children (2013). *NAGC-CEC teacher preparation standards in gifted and talented education.* Washington, D.C.: Authors. Retrieved from http://www.nagc.org/sites/default/files/standards/NAGC-%20CEC%20CAEP%20standards%20%282013%20final%29.pdf

Oct. 14-16	*Looking Back and Looking Ahead: Putting Our Learning into Practice*	**Due this week:** <mark>Presentation on the Characteristics of Gifted and Talented Learners (PBA)</mark>: Oct. 16

CEHD Commitments

The College of Education and Human Development is committed to fostering collaboration and community, promoting justice and equity, and advancing research-informed practice. Students are expected to adhere to, and contribute to, these commitments, the CEHD Mission, and Core Values of George Mason University. More information can be found here: https://cehd.gmu.edu/about/culture/

GMU Policies and Resources for Students

Policies

- Students must adhere to Mason's Academic Standards (see https://catalog.gmu.edu/policies/academic-standards/)

- 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 your LMS should be directed to:
  - Blackboard Learn: https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/

- o   Canvas: https://its.gmu.edu/service/canvas/

- For information on student support resources on campus, see:
  https://ctfe.gmu.edu/teaching/student-support-resources-on-campus
  - o   TimelyCare: https://caps.gmu.edu/timelycare-services/
  - o   Writing Center: https://writingcenter.gmu.edu/

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.

EDCI 621
Guidelines for the Performance-Based Assessment:
Presentation on the Characteristics of Gifted and Talented Learners

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

> I. A **slideshow presentation** created on Microsoft PowerPoint, Google Slides, or Prezi (additional software programs may be used with permission from the course instructor) that includes information on:
>> a. the salient characteristics of gifted and talented learners, including students from diverse populations (i.e., culturally and linguistically diverse students, students from poverty, twice-exceptional students)
>> b. the varied ways in which gifted potential might be demonstrated and identified within classroom settings across the school
>> c. the roles that culture, language, ethnicity, poverty, and special education needs might play in the ways that gifts and talents are manifested, and in how gifted potential is identified
>> d. the socio-emotional needs of gifted and talented learners

> II. An **outline** for the instructor with notes for each slide, detailing the information above

> III. A **handout** that would be distributed during the presentation that can serve as a resource for parents or colleagues in recognizing gifted potential in diverse populations of students. It should include brief information on their characteristics and socioemotional needs, as well as a list of additional books, articles, and/or online resources appropriate for your presentation audience. *This handout should be posted to Blackboard before you share your course project with your classmates so that they can access it during your presentation.*

> IV. A separate **reflection** (2-3 pp.) included with your submission that addresses the following questions:
>> a. How has this course impacted the way you think about gifted and talented learners? b. What questions do you still have about identifying and/or working with gifted and talented learners?
>> c. How might your work in the classroom, school, and/or district look different knowing what you know now about gifted and talented learners?

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

- inclusion of all four components (presentation, outline, handout, and reflection) listed above and the degree to which the outlined expectations for each have been addressed ● thoroughness, clarity, and accuracy of the presented information and its reflection of current knowledge in the field
- translation of key principles into practical use for audience being addressed
- appropriateness of the presentation to the chosen audience
- correct citation of references on slides, or slide notes, in APA-style (7th ed.)

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

	Does Not Meet Standard (Little or no evidence)	Approaches Standard (Some evidence)	Meets Standard (Clear evidence)	Exceeds Standard (Clear, convincing, and substantial evidence)
	1	**2**	**3**	**4**
Presentation Content *NAGC-CEC Stand. 1.1, 1.2, 2.1, 2.2, 4.3* **(x2)** **Maximum Total: 8 pts**	● Identifies, or partially identifies, salient characteristics of gifted and talented learners, including students from few or no diverse populations (culturally and linguistically diverse, twice-exceptional, students from poverty) ● Discusses few or no ways gifted potential might be demonstrated within classroom settings across the school ● Rarely, or does not, address(es) the roles that culture, language, ethnicity, poverty, and special education needs might play in the way that gifts and talents are manifested, and in how gifted potential is identified ● Presents little to no information on the socio-emotional needs of gifted learners and/or how those needs can be addressed	● Identifies salient characteristics of gifted and talented learners, including students from some diverse populations (culturally and linguistically diverse, twice-exceptional, students from poverty) ● Discusses some ways gifted potential might be demonstrated within classroom settings across the school ● Partially addresses the roles that culture, language, ethnicity, poverty, and special education needs might play in the way that gifts and talents are manifested, and in how gifted potential is identified ● Presents some information on the socio-emotional needs of gifted learners and/or how those needs can be addressed	● Identifies salient characteristics of gifted and talented learners, including students from diverse populations (culturally and linguistically diverse, twice-exceptional, students from poverty) ● Discusses varied ways gifted potential might be demonstrated within classroom settings across the school ● Addresses the roles that culture, language, ethnicity, poverty, and special education needs might play in the way that gifts and talents are manifested, and in how gifted potential is identified ● Presents information on the socio-emotional needs of gifted learners and how those needs can be addressed	● Thoroughly identifies salient characteristics of gifted and talented learners, including students from diverse populations (culturally and linguistically diverse, twice-exceptional, students from poverty) ● Discusses many and varied ways gifted potential might be demonstrated within classroom settings across the school ● Explicitly addresses the roles that culture, language, ethnicity, poverty, and special education needs might play in the way that gifts and talents are manifested, and in how gifted potential is identified ● Presents detailed information on the socio-emotional needs of gifted learners and how those needs can be addressed
Presentation Outline *NAGC-CEC Stand. 1.1, 1.2, 2.1, 2.2, 4.3* **(x1)**	● Outline meets criteria listed for presentation content in the "Does Not Meet Standard" column above ● Some or no information is referenced using APA-style (7th ed.) citations	● Outline meets criteria listed for presentation content in the "Approaches Standard" column above ● Most information is referenced using APA-style (7th ed.) citations	● Outline meets criteria listed for presentation content in the "Meets Standard" column above ● All information is referenced using APA-style (7th ed.) citations	● Outline clearly meets criteria listed for presentation content in the "Exceeds Standard" column above ● All information is clearly referenced using APA-style (7th ed.) citations

Maximum Total: 4 pts				
Reviewed / Represented Literature *NAGC-CEC Stand. 1.1, 1.2, 2.1* **(x2)** **Maximum Total: 8 pts**	● Connections to broader literature are not appropriate or are missing ● Cites fewer than 3 sources (and/or fewer than 2 are not assigned for the course and no research studies)	● Includes appropriate connections to broader gifted education literature across most assignment components ● Cites 3-5 sources (with 2-3 not assigned for the course and/or 1-2 research studies)	● Includes thoughtful connections to broader gifted education literature across all four assignment components ● Cites 6-7 sources (with 3 not assigned for the course and 3 research studies)	● Includes thoughtful and thorough connections to broader gifted education literature across all four assignment components ● Clear, consistent, and convincing citation of 8 or more references; at least 3 not assigned for the course; at least 3 are research studies.
Presentation Handout *NAGC-CEC Stand. 1.1, 1.2, 2.1, 2.2, 4.3, 6.1, 6.2, 7.2, 7.3* **(x2)** **Maximum Total: 8 pts**	● Can serve as a resource for intended audience in recognizing gifted potential across few or no diverse populations ● Includes information on salient characteristics and socioemotional needs of few or no diverse populations of gifted and talented learners ● Outlines additional book, article, and/or online resources that may or may not be appropriate for intended audience and/or with little to no evidence of organization	● Can serve as a resource for intended audience in recognizing gifted potential across most diverse populations ● Includes information on salient characteristics and socioemotional needs of most diverse populations of gifted and talented learners ● Outlines additional book, article, and online resources appropriate for intended audience, with some evidence of organization	● Can serve as a resource for intended audience in recognizing gifted potential across all diverse populations ● Includes information on salient characteristics and socioemotional needs of all diverse populations of gifted and talented learners ● Clearly outlines additional book, article, and online resources appropriate for intended audience, organized in an easily digestible format (e.g., grouped by resource theme)	● Can serve as a valuable resource for intended audience in recognizing gifted potential across all diverse populations ● Includes detailed information on salient characteristics and socioemotional needs of all diverse populations of gifted and talented learners ● Clearly and explicitly outlines additional book, article, and online resources appropriate for intended audience, organized in an easily digestible format (e.g., grouped by resource theme)
Reflection *NAGC-CEC Stand. 1.1, 6.1, 6.2* **(x2)** **Maximum**	● Does not include reflection, or includes a cursory reflection that may be bulleted ● APA-style (7th ed.) is not used	● Includes reflection ● Does not address all 3 required questions, or may lack detail or thoughtful connections ● May or may not use course readings to support	● Includes reflection ● Addresses the 3 required questions thoroughly and thoughtfully ● Uses course readings to support points/thoughts	● Includes reflection ● Addresses the 3 required questions thoroughly and thoughtfully ● Uses course readings to support points/thoughts

		points/thoughts and/or generally follows APA-style (7th ed.) for headings, citations, and references, but with multiple and recurring errors	● Follows APA-style (7th ed.) for headings, citations, and references, with a few minor errors	● Follows APA-style (7th ed.) for headings, citations, and references with no errors
Total: 8 pts				
Presentation Format and Delivery *NAGC-CEC Stand. 4.3, 7.2, 7.3* **(x1)** **Maximum** **Total: 4 pts**	● Little or no coherence of content ● Lack of organization ● May not be appropriate to audience ● Presentation not created in specified or pre-approved presentation program ● Content communicated through few or no varied slide formats and/or with use of excessive blocks of text	● Some coherence of content ● Evidence of organization ● Appropriate to audience ● Presentation created in PowerPoint, Google Slides, Prezi, or another pre-approved presentation program ● Content communicated through some varied slide formats with minimal use of excessive blocks of text on any one slide	● Overall coherence of content ● Clear organization ● Appropriate to audience ● Presentation created in PowerPoint, Google Slides, Prezi, or another pre-approved presentation program ● Content communicated through mostly varied slide formats without use of excessive blocks of text on any one slide	● Overall coherence of content ● Clear organization with thoughtful progressions and smooth transitions ● Appropriate to audience ● Presentation created in PowerPoint, Google Slides, Prezi, or another pre-approved presentation program ● Content communicated through varied slide formats without use of excessive blocks of text on any one slide

EDCI 621
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 **(x2)** **Maximum Total: 8 pts**	● Response to the prompt identifies two or fewer principle points and/or relies heavily on connections to personal/ educational contexts, rather than course readings or gifted education literature. ● May not use critical lens to understand, evaluate, and/or reflect upon information presented through course content	● Response to the prompt identifies two to three principle points and includes connections to: course readings or literature in gifted education and personal/educational contexts. ● Attempts to use critical lens to understand, evaluate, and reflect upon information presented through course content	● Response to the prompt identifies three to four principle points and includes connections to: course readings or literature in gifted education and personal/educational contexts. ● Uses critical lens to understand, evaluate, and reflect upon information presented through course content	● Response to the prompt identifies three to four principle points and includes connections to: course readings, literature in gifted education and personal/educational contexts. ● Uses critical lens to understand, evaluate, and reflect upon information presented through course content
Reflection on the Readings **(x2)** **Maximum Total: 8 pts**	● 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 **(x1)** **Maximum Total: 4 pts**	● Includes a representation of one or no references from EDCI 621 readings, as well as one or no readings outside the scope of the course ● References selected are weakly connected to reflection prompt ● APA-style (7th ed.) used inconsistently or not at all	● Includes a representation of two references from EDCI 621 readings, as well as at least one reading outside the scope of the course ● References selected are mostly connected to reflection prompt ● APA-style (7th ed.) used inconsistently throughout	● Includes a representation of three to four references from EDCI 621 readings, as well as at least two readings outside the scope of the course ● References selected are connected to reflection prompt ● APA-style (7th ed.) used consistently throughout	● Includes a representation of at least five references from EDCI 621 readings, as well as at least three readings outside the scope of the course ● References selected are meaningful and explicitly connected to reflection prompt ● APA-style (7th ed.) used consistently throughout

EDCI 621
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)
	1	**2**	**3**	**4**
Overall Participation **(x3)** **Maximum Total: 12 pts**	● Very few tasks are completed on time AND/OR completed tasks do not demonstrate thoughtful consideration of the content. ● Collaborate sessions may not have been attended.	● Some tasks for the week are completed on time AND/OR demonstrate thoughtfulness. ● Collaborate sessions were attended, and student was somewhat engaged with peers and instructor.	● Most tasks for the week are completed on time and demonstrate thoughtfulness. ● Collaborate sessions were attended, and student was often engaged with peers and instructor.	● All weekly tasks are completed on time and demonstrate thoughtfulness. ● Collaborate sessions were attended, and student was consistently and actively engaged with peers and instructor.
Discussion Quality **(x2)** **Maximum Total: 8 pts**	● Discussion posts and many replies are limited. ● Few readings are integrated to support posts and reflections. ● APA-style (7th ed.) citations are rarely used in posts. ● Few posts and reflections utilize and demonstrate learners' prior and/or new knowledge. ● Few replies go beyond superficial responses. ● Few replies build on others' responses to create connected threads.	● Discussion posts and most replies are 1-3 paragraphs. ● Some readings are integrated to support posts and reflections. ● APA-style (7th ed.) citations are occasionally used in posts. ● Some posts and reflections utilize and demonstrate learners' prior and/or new knowledge. ● Replies occasionally go beyond superficial responses. ● Some replies build on others' responses to create connected threads.	● Discussion posts and most replies are 1-3 *hearty* paragraphs. ● Readings are often integrated to support posts and reflections. ● APA-style (7th ed.) citations are often used in posts. ● Most posts and reflections utilize and demonstrate learners' prior and/or new knowledge. ● Replies usually go beyond superficial responses. ● Most replies build on others' responses to create connected threads.	● Discussion posts and all replies are 1-3 *hearty* paragraphs. ● Readings are consistently integrated to support thoughtful posts and reflections. ● APA-style (7th ed.) citations are consistently used in posts. ● Posts and reflections utilize and demonstrate learners' prior and new knowledge. ● All replies go beyond superficial responses. ● Replies build on others' responses to create connected threads.