

**GTE 539 Assessment and Identification of Gifted and Talented Children
Summer 2021 Syllabus**

Instructor	Office	Phone	Email
Dr. Janet Tassell	GRH 1104 Office Hours: By Appointment	Off.: 270-745-5306 Fax: 270-745-6322	Janet.tassell@wku.edu

Address:

Western Kentucky University, GRH 1104
1906 College Heights Blvd. #61030
Bowling Green, KY 42101-1030

Prerequisite: NA

Primary Course Website:

Required Texts:

Hunsaker, S. (2012). Identification: The theory and practice of identifying students for gifted and talented education services. Waco, TX: Prufrock. ISBN: 978-1-931280-17-4

Course Description:

This course focuses on methods and techniques for assessing and identifying children who are gifted and talented.

Course Objectives: Participants will be able to...

1. Apply theoretical foundations to informing self and others on gifted assessment and identification. (Section 1: Theoretical Foundations)
2. Apply professional foundations of policy and standards for identification to inform self and critically review identification procedures under development, being revised, or needing critiquing. (Section 2: Professional Foundations)
3. Apply identification practices, strategies, and procedures for identification. (Section 3: Identification Practice)
4. Investigate the instruments available for gifted identification and how to use them appropriately. (Section 4: Instrumentation)

Course Content Outline:

This course is based on the following four sections:

Section I: Theoretical Foundations (Theory and Characteristics Informing Gifted Identification)
Section II: Professional Foundations (Policy and Standards for Identification)
Section III: Identification Practice (Strategies and Procedures for Identification)
Section IV: Instrumentation (What Instruments to Use to Identify)

All assignments are due by 8 p.m. of the due date.

This course is based on the following four sections:

Section I: Theoretical Foundations (Theory and Characteristics Informing Gifted Identification)
Section II: Professional Foundations (Policy and Standards for Identification)
Section III: Identification Practice (Strategies and Procedures for Identification)
Section IV: Instrumentation (What Instruments to Use to Identify)

Course Evaluation: (based on accumulated points)

Course Assignment	Points
Discussion Board and Blog Journal (I, II, III, IV)	300
Multimedia Presentation to Parents: Theoretical Foundations of Giftedness (I)	150
Impact Interview—Does Identification Matter? (III)	100
District Identification Plan Review (II & IV)	150
TOTAL	700

Grading Scale

A = 90% = 630-700

B = 80% = 560-629

C = 70% = 490-559

Standards addressed in this course:

Council for Exceptional Children (CEC) Gifted Education Standards:

Standard 4: Assessment

- 4.1 Beginning gifted education professionals understand that some groups of individuals with gifts and talents have been underrepresented in gifted education programs and select and use technically sound formal and informal assessments that minimize bias in identifying students for gifted education programs and services.
- 4.3 Beginning gifted education professionals collaborate with colleagues and families in using multiple types of assessment information to make identification and learning progress.
- 4.4 Beginning gifted education professionals use assessment results to develop long- and short-range goals and objectives that take into consideration an individual's abilities and needs, the learning environment, and other factors related to diversity.

Standard 6: Professional Learning and Ethical Practice

- 6.3 Beginning gifted education professionals 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.

Kentucky Teacher Performance Standards (KTPS):

- KTPS 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.
- KTPS 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.
- KTPS 10: "Leadership and collaboration. The teacher shall seek appropriate leadership roles and opportunities to:
 - a. Take responsibility for student learning;
 - b. Collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth; and
 - c. Advance the profession.

Course Assignments, Projects, and Evaluation

Course Experiences	Course Objectives/Student Learning Outcomes	SPA Standard(s): CEC	KY Teacher Performance Standards
Multi-media Presentation to Parents: Theoretical Foundations of Giftedness ☑Clinical; hours 8	SLO 1	Std. 4.1, 4.3, 6.3	KTPS 5: Application of Content KTPS 6: Assessment KTPS 10b: Leadership and collaboration
Impact Interview: Does Identification Matter? ☑Clinical; hours 5	SLO 3	Std. 4.1	KTPS 5: Application of Content KTPS 6: Assessment KTPS 10b: Leadership and collaboration
District Identification Plan Review Assignment w/Multi-Media PD Presentation – Share with Critical Partner ☑Clinical; hours 6	SLO 2, 4	Std. 4.1, 4.3, 4.4, 6.3	KTPS 5: Application of Content KTPS 6: Assessment KTPS 10a,b,c: Leadership and collaboration
Discussion Board and Blog Journal □Clinical; hours ____	SLO 1, 2, 3, 4	Std. 4.1, 4.3, 4.4, 6.3	KTPS 5: Application of Content KTPS 6: Assessment KTPS 10c: Leadership and collaboration

Student learning will be evaluated based on a combination of the following:

- Discussion Board and Blog Journal (Sections I-IV)
 - Apply personal leadership and processing through discussion board -- some small group and others whole class discussion.
 - When in Discussion Board, **always reply to TWO other classmates** unless there are fewer than three in the course.
- Multimedia Presentation to Parents: Theoretical Foundations of Giftedness (I)
 - Using the components from the Theoretical Foundations portion of the course, prepare a multimedia presentation for parents that would be presented for an informational night at a school to educate interested individuals on the theory of giftedness and why it is important to identify children for services.
- Impact Interview – Does Identification Matter? (III)
 - Choose a person that has been identified for gifted services and compare and contrast that person to another that was NOT identified for gifted services, but you believe should have been. Be sure to include a discussion about aspects from section III, Identification Practice, where appropriate, to apply your learning to this situation. You may also pull from other sections of the course.
- District Identification Plan Review Assignment (Section II & IV):
 - Choose a school district and Gifted Coordinator to partner with for this assignment. Ideally, you would be able to see the identification plan and testing materials – anything used for the identification process. You will also need to plan a phone, Skype, or live interview with the coordinator/administrator for this information mining project. You will be interfacing knowledge from this assignment with what you are learning from Professional Foundations (II) and Instrumentation (IV). You may also pull from other areas of the course.
 - Design a Multimedia PD Presentation of the Content to Present your Findings – share with a critical partner
 - Through a Web 2.0 tool of your choice (ie Weebly, Prezi, etc.), present findings from the assignment.
 - Include the three parts from the assignment.
 - Use a combination of two media tools.

Submission of Assignments:

1. You will maintain your own blog journal through Blackboard. It should be private but allow your instructors access to read your reflections.
2. There will be various methods used for class discussions. Some will be Discussion Boards through BlackBoard; however, other Web 2.0 discussion tools will also be used.
3. **The preferred method for submission of your assignments is to upload your assignment file through BlackBoard.**
 - a. View the assignment description under Assignments in our BlackBoard course.
 - b. Click on the link “View/Complete Assignment: Assignment Name” under the assignment description.

- c. Type a comment to your instructor about your assignment. It will not submit if you do not type something.
- d. Click “Browse” and locate your assignment file on your hard drive or diskette.
- e. If you have another file to upload, click “Add Another File” and Browse to locate your file. Be sure to add all files that you need to submit before you click Submit. You cannot come back to this screen.
- f. Click “Submit” to send your file to your instructor.

Class Time Management:

Management of your personal “class time” is one of the most difficult issues for students in an online class. Most face-to-face classes meet three hours a week and students are expected to spend up to six hours per week in class preparation and assignments. Therefore, you can expect to spend up to nine hours per week on any university course whether face-to-face or online. It is not advisable to procrastinate not only because of the time involved but the technical issues you may face and the time required to teach your lesson.

Emails to Instructor:

1. ALL emails should be to both of your instructors and MUST be in the following format:
GTE 539, First Initial, Last Name, Topic
Emails without this format will (gently) be returned to you to revise the subject. We are not trying to be rude! Our email programs sort mail according to the class number. If you do not use this standard email format, your message may get lost and many have been lost in past courses. Please help us with this!
2. Please set your email options such that when you reply to any message, it will include the original message. When you email me, my email software will retain your original message when I reply. If you reply back, your message should retain both your original message and my response. This helps to remind me of our ongoing conversations. Thanks!!
3. Remember that your emails are professional communication with your instructor.

Naming Files:

In general, all files submitted should begin with your last name, then a period, then the module code, and a description of the assignment. For example, “Tassell.Leadership.Plan.doc”.

Participation and Communication:

Students in this online course are not expected to attend any class at WKU; however, student class participation is required. You ARE a part of a distributed class, i.e., you and your classmates are spread around the US and even the world! Each time you come to class via Blackboard on the web, please check Announcements for any current or relevant new information. You must discipline yourself to complete assignments on time. It is strongly suggested that the student notify the instructor in advance of a possible absence for three or more days.

Students’ participation grade includes completion of class assignments, reading all assigned materials, turning in assignments on time, maintaining contact with the instructor, use of the Q & A Discussion board, and maintaining a positive professional attitude. Your instructor is happy to make an appointment (either in person or by phone) with any student to help with any assignment or answer any questions. However, it is easier for your instructor to respond more quickly to email than regular postal mail or phone messages.

Due to the fact that: (a) it is often difficult to correctly interpret the intended tone of an email message/discussion board posting; (b) it is often too easy to quickly zip off a rude communication to someone without first finding out “the whole story” or thinking through the possible consequences of doing so; and (c) people sometimes will communicate things electronically that they would never say in a face-to-face conversation, students should take care to be polite, to-the-point, professional, and respectful in all communication in this course. In the case that inappropriate/disrespectful student communication is received by the professor or posted on a discussion board, the professor reserves the right to deduct points, delete it without answering questions or responding in any way, retain copies to be used as evidence in student disciplinary proceedings, or take any other appropriate action she sees fit. Please review the following netiquette website for more information about ethical and considerate online behavior: [Netiquette Website](#).

Student Disability Services: In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at sarc.connect@wku.edu. Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

Statement of Diversity: We believe that diversity issues are of major import to student and school success. We fundamentally believe in and support the value of heterogeneous groups and the richness of benefits when students are involved with diverse populations, settings, and opinions. This course is designed on the basic assumption that learning is something we all actively engage

in by choice and personal commitment. The format of this class will be a community of scholars, each with their rights and responsibilities of membership. We will not tolerate immoral, illegal, or unethical behavior or communication from one another, and we will respect one another's rights to differing opinions.

Plagiarism:

To represent work for course assignments or projects taken from another source (INCLUDING WEB SOURCES) as one's own is Plagiarism. Plagiarism is a serious offense at WKU. The academic work of a student must give an author credit for borrowed source material from his/her material. To lift content directly from a source [INCLUDING THE INTERNET] 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. Plagiarism also includes submission of the same assignment for more than one class. Plagiarism could result in a grade of an "F" for the assignment and /or the course.

Sexual Misconduct/Assault 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) at <https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf> and

Discrimination and Harassment Policy (#0.2040) at https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf

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.*

For further information and support you may choose to go to the Student Accessibility Resource Center:
<https://www.wku.edu/sarc/>

Resources:

Other texts, resources, and course materials:

- Clark, G. (2004). Screening and identifying students talented in the visual arts: Clark's drawing abilities test. In J.S. Renzulli (Ed.), *Identification of students for gifted and talented programs* (pp. 101-115). Thousand Oaks, CA: Corwin.
- Kanevsky, L. (2000). Dynamic Assessment of gifted learners. In K. A. Heller, F. J. Monks, R. J. Sternberg, & R. F. Subotnik (Eds.), *International handbook of giftedness and talent* (2nd ed., pp. 283-295). New York: Elsevier.
- Purcell, J. & Eckert, R. (2006). *Designing services and programs for high-ability learners*. Thousand Oaks, CA: Corwin Press.
- Renzulli, J. S., & Delcourt, M. A. B. (2004). The legacy and logic of research on the identification of gifted persons. In J. S. Renzulli (Ed.), *Identification of students for gifted and talented programs* (pp. 71-78). Thousand Oaks, CA: Corwin.
- Siegle, D. (2002). Creating a living portfolio: Documenting student growth with electronic portfolios. *Gifted Child Today*, 25(3), 60-65.
- Torrance, E.P. (2004). The role of creativity in identification of the gifted and talented. In J. S. Renzulli (Ed.), *Identification of students for gifted and talented programs* (pp. 17-24). Thousand Oaks, CA: Corwin.
- VanTassel-Baska, J. (2004). Meta-evaluation findings: A call for gifted program quality. In J. VanTassel-Baska & A. X. Feng (Eds.), *Designing and utilizing evaluation for gifted program improvement* (pp. 227-245). Waco, TX: Prufrock Press.