

GTE 538: PRACTICUM FOR TEACHERS OF GIFTED STUDENTS
Course Syllabus

Instructors: JULIA LINK ROBERTS, Ed.D.
julia.roberts@wku.edu Julia.roberts@wku.edu
270.745.6323

ANTONIA SZYMANSKI, PhD
Antonia.szymanski@wku.edu

JANET TASSELL, PhD
janet.tassell@wku.edu
270-745-5306

Offices: Florence Schneider Hall (FSH), room 102
Gary Ransdell Hall (GRH), room 2007
Gary Ransdell Hall (GRH), room 1104

Office hours: Call or email for an appointment

Mailing Address: The Center for Gifted Studies
1906 College Heights Blvd. #71031
Western Kentucky University
Bowling Green, KY 42101-1031

Graduate Catalog Description: Supervised experiences to integrate the knowledge and skills needed to plan, implement, and evaluate effective learning experiences for gifted, creative, and talented students.

Prerequisites: GTE 536, GTE 537, and PSY 432G (unless with permission of instructor)

Required Text: None

Goal: A practicum experience provides the opportunity to integrate what you learned in your gifted education classes and to apply that learning to a classroom experience.

Course Objectives:

1. Observe, assist, and teach young people who are identified as exceptional children for their gifts and talents.
2. Plan lessons that incorporate the principles of differentiation, significant content, high-level thinking and problem solving, and a variety of products.
3. Preassess students and plan accommodations based on the data.
4. Demonstrate a variety of differentiation strategies planned to match learning goals and students' levels of readiness, interest in the content, and/or learning preferences.
5. Evaluate student learning to ensure continuous progress.

6. Assess products using the DAP Tool or another assessment measure.
7. Reflect on the characteristics as well as the social-emotional and cognitive needs of children who are gifted and talented in the five categories of giftedness recognized in Kentucky.
8. Write your philosophy of education, including your philosophy of gifted education.

KY Teacher Standards Addressed in this Course:

Standard 1. Learner development. The teacher shall understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and shall design and shall implement developmentally appropriate and challenging learning experiences.

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 3. Learning environments. The teacher shall work with others to create environments that:

- Support individual and collaborative learning; and
- Encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 4. Content knowledge. The teacher shall:

Understand the central concepts, tools of inquiry, and structures of the discipline he or she teaches; and

- Create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard 5. Application of content. The teacher shall understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard 6. Assessment. The teacher shall understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the educator's and learner's decision making.

Standard 7. Planning for instruction. The teacher shall plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8. Instructional strategies. The teacher shall understand and use and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways.

National Association for Gifted Students Standards Addressed in this Course

Standard 1: Learning and Development

Standard 2: Assessment

Standard 3: Curriculum Planning and Instruction

Standard 4: Learning Environments

Standard 5: Programming

Class Meetings: GTE 538 students will meet with their instructors twice a week (Monday and Thursday) from 12:00 to 1:00 pm. Meetings will be used for disseminating

information, planning, and reflection.

Communication: In order to make this experience a valuable one for the students you will be teaching and for you as a practicum teacher, it is very important to communicate effectively. Please follow the steps listed below.

- * Students (practicum teachers) must have access to and be familiar with Blackboard to participate in this course. The majority of the course content, communication with the instructor and other class members, and the ability to complete and submit course requirements will be conducted via Blackboard.
- * Students must utilize the WKU e-mail account provided by the university to receive communication from the instructor.
- * All emails to your instructor must be in the following format: **GTE 538, last name, topic.**
- * Students must make certain their technology is compatible with the WKU technology. In addition, students must take *personal responsibility* for submitting assignments by the dates due.

Course Requirements and Assignments

Teaching: A total of 30 hours of teaching in the Summer Camp for Academically Talented Students (SCATS).

Observations: Practicum students are required to complete 30 hours of observation within SCATS or other summer camps offered by The Center for Gifted Studies. Observation reflections of the students' will be documented in the final portfolio.

Assignments:

SCATS Course Title and Description: Course title and description must be engaging, interesting, free of grammar errors and provide enough detail in the course goals, topics, and learning experiences. Course title and description must be submitted by May 1.

Instructor Observations and Feedback Meeting: Practicum students will be observed at least twice during the SCATS program. Practicum instructors will create an observation schedule. Each observation will be followed with a meeting to discuss the lesson and provide feedback.

Lesson Plans: Practicum students will submit lesson plans for 10 days of instruction (1 ½ hour classes), including preassessment, detailed procedures for differentiated learning experiences, a final assessment or culminating activity, and reflections. All lesson plans must be submitted 1-2 weeks prior to the beginning of SCATS. After receiving feedback from the practicum faculty member, graduate students will revise the lesson plans and submit final lesson plans the Thursday prior to the beginning of SCATS.

Portfolio: The portfolio will include the final lesson plans with reflections, student work samples, assessments, and reflections on the total experience (lessons and observations). The portfolio will also include the Practicum student's philosophy of education, including a philosophy relating to gifted and talented children. The portfolio may be submitted in a binder or electronically via Blackboard after the 30 observation hours are completed.

SCATS Class Paragraph Summary (for SCATS students): Practicum students will submit a paragraph summarizing what was learned in the class they taught. This paragraph is the only feedback or evaluation SCATS students will receive from their SCATS teachers, so it is important that it is submitted within the week after SCATS concludes. The summary is to be both informative and free of errors.

Grading for GTE 538:

Assignments will be submitted as described in this syllabus. Grading will be based on the plans, the implementation of the plans that will include plans to differentiate and reflection upon the planning and teaching experiences as well as submitting assignments as required as well as additional assignments. The practicum student will present all of the assignments as a portfolio that will include the student's philosophy of education, including philosophy relating to gifted and talented children. The final grade will be submitted after all assignments are completed.

Submission of Assignments:

- Assignments must be typed in **double-spaced text, using Times New Roman 12-point font.**
- **All assignments must be in .doc (They cannot require going to another site outside of Blackboard.)**
- You are encouraged to submit assignments before the due date. Most of these assignments take some time to be completed, so plan accordingly.
- There are no substitute teachers, so it is important to plan accordingly.
- In cases of extreme emergency, together we can determine a course of action. You must contact the instructor about any extenuating circumstances before the due date for an assignment.

Attendance Policy: Students are expected to participate in all sessions.

Disability Accommodations Statement: In compliance with university policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Office for Student Disability Services in Downing Student Union, A-200. The phone number is 270 745 5004. Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

Discrimination and Harassment Policy:

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's [Title IX Sexual Misconduct/ Assault Policy](#) (#0.2070) and [Discrimination and Harassment Policy](#) (#0.2040). Under these policies, discrimination, harassment and/or sexual misconduct based on sex/ gender are prohibited. If you experience an incident of sex/ gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121. Please note that while you may report an incident of sex/ gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's [Counseling and Testing Center](#) at 270-745-3159.

Dishonesty

Such as cheating, plagiarism, misrepresenting of oneself or an organization, knowingly furnishing false information to the University, or omitting relevant or necessary information to gain a benefit, to injure, or to defraud is prohibited.

Academic Integrity

The maintenance of academic integrity is of fundamental importance to the University. Thus it should be clearly understood that acts of plagiarism or any other form of cheating will not be tolerated and that anyone committing such acts risks punishment of a serious nature.

Academic Dishonesty

Students who commit any act of academic dishonesty may receive from the instructor a failing grade in that portion of the course work in which the act is detected or a failing grade in a course without possibility of withdrawal. The faculty member may also present the case to the Office of Judicial Affairs for disciplinary sanctions. A student who believes a faculty member has dealt unfairly with him/her in a course involving academic dishonesty may seek relief through the Student Complaint Procedure.

Plagiarism

To represent written work taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of a student must be his/her own. One must give any author credit for source material borrowed from him/her. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism.

Cheating

No student shall receive or give assistance not authorized by the instructor in taking an examination or in the preparation of an essay, laboratory report, problem assignment or other project which is submitted for purposes of grade determination.