

Independent Project

NAGC/CEC Standards:

- **1.2** Beginning gifted education professionals use understanding of development and individual differences to respond to the needs of individuals with gifts and talents.
- **4.1** Beginning gifted education professionals understands that some groups of individuals with gifts and talents have been underrepresented in gifted education programs and selects and uses technically sound formal and informal assessments that minimize bias in identifying students for gifted education programs and services

Kentucky Teacher Standards:

- **Standard 2. *Learning differences.*** The teacher shall use the understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- **Standard 4.a. *Content knowledge.*** The teacher shall understand the concepts, tools of inquiry, and structures of the discipline he or she teaches.

TASK:**Description:**

With your instructor's approval, plan and develop an independent project that will extend your interest and expertise in educating gifted, talented, and creative children and will complement your role and responsibilities in the schools. Be sure to consider the population of students with which you work as you develop your project. Explain how your project will support identifying (i.e., NAGE-CEC TPSGE 4.1) and serving (i.e., NAGE-CEC TPSGE 1.2) students from groups such as the following you may find in your school: underachieving gifted students, culturally and linguistically diverse gifted students, gifted students from low socio-economic backgrounds, gifted females, gifted males, gifted students with disabilities, gifted students living in rural areas, gifted living in urban areas, and LGBTQ+ students.

Details:

- Your textbook can serve as a starting point to gain information for your project. You will need to look at additional resources as you learn more about your topic of choice. Do not rely only on your textbook. Include citations and references in APA style (7th edition).
- You will share your project with your classmates. All projects will be posted on Blackboard, and students are encouraged to offer feedback and ask questions about the projects.
- You will use a rubric to create and assess your project. Be sure to include a written Reflection (see Independent Project Rubric) regardless of product created. Turn in the written Reflection with your project.
- This project must be original work you develop during this semester. The project is intentionally open-ended, as the goal is for you to research an area of interest to you and for you to develop something that complements work you do in your school or district. You must provide the rationale for how the project is important to you. Projects provide the opportunity for the graduate student to tailor learning in GTE 536 to his/her position in education.

Independent Project Assessment

Element/Standard Assessed	Beginning	Developing	Proficient	Exemplary
Content: 1.2 Learner Development and Individual Learning Differences Uses understanding of development and individual differences to respond to the needs of individuals with gifts and talents	No examples of services that could be offered provided	Provides one or two examples of services that could be offered to respond to the specific needs of students with gifts and talents based on their individual differences	Provides multiple examples of services that could be offered to respond to the specific needs of students with gifts and talents based on their individual differences	In addition to providing multiple examples of services, develops a detailed plan for how to implement a service that is not currently offered at the teacher's school. Includes personnel and resources needed as well as a timeline for putting the service in place.
Content: 4.1 Assessment Understands that some groups of individuals with gifts and talents have been underrepresented in gifted education programs and selects and uses technically sound formal and informal assessments that minimize bias in identifying students for gifted education programs and services	No mention of formal/informal assessments that minimize bias in identifying underrepresented students or the names of assessments given or there is no description	Names and describes one or two research-based formal/informal assessments that minimize bias in identifying students who have been underrepresented in gifted education programs and services	Names and describes multiple research-based formal/informal assessments that minimize bias in identifying students who have been underrepresented in gifted education programs and services	In addition to naming and describing research-based formal/informal assessments that minimize bias, develops a detailed plan for obtaining one of these instruments and administering it in the teacher's school
Content: Implications for School Role and Responsibilities	Essay contains one or more of the following: Little to no discussion of implications for teaching or school-role; inaccurate or incomplete information; shallow understanding of topic; no or incorrect support made	Describes some implications for teaching or school-role; makes claims without support; mostly correct information; lacks depth and/or complexity of thought	Discusses important implications for teaching or school-role; support via sources; accurate and complete; complex and deep thinking	Robust discussion of implications for teaching or school-role; accurate and thoroughly detailed; strong support via sources; complex understanding and manipulation of content to support thesis; deep probing of content
Content: 1. Understanding of unique circumstances and needs of underrepresented group	Product contains one or more of the following: Little to no discussion of unique circumstances and needs; inaccurate or incomplete information; shallow understanding of topic; no or incorrect generalizations made	Some discussion of unique circumstances and needs; makes few generalizations of findings without support; mostly correct information; lacks depth and/or complexity of thought	Detailed exploration of unique circumstances and needs; attempts generalization of findings via sources; accurate and complete; complex and deep thinking	Robust discussion of unique circumstances and needs; generalizes findings using sources; accurate and thoroughly detailed; complex understanding and manipulation of content to support thesis; deep probing of content
Creativity	Creativity not shown in content understanding or product development	Content seen in a new way or product done in a new way	Originality expressed in relation to content and product	Innovation evident in relation to content and presentation
Reflection	Little to no mention of connections between this product and previous learning; no discussion of ways to improve product; and/or no analysis of self as learner	Describes connections to previous learning; discusses ways to improve product; analyzes effect of effort on learning content and creating product	Connects to previous learning and questions raised for future learning; describes improvements made over previous creation of product; discusses suggestions for improvements; includes analysis of self as a learner, including effort, work habits, and thought processes	Analyzes and evaluates connections to previous learning and projects insightful future connections; analyzes and evaluates the product components in light of past and future creations of same product; includes analysis of self as a learner and suggests improvements