

GTE 637 Seminar in Gifted and Talented Education: Focus on Underrepresented Gifted Learners Fall 2018Syllabus

Instructor	Office	Phone	Email
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Address:

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Prerequisite: None

Primary Course Website: BlackBoard

Required Textbooks

Steele, Claude (2011). Whistling Vivaldi: How Stereotypes Affect Us and What We Can Do (Issues of Our Time).
ISBN: 978-0393339727

Course Description:

This course focus changes periodically. For this semester the course will examine students who are typically underrepresented in gifted programs. We will explore some of the theories relating to identification and retention of these students. The course will include investigating best practices to reduce underrepresentation as well as increasing cultural awareness.

Course Objectives/Student Learning Outcomes: Participants will be able to...

1. Describe under-represented populations.
2. Identify general considerations for possible causes of under-representation.
3. Identify ways to support the cognitive and the social-emotional needs of underrepresented children and youth who are gifted and talented.
4. Use the research related to underrepresented gifted children to effectively communicate with parents and colleagues
5. Describe research on assessment strategies that can be used to decrease underrepresentation..
6. Describe ways in which high poverty schools can serve gifted students.

Course Content Outline:

This course is based on the following four sections:

- Section I: Theoretical Foundations
- Section II: Understanding Unique Populations
- Section III: Identification and Testing
- Section IV: Laws and Policy

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

Course Assignment	Points	Grading Scale
Discussion Board Posts	120	A = 477-530
Case Studies	150	B = 424-476
Professional Development	100	C = 371-423
Final 20% Project (Key Assessment)	100	
TOTAL	530	

Evaluation and Grade Assignment: Grading in GTE 637 is based on a point system. The total points accumulated determine the final grade.

Standards addressed in this course:

Council for Exceptional Children (CEC) Gifted Education Standards:

- 1.1 Beginning gifted education professionals, understand how language, culture, economic status, family background, and/or area of disability can influence the learning of individuals with gifts and talents.
- 1.2 Beginning gifted education professionals use understanding of development and individual differences to respond to the needs of individuals with gifts and talents.
- 2.1 Beginning gifted education professionals create safe, inclusive, culturally responsive learning environments that engage individuals with gifts and talents in meaningful and rigorous learning activities and social interactions.
- 2.4 Beginning gifted education professionals demonstrate understanding of the multiple environments that are part of a continuum of service for individuals with gifts and talents, including the advantages and disadvantages of various settings and teach students to adapt to these environments.
- 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.
- 4.2 Beginning gifted education professionals use knowledge of measurement principles and practices to differentiate assessments and interpret results to guide educational decisions for individuals with gifts and talents.
- 4.3 Beginning education professionals collaborate with colleagues and families in using multiple types of assessment information to make identification and learning progress decisions and to minimize bias in assessment and decision-making.
- 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.
- 5.1 Beginning gifted education professionals know principles of evidence-based differentiated, and accelerated practices and possess a repertoire of instructional strategies to enhance the critical and creative thinking problem-solving, and performance skills of individuals with gifts and talents.
- 6.2 Beginning gifted education professionals understand how foundational knowledge, perspectives, and historical and current issues influence professional practice and the education and treatment of individuals with gifts and talents both in school and society.
- 6.3

Kentucky Teacher Performance Standards (KTPS):

- KTPS Standard 3: The teacher creates and maintains learning climate.
- KTS Standard 4: The teacher implements and manages instruction.
- KTS Standard 7: The teacher reflects on and evaluates teaching and learning.

Course Assignments, Projects, and Evaluation:

Major Course Experiences	Course Objectives/Student Learning Outcomes	SPA Standard(s): NAGC/CEC	KY Teacher Performance Standards
Discussions <input type="checkbox"/> Clinical; hours	SLO	Std.	3, 4
Case Studies <input checked="" type="checkbox"/> Clinical; hours 4	SLO	Std.	3, 4
Professional Development <input checked="" type="checkbox"/> Clinical; hours 8	SLO	Std.	3, 4, 7
20% Project (Key Assessment) <input type="checkbox"/> Clinical; hours 6	SLO	Std.	3, 4, 7

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

- Discussion Board (Sections I-IV)
 - Demonstrate understanding of context and practical application through discussion board
 - When in Discussion Board, **always reply to TWO other classmates.**
- Case Studies
 - As a group, we will examine three critical case studies and develop individual responses that we will utilize to create a best-practices overall recommendation. We will meet to discuss these either online or face-to-face.
- Professional Development Project
 - Choose a cultural group and develop a PD presentation to help educate teachers about under-representation and the unique needs of this group. Present to the class.
- **Design a Multimedia Presentation on the area of your choice (Key Assessment)– share with colleagues and/or parents**
 - Through a Web 2.0 tool of your choice (ie Weebly, Prezi, etc.), present findings from the assignment.
 - Students will use this assignment to create a long-term plan to address an underrepresented group problem in a school district.

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:
GTE 637, 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.

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:

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](https://eric.ed.gov/)

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](#)