

## GTE 540 Creativity and Leadership Spring 2021 Syllabus

Instructor	Office	Phone	Email
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**Address:**

Western Kentucky University, GRH 1014  
1906 College Heights Blvd. #61030  
Bowling Green, KY 42101-1030

**Prerequisite:** GTE 536

**Primary Course Website:** BlackBoard

**Required Texts:**

Sawyer, R. K. (2012). *The Science of Human Innovation Explaining Creativity*. (2<sup>nd</sup> ed.). Oxford University Press  
Robinson, K., & Aronica, L.(2015). *Creative Schools*. Viking Press  
Additional Course Readings as posted online

**Course Description:**

Theoretical and practical aspects of creativity and leadership as related to identification and programming for gifted children and youth. Best practices in helping children and youth develop creativity and leadership.

**Course Objectives/Student Learning Outcomes:**

This course is designed to explore past and current best practices in the identification of and programming for children and youth who are gifted in creativity and leadership as well as the development of creativity and leadership in gifted education settings.

At the conclusion of the course students will be able to:

1. Demonstrate in-depth understanding of theories of creativity and leadership in gifted education.
2. Demonstrate knowledge of characteristics of children who are gifted in creativity and leadership and apply that knowledge to improve identification procedures in a school district.
3. Demonstrate understanding of how creativity and leadership are defined in the gifted education legislation and the implications of those definitions for programming and instruction in gifted programs.
4. Demonstrate understanding of factors that influence the development, assessment, and evaluation of creative and leadership potential in gifted education settings.
5. Analyze and critique gifted education models and materials that stimulate the development of creativity and leadership.
6. Apply creativity and leadership theories to planning instruction or programs that will help gifted students develop creativity and leadership.
7. Reflect on personal professional learning to provide support for gifted and creative students.

**Course Content Outline:**

This course is based on the following four sections:

- Section I: Introduction to creativity and leadership in gifted education
- Section II: Creativity in practice
- Section III: Leadership in gifted education
- Section IV: Practical Application for Changing Schools

Each of these sections will include several sub sections that will cover issues related creativity and leadership in gifted education such as current research, federal and state legislation, classroom strategies, programming for gifted students, and assessment.

Section I: Introduction to creativity and leadership in gifted education

Driving Question : How do we identify creative and leadership giftedness?

- Creativity and leadership in the gifted education legislation and standards (federal definition, Kentucky legislation, NAGC/CEC Teacher Standards, NAGC Pre-K Grade 12 Standards)
- Identification of students who are gifted in creativity and leadership
- Research on the characteristics of leadership and creativity.
- Issues in the measurement of creativity with the purpose of identifying gifted students

### **Major Assignment: Identification Comparison**

Section II: Creativity in gifted education

Driving Questions: What are research-based practices to support creativity? What might creativity look like for “non-typical” gifted students?

- Characteristics of creative people
- Issues in the measurement of creativity with the purpose of identifying gifted students
- Creativity development: Can creativity be developed? Barriers to creativity development in gifted education settings
- Strategies to help students develop creativity
- Strategies and materials that stimulate the development of creativity (e.g., SCAMPER, brainstorming, metaphorical thinking)

### **Major Assignment: Compare/contrast two programs that are designed to develop creativity.**

Section III: Leadership in gifted education

Driving Questions: What are research-based practices to support developing leadership characteristics? What might leadership look like in “non-typical” gifted students?

- Theoretical understanding of Leadership
- Research on leadership in gifted and general education, as well as related fields
- Issues in the measurement of leadership skills with the purpose of identifying gifted students
- Barriers to leadership development in gifted education settings
- Gifted programs and leadership development
- Models that stimulate the development of leadership
- Strategies and materials that stimulate the development of leadership

### **Major Assignment: Create a checklist for creativity or leadership, based on research, which could be used to recommend students by teachers or parents.**

Module 4: Practical Application for Changing Schools

Driving Question: How can I apply what I have learned to influence improvement at my school?

- How to become agents of change
- Professional Development best practices
- Practical strategies for implementing change

### **Major Assignment: Create district programming recommendations and personal learning reflection.**

**Course Evaluation:** (based on accumulated points)  
**All assignments are due by 8 p.m. of the due date.**

Common Course Assignments	Points
Discussion Boards / Weekly Activities	100
District Identification Comparison	100
Creativity Identification Tools Evaluation	100
Leadership Program Development	100
Recommendation Checklist	100
Professional Project	100

### Grading Scale

A = 92 - 100%  
 B = 83 - 91%  
 C = 73 - 82%  
 D = 65 - 72%  
 F = <=64%

**Standards addressed in this course:**

**Council for Exceptional Children (CEC) Gifted Education Standards:**  
**Kentucky Teacher Performance Standards (KTPS):**

**Course Assignments, Projects, and Evaluation:**

Major Course Experiences	Course Objectives/Student Learning Outcomes	SPA Standard(s): CEC	KY Teacher Performance Standards
Discussion Board Responses / Weekly Activities	SLO 1, 2, 3, 4, 7		1, 2, 4,
Identification Comparison	SLO 2, 3, 4, 5	4.3	4, 5,
Creativity Program Evaluation	SLO 4, 5, 6	3.2	4, 5, 7
Recommendation Checklist	SLO 1, 2, 3, 4, 5	4.3, 5.3	2, 4, 10
<b>District Program and Personal Learning Reflection (key assessment)</b>	SLO 2, 4, 5, 6, 7	3.2, 4.3	1, 2, 4, 5, 7, 10

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

- Discussion Boards and Activities (Sections I-IV)
  - Demonstrate understanding of context and practical application through discussion board responses and short activities
  - When in Discussion Board, **always reply to at least TWO other classmates.**
- Identification Comparison (I, II, III)
  - Analyze two instruments that are used to identify students as gifted in creativity and leadership. Using concepts from the course, critique each instrument and make a final recommendation.
- Creativity Program Evaluation (II)
  - Apply theoretical understanding of concepts of nurturing creativity through comparing two programs identifying the strengths and weaknesses of each.
- Recommendation Checklist (II, III)
  - Create a checklist that teachers or parents can use to recommend students for evaluation in creativity and leadership.
- **District Program and Personal Learning Reflection (I, II, III, IV)**
  - Based on an informal survey of the school or district identify a program that would best support teachers in serving students who are gifted in creativity or leadership.
  - Create a plan for collaboration and expected outcomes.

### Submission of Assignments:

1. 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.

2. **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 computer.
  - 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.

### **Deadlines**

Unless arrangements have been made from the instructor prior to an assignment deadline, ***NO LATE WORK IS ACCEPTED***

### **Technology**

- Students **MUST** have access to and be familiar with Blackboard to participate in this course.
- Students must utilize the WKU email account provided by the university to receive communication from the instructor.
- \*Students must make certain their technology is compatible with the WKU technology and working during all requirements of this online class. In addition, students must take ***personal responsibility*** for submitting assignments by the dates due.
- Students should NOT wait until the final day (or hours) to take an exam or submit an assignment in case a technical problem occurs. Upon discovery of a problem, the student should contact the WKU Help Desk at [WKU Help Desk Link](#) or 270.745.7000 to ascertain if the problem is with WKU technology or the student’s. Further, the student should email the instructor during the time of the test or assignment to inform the instructor of the actions being taken. *Remember, the instructor has no control of the technology used to deliver a class via the WKU servers and Blackboard.* Students should keep a copy of all electronic communications with the WKU Help Desk so this may be relayed to the instructor if necessary.
- **Please do not expect the instructor to address your technology problems or send assignments by email.**

### **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, “Szymanski.Leadership.Plan.doc”.

### **Sharing Files**

All files submitted must be able to be viewed through a single link. If a file cannot be opened due to a lack of permission, or an odd file extension. The resulting score will be a zero. ***This includes sharing Google documents.*** A single link must open the file.

### **Emails to Instructor:**

1. ALL emails should be to both of your instructors and **MUST** be in the following format:  
**GTE540, 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.
4. I usually check my e-mail several times a day (except Sunday) and will do my best to respond within 24 hours.

**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](mailto: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](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:

Websites That Might Be Helpful:

ERIC - A digital library of education-related resources, sponsored by the U.S. Department of Education, consisting of 1.1 million bibliographic records describing journal and non-journal literature from 1966 to 2003, with over 107,000 full text non-journal documents added. [ERIC website](#)

PSYCINFO – a database of peer-reviewed journal articles, books, dissertations, and book chapters relating to psychology and education. You can access this through the WKU libraries

GOOGLE SCHOLAR

APA – [APA pdf link](#)

Purdue OWL – [Purdue OWL website link](#)