



**Graduate  
Conceptions and Identification of Gifted Children and Youth  
EDSP 641  
On-line Course**

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Office Hours: And by appointment

**Course Description:** This course is designed to examine the meaning of giftedness, and methods of identifying school-age individuals who are gifted. Candidates will investigate theories of giftedness and origins of the concept. The course also will examine issues such as genetics and intelligence, high IQ, and legal and ethical questions related to the public education of gifted individuals.

**Required Field Experience:** 10 hours

In addition to the above, the instructor will emphasize best - practice teaching strategies, theories, and assessment procedures consistent with the *KY Teacher Standards*, the *KY Core Content for Assessment and Program of Studies (KERA)*, the *KY EPSB Themes*, and the *National Association for Gifted Children Standards*.

***“Community Engagement: A Light to and from the Mountains”***

*The Professional Education Unit at Morehead State University delivers rigorous, high quality programs that prepare professionals informed by best national and international scholarship, plus research, literature, and experiences specific to Appalachia- preparing professionals to improve the schools, quality of life, and the communities in which they live and serve. This statement is not only the strategic mission for the College, but it also incorporates the conceptual framework that guides all our activities.*

**Conceptual Framework Outcomes (CFOs):**

The Unit and the faculty within individual programs assess the degree to which its graduates:

- 1) Master the content knowledge, professional and the twenty – first century skills need to make an optimal contribution to “whole” student learning in education settings.
- 2) Are competent in the collection and use of data to inform decision – making and to demonstrate accountability for student learning.

3) Demonstrate professional dispositions

4) Are culturally competent and understand the regions from which they have come utilizing knowledge and experiences to effectively “bridge the gaps” (economic, achievement, and geographic) ensuring optimal learning for all students.

5) Engage in authentic field experiences in collaboration with committed school – based partners and are empowered to improve the quality of education throughout this region and beyond.

**Student Learning Outcomes (SLOs):** By the end of this course, the candidate will be able to:

**COURSE OBJECTIVES:**

Candidates will be able to:

1. give relevant theoretical and operational definitions of the term gifted and talented.
2. trace historical trends and landmark studies in gifted education.
3. discuss and explain defining characteristics and needs of diverse populations of gifted students.
4. address issues of screening and identification of gifted students across diverse groups.
5. demonstrate understanding of behavioral and developmental aspects of giftedness (pre-school through secondary).
6. give a rationale for gifted programming.
7. identify major programming options for the gifted in schools.
8. explain what is meant by a differentiated curriculum.
9. knowledgeably address current issues such as grouping, and acceleration vs. enrichment as they impact the education of gifted children and youth.
10. report on the desirable characteristics of school personnel working with gifted students and provide advice for parents of gifted children.
11. identify relevant local, state, national, and international issues impacting gifted education.
12. relate defining characteristics of gifted students to their respective needs and make educational recommendations to meet those needs.

**Required Textbooks:**

Candidates are required to purchase a series of texts which will be used in all MSU gifted courses:

Reis, S. (Ed.) (2004). Essential Readings in Gifted Education. Thousand Oaks, CA: Corwin Press

**Course Evaluation:**

The candidates’ course evaluation will be determined by class assignments, to include: reflections, quizzes, projects, online discussions, short research projects, and exams. The course evaluation is based upon 2,000 points.

\*\*\* Explanation of assignments and their point values are explained in the following two tables.

**NCATE/ EPSB Accreditation Alignment of CFOs and SLOs:**

<b>Program: Graduate: Gifted Education Conceptions and Identification of Gifted Children and Youth EDSP 641</b>					
<b>Aligned with → Assessment → (point values)</b>	<b>Kentucky Teacher Standards (KYS)</b>	<b>Kentucky Education Reform Act (KERA)</b>	<b>Education Professional Standards Board (EPSB)</b>	<b>National Association for Gifted Children Standards</b>	<b>NCATE</b>
Online Participation 15 discussions, (50 points each: 750 points) CF: 3 SLO: 1-7	1, 6, 7, 8, 9, 10	5.1-5.5, 6.1-6.3	EPSB: Diversity, Literacy, Technology, Closing the Achievement Gap	1: K1-K2, K6-K7 2: K3, K5 3: K1, K2, K4, S1 4 5: S1-S5 6, 7 8: S-3, S-4 9, 10	1,4
Field Experience (100) CFO: 1 - 5 SLO: 1, 3, 7	1 - 9	5.1-5.5, 6.1-6.3	EPSB: Diversity, assessment, literacy, achievement gap, technology	4, 5, 6, 7	1,4
Research Project (650 points) CFO: 4 SLO: 1, 2, 3, 4, 6, 7	1, 5, 6, 7, 9	1, 5, 6	EPSB: Diversity, achievement gap, Literacy	1-10	1,4
Differentiated Instructional Activities (200points) CFO: 12,4,5 SLO: 1-3, 6	1, 2, 3, 4, 5, 6, 7	1,2, 6	EPSB: Diversity	4, 5, 7, 8	1,4
Practicum Project (200 points) CFO: 1-5 SLO: 1-7	2, 6, 8, 10	1, 2, 5, 6	EPSB: Diversity, Assessment, Literacy	4, 5, 9, 10	1,4
Classroom Observation (50) CFO: 3, 5, SLO: 1, 2, 3,4,7	5, 7, 9	6	EBSB: Diversity, Assessment	2	1,4
Lesson Plan (100) CFO: 1- 5 SLO: 1- 7	1, 2, 4, 5, 6	1, 6	EPSB: Diversity, assessment, literacy, achievement gap,	7, 8, 10	1,4
Quizzes (50)) CFO: 1 SLO: 1, 2, 3, 4, 6, 7	1-10	1, 2, 5, 6	EPSB: Diversity, literacy, Achievement gap	1-10	1,4
Final Exam (200) CFO: 1, 2, 4 SLO: 1, 2, 3, 4, 5, 6, 7	1 - 10	1,2, 5, 6	EPSB: Diversity, assessment, literacy, achievement gap, technology	1-10	1,4

### Assignment Descriptions:

<b>Program: Graduate Teaching the Gifted Student EDSP 643</b>	
<b>Assessment (point value)</b>	<b>Description</b>
Online Discussion Participation (50 points per class, 15 sessions: 750 points)	Participation in class discussions each week is an important part of learning and candidates are expected to actively participate in online discussions through a variety of methods. ***Please read "Attendance Policy" below.
Field Experience (100)	The candidate will collaborate with a gifted teacher in their school or district for a total of 10 hours throughout the semester. The candidate will document the field experience through classroom implementation of instructional strategies and reflections. ***Complete assignment details will be handed out and reviewed in class
Research Project (650)	Candidates will design, implement, gather and analyze data, and share results of a classroom research project. ***Complete assignment details will be handed out and reviewed in class
Paper and Presentation (200)	Candidates will prepare a short paper and presentation dealing with a character from a list of films/movies given by the instructor. Candidates will need to view the film first. *** Complete assignment details in Blackboard.
Online Portfolio (200)	Candidates will compile a portfolio to include information about testing/identifying the gifted, characteristics of the gifted, major "players" in gifted education, and giftedness within diverse populations *Full details will be placed on blackboard.
Classroom Observation (50)	Candidates will complete two classroom observations. One observation will focus on a gifted student in a regular classroom and the second will be an observation of the student in a gifted classroom. Candidates will analyze curriculum, social interaction, instructional practices, and student engagement. *Full details will be placed on blackboard.
Support Plan (100)	Candidates will design a plan to support gifted students in your school or district as they face challenges as a result of their unique social/emotional needs. *Full details will be placed on blackboard.
Quizzes (50 points: 5@10 points each)	5 Quizzes. Quizzes will be over the course readings, discussions, reflections, and activities.
Final Exam (100)	The final exam will apply to course readings, discussions, reflections, activities, and Field Experiences.

### Grading Scale:

- A: 2000-1800 Points
- B: 1799-1600 Points
- C: 1599-1300 Points
- D: 1299-1100 Points
- F: 1099-0

**Attendance Policy:** Attendance at both online discussions and field experiences is an important part of the class. Students should plan to attend all online discussions and take care of any technology issues before the start of the course. Any assignment turned in late will have 10% per day deducted from the score. After 1 week, the assignment will not be accepted.

### Links to Websites for NCATE/ EPSB Alignment:

<http://www.kyepsb.net/teacherprep/standards.asp> This site contains the revised KYS.

<http://www.education.ky.gov/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/Teaching+Tools/Combined+Curriculum+Documents/default.htm> This site

contains the KERA Combined Curriculum Documents 4.1 (Academic Expectations, Program of Studies, and Core Content for Assessment with DOK Levels).

<http://www.nagc.org> National Association for Gifted Children. This site contains information, articles, and standards.

<http://www.kyepsb.net/teacherprep/cart/themes6.asp> This site lists the four themes of pre-service teacher preparation that are integrated within this course.

<http://downloads.ncss.org/NCSSTeacherStandardsVol1-rev2004.pdf> This site and pdf document describes the 10 Thematic Standards by which all new and experienced social studies should be competent.

### **Academic Honesty**

Cheating, fabrication, plagiarism or helping others to commit these acts will not be tolerated. Academic dishonesty will result in severe disciplinary action including, but not limited to, failure of the student assessment item or course, and/ or dismissal from MSU. If you are not sure what constitutes academic dishonesty, read the Eagle: Student Handbook or ask your instructor. An example of plagiarism is copying information from the internet when appropriate credit is not given. The policy is located at <http://morehead-st.edu/units/studentlife/handbook/academicdishonesty.html>

### **Americans with Disabilities Act (ADA)**

In compliance with the ADA, all candidates with a documented disability are entitled to reasonable accommodations and services to support their academic success and safety. Though a request for services may be made at any time, services are best applied when they are requested at or before the start of the semester. To receive accommodations and services the student should immediately contact the Disability Services Coordinator in the Office of Academic and Career Services, 223 Allie Young Hall, 606-783-5188, [www.moreheadstate.edu/acs/](http://www.moreheadstate.edu/acs/) Students should contact the instructor by the second week of class if accommodations are needed.

### **Campus Safety Statement:**

Emergency response information will be discussed in class. Candidates should familiarize themselves with the nearest exit routes in the event evacuation becomes necessary. You should notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency evacuation. Candidates should familiarize themselves with emergency response protocols at <http://www.moreheadstate.edu/emergency>

## COURSE CALENDAR

Date	Topic	Assignment Due
Week 1	<b>Introduction-Course Requirements Examining Beliefs – Myths and Realities about Giftedness</b>	
Week 2	What is giftedness? Definitions and theories	
Week 3	<b>Historical Perspectives, Conceptions – Nature, nurture, environment and genetics</b>	
Week 4	<b>Conceptions – “They’ll do fine on their own”</b>	
Week 5	<b>Identification Theories</b>	
Week 6	<b>Identification Theories</b>	
Week 7	“Types” of giftedness, talents	
Week 8	<b>Creativity, Thinking Skills, and Eminence</b>	
Week 9	<b>Creativity, Thinking Skills, and Eminence</b>	
Week 10	Special Populations – Culture, gender, age, disabilities	
Week 11	Special Populations – Culture, gender, age, disabilities	
Week 12	<b>Special Programs</b>	
Week 13	<b>Ability Grouping/Cooperative Learning</b>	
Week 14	Issues and Challenges in Gifted Education	
Week 15	Public Policy in Gifted Education	
Week 16		Final Exam