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 Rationale: This course is a critical component of the MAE in Gifted Education. Gifted children constitute a category of exceptional children in Kentucky since the creation of the Kentucky Education Reform Act (KRS 157.200). As per the Teacher Knowledge & Skill Standards for Gifted and Talented Education (National Association for Gifted Children: NAGC, 2006) as well as the federal and Kentucky definitions of gifted children, creativity and leadership are two domains of giftedness. Teachers of the gifted need the content included in this course to address the needs of children identified as gifted in creativity and leadership. Teachers of gifted students need to understand characteristics of as well as the research on students who are gifted in creativity and leadership. Teachers need to be able to use instruments and tools to identify students who are gifted in those domains and to help students develop creativity and leadership.

Prerequisites: GTE 536

Required Textbooks:

Course Objectives:
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. Use qualitative and quantitative assessments for identifying and placing individuals who are gifted in the areas of creativity and leadership.
5. Demonstrate understanding of factors that influence the development, assessment, and evaluation of creative and leadership potential in gifted education settings.
6. Analyze and critique gifted education models and materials that stimulate the development of creativity and leadership.
7. Apply creativity and leadership theories to planning instruction or programs that will help gifted students develop creativity and leadership.

**Course Calendar:** See Course Documents in Blackboard.

Course content outline:
This course will consist of three modules: Introduction to creativity and leadership, Creativity in gifted education, and Leadership in gifted education. Each of these modules will include several sub modules 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.

**Module 1: Introduction to creativity and leadership in gifted education**
- Creativity and leadership in the gifted education legislation and standards (federal definition, Kentucky legislation, NAGC/CEC Teacher Standards, NAGC Pre-K Grade 12 Standards)
- Current research on creativity and leadership in gifted education as well as related fields
- Gifted education models and strategies that stimulate the development of creativity and leadership

**Module 2: Creativity in gifted education**
- How can you identify creative students? Characteristics of creative people (including historical and current figures who are notorious for their creative endeavors and interviews with a creative acquaintance, friend, or family member)
- Research on creativity in gifted education (e.g., Torrance, Csikszentmihalyi, Renzulli)
- Assessment of creativity
- Issues in the measurement of creativity with the purpose of identifying gifted students
- Qualitative measures of creativity
- Quantitative measures of creativity (Torrance Test of Creative Thinking, Williams Creative Assessment Packet, Scales for Rating the Behavioral Characteristics of Superior Students – Creativity)
- Creativity development: Can creativity be developed? How would various theorists in gifted education answer that question?
- Barriers to creativity development in gifted education settings
- Strategies to help students develop creativity
- Models that stimulate the development of creativity (e.g., Creative Problem Solving, Odyssey of the Mind/Destination Imagination)
- Strategies and materials that stimulate the development of creativity (e.g., SCAMPER, brainstorming, metaphorical thinking)
- Developing your own creativity through a strategy of your choice

**Module 3: Leadership in gifted education**
- How can you identify leaders in your classroom? Characteristics of leaders (including
historical and current figures who are notorious for their leadership skills and interviews with an acquaintance, friend, or family member who holds a leadership position)

- Research on leadership in gifted and general education, as well as related fields
- Assessment of leadership skills
- Issues in the measurement of leadership skills with the purpose of identifying gifted students
- Qualitative measures of leadership skills
- Quantitative measures of leadership skills
- 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

**Student Expectations and Requirements:**
Students will be evaluated based on their performance in completing assignments, discussions, exams, lessons plans, and other projects. Students will be required to critique and analyze results and implications of research on instruments used to assess creativity and leadership as well as gifted curriculum or programming models that focus on the development of creativity and/or leadership.

**Grading and Evaluation**

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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90 - 100%</td>
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<tr>
<td>B</td>
<td>80 - 89%</td>
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<td>C</td>
<td>70 - 79%</td>
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<td>D</td>
<td>60 – 69%</td>
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<td>F</td>
<td>Below 60%</td>
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**GTE 540 Tentative Point Values**
May be adapted by the instructor as needed

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Points</th>
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<tbody>
<tr>
<td>Syllabus and Blackboard Quiz</td>
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<td>10</td>
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<tr>
<td>Discussion Board</td>
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<tr>
<td>Exam 1</td>
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<td>50</td>
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<tr>
<td>Programming/Curriculum Models Assignment</td>
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<td>90</td>
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<tr>
<td>Differentiated Lesson Plans (Creativity and Leadership)</td>
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**General Expectations for Discussion Boards:**
- You will participate in the online discussion every week. You should log on a minimum of three times each week (at three different times).
- You should make an effort to participate in all the forums for each week. That means you should reply to at least one posting (other than your own) on each forum.
- Your discussion should relate directly to the questions and include information from the readings.
- The deadline for completing the discussion of a prompt will be Sunday of each week.

Additional information on the required assignments can be found in the Assignments folder on the course Blackboard page.

**Attendance Policy:** Students are expected to participate in all sessions. Engaging in the online discussion includes logging in a minimum of three times a week. Discussion is more than commenting on another student’s contribution.

**Student Disability Services:** In compliance with university policy, students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services in Downing University Center, A-200. The phone number is 745-5004; TTY is 745-3030. Per university policy, please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

**Communication:** Students are required to check their university e-mail accounts and also Blackboard between class meetings. The instructor will use Blackboard and e-mail communication to post announcements, assignments, and class information.

**Emailing your instructor:** Email is a timely way to communicate. I usually check my e-mail daily and will respond if possible within 24 hours. When you email me, please use in the subject line your name, course number and the nature of your inquiry. Some questions cannot be best answered in an e-mail, please in that case schedule an office appointment or make a phone call.

**Plagiarism:** To represent ideas or interpretations taken from another source as one’s own is plagiarism. Students must give the author(s) credit for any source material used. Changing a few words in a borrowed passage, even if the source is cited is also plagiarism.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Identification Assignment</td>
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<tr>
<td>Special Project</td>
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<td>Exam 2</td>
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<td>Professionalism</td>
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<tr>
<td><strong>Total Points</strong></td>
<td>600</td>
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Academic Dishonesty: “Students who commit an act of academic dishonesty may receive from the instructor a failing grade in that portion of the coursework in which the act is detected or a failing grade in the course without possibility of withdrawal.”