Spring 2024

EDU 5293: Collaboration and Leadership in Gifted Education
Format: Asynchronous online course
Platform: Canvas
Instructor: Dr. Justin Sulsky
E-mail: JSulsky@Molloy.edu
Course Dates: April 2 – April 30

Course Description: The course will provide an overview of the field of gifted education, its historical context and theoretical and research basis, and address standards, policies and implementation of programs related to servicing the needs of gifted students PK-12. The goal is for teacher candidates to become familiar with various programs in gifted education and learn how to advocate for and address the needs of students who may learn differently than their classmates and whose interests and talents need to be appreciated and nurtured. Teacher candidates will learn different models and methods of collaboration between and among teachers, students, colleagues, administrators, and parents that support the cognitive and socio-emotional development of gifted students.

Course Outcomes:
1. Develop an understanding of the field of gifted education from the beginning of its inception to the present
2. Develop an understanding of policies and implementation of programs and services related to servicing the needs of gifted students
3. Evaluate programs and services for gifted education
4. Design a comprehensive gifted program that meets the needs of gifted students and/or twice exceptional students of varying cultural, linguistic, and socioeconomic backgrounds
5. Align gifted program design with standards
6. Develop an understanding of different models and methods of collaboration between and among teachers, students, colleagues, administrators, and parents that support the cognitive and socio-emotional development of gifted students.
7. Develop an understanding of how to best advocate for gifted children

Learning Format:
As an asynchronous learning experience, this course is designed to be self-paced. The instructor will be available to assist students as needed during the course. The instructor will respond to emails and messages by email, phone, or video conference depending on the students' preference and the nature of the question. To ensure flexibility in helping all students with different schedules, office hours will be held by requesting an appointment with the instructor.

Assignments/Grading:

As listed below, all four assignments will be equally weighted. The four assignments will be worth 80% of your overall grade. 20% of your grade will be participation. (See below) Students will be responsible for submitting their discussion answers and assignments at the end of each module. The course will open about a week before its official start date to allow students to begin earlier if they would like. Due dates and times are below. If the assignment is late, 5% of the grade will be deducted per day. Rubrics for each assignment are posted on Canvas.

All assignments MUST be submitted on Canvas by April 30th at 11:59 PM.

This chart explains how your grade for this course will be determined:

Discussion Participation	20%
Project One: Student Needs Assessment	20%
Project Two: Design a G&T Program	20%
Project Three: Present a G&T Program	20%
Project Four: Evaluate a G&T Program	20%

Participation Criteria: Every module will include a discussion prompt which can be answered through a traditional written response or a video. Written discussion responses should be about one paragraph and video responses should be approximately 2-3 minutes. You must also respond to a minimum of one classmate on each module's forum using words or video. All students will also be required to answer several practice multiple choice CST questions during the course as part of their participation grade. You will get one of the four grades for every module's participation forum and the four grades will be averaged for your overall participation grade.

Participation grade rubric:

100%	75%	50%	25%	0%
Submitted a very reflective and thoughtful comment and reply cogently citing module's assigned materials.	Submitted a reflective and thought comment with minimal integration of the module's assigned materials.	Submitted a somewhat reflective and thoughtful comment and reply without a meaningful and/or accurate reference to the module's	Submitted a comment and reply that was not reflective, thoughtful, or meaningful	Did not participate in the module's discussion

		assigned materials.		

Required Text:
Rimm, S. B., Siegle, D. B., & Davis, G. A. (2018). *Education of the gifted and talented*. Pearson.

Instructor Provided Resources:

Aziz, S. (2023, August 11). *The gifted PLaCe* [Audio Podcast].
    https://thegiftedplace.buzzsprout.com/2033304/13390143-gifted-in-new-york-talking-
    with-dr-elissa-brown-from-giftednys

Dilley, J., & Levien, Z. (2009, June 16). *Immersion* [Video]. YouTube.
    https://youtu.be/I6Y0HAjLKYI

The Gifted and Talented Association of Montgomery County. (2010, March 10). *Top 10 Myths
    in Gifted Education* [Video]. YouTube. https://www.youtube.com/watch?v=MDJst-
    y_ptI

Moss, P. (2023, August 16). *All means all: Educational equity & access for all* [Audio podcast].
    https://allmeansall.libsyn.com/young-gifted-talented-and-black

Smolowitz, M. (2018, December 6). *Black intelligence* [Video]. Vimeo.
    https://vimeo.com/showcase/5341657/video/304907728

Smolowitz, M. (2020, May 4). *Highly capable* [Video]. Vimeo.
    https://vimeo.com/showcase/5341657/video/414816589

* The instructor will post additional resources, texts, multimedia materials, exemplar unit/lesson plans, etc. for reference on Canvas.

Course Outline:

Module I: 4/2-4/8	1. Read chapter 4 of Rimm et al. (2018) 2. Listen to the podcast episode *Gifted in New York- Talking with Dr. Elissa Brown from GiftedNYS.*) 3. Discussion Prompt: Based on the assigned chapter and podcast, how can teachers of the gifted effectively advocate for this student population in New York State? Initial Post due 5 PM on 4/8 Response due 9 PM on 4/8 Project One: Completing a Student Needs Assessment (Mirrors Extended

	Response Section of CST) You will be given detailed student performance data and several exhibits about a fictional child. Using the information provided, your task will be to analyze the information provided in the exhibits and, using evidence from **each** of the exhibits to support your ideas, write a response of approximately 400 to 600 words in which you: • Describe one significant area of need the student has that is related to the academic domain, citing evidence from the exhibits. • Recommend one research-based or evidence-based strategy you would use to address the area of academic need you have described, and explain why this strategy would be appropriate. • Describe one significant area of need the student has that is related to the social-emotional domain, citing evidence from the exhibits. • Recommend one research-based or evidence-based strategy you would use to address the area of social-emotional need you have described, and explain why this strategy would be appropriate. The instructor will provide a student profile with exhibits, and you will use the exhibits to complete the above project. This task will be assessed using the CST rubric, which will be posted on Canvas. You must write no more than 600 words because the CST's computer program prevents candidates from writing more than 600 words. It is important to practice making your arguments in less than 600 words because you must do so on the CST. Project due 11:59 PM on 4/8
Module II: 4/9-4/15	1. Read chapter 13 of Rimm et al. (2018) 2. Listen to the podcast episode *Young, Gifted, [Talented], and Black.* 3. Discussion Prompt: Based on the chapter and podcast, how can gifted education become more equitable? Explain. Initial Post due 5 PM on 4/15 Response due 9 PM on 4/15 Project Two: Design a Gifted & Talented program - You will propose a G&T program. You may choose any model from the text or a different model if you provide a rationale. Keep in mind the module's

	content about equity throughout your proposal. The G&T program should be inclusive in how students are selected and served. To assist you, below is an outline of what should be included: - Type of program (pull-out, push-in, self-contained class, etc.) and why selected - Chronological age and/or grade of students to be served (you may select a broad or narrow range so long as you justify how the program will meet your populations' needs) - Content area(s) to be developed in your G&T program. (ELA, Math, Science, Arts, Creativity, Transdisciplinary, etc.) - Overview of how students will be selected. Be sure your selection process is explicit about its equity (For example, is there universal screening, is there an appeals process, are there accommodations for students with disabilities, etc.) - Types of learning experiences to be provided (You need not provide specific lessons. You simply need an overview in either narrative or list forms of the type of learning that will occur. - Identified outcomes for students. (Why does your gifted program meet their needs in a way that wouldn't be met in general education?) - How will the program's effectiveness be assessed and what will be done after program assessments are completed? Project due 11:59 PM on 4/15
Module III: 4/16 – 4/23	1. Read Ch. 16 of Rimm et al. (2018) 2. Watch *Black Intelligence* (link above) 3. Based on the chapter and documentary short, why and how should gifted educators engage with the parents of gifted students? Initial Post due 5 PM on 12/13 Response due 9 PM on 12/13 Project Three: You will present the G&T program you created in the previous module to the stakeholder group of **your choice** using a recorded video. Stakeholder group choices are: - Parents - District administrators - Board of Education members - General education teachers Your presentation should include ALL the components of the plan you developed from the previous module but be tailored to the concerns of your chosen stakeholders. You can certainly use Google Slides, PowerPoint, etc. to aid in your recorded presentations but it's not required.

	Project due 11:59 PM on 4/23
Module IV: 4/24 – 4/30	1. Read chapter 18 of Rimm et al. (2018). 2. Watch the short film *Immersion* (link above) 3. Discussion prompt: Based on the chapter and film, why should G&T programs be subject to routine evaluation? Why should equity be front and center of such evaluations? Initial Post due 5 PM on 4/30 Response due 9 PM on 4/30 Project Four: Evaluate a Gifted Program You will select an existing Gifted program and evaluate its effectiveness. You can select the G&T program in your district of residence or employment, gather information about another G&T program, etc. If you need assistance selecting a G&T program to evaluate, your instructor can provide suggestions. Refer to the NAGC Master Checklist of Gifted Program Elements for Self-Assessment https://www.nwesd.org/wp-content/uploads/2015/02/NAGC-Gifted-Program-Master-Checklist-copy.pdf Try to address as many items on the checklist for which you can find information. If you are not sure about an item due to the difficulty of obtaining information that is totally acceptable. Simply note that in the "notes" section and it will not affect your grade. Pick a minimum of one item in each category (Program Design Items, Identification Items, Curriculum and Instruction Items, Affective Needs Items, Professional Development Items, and Program Evaluation Items) and provide how you reached your rating of either no evidence, some evidence, or in place. Sources of evidence can include, but are not limited to, looking at documents online, talking with district employees, and asking other district stakeholders (parents and students, if you receive parental approval.) For each chosen item, you should write a brief (about 1-paragraph) description about how you arrived at your rating. You also need to include a one-paragraph conclusion about how effective or ineffective the program is with supporting information. Your final product can be in a word processing document, multimedia presentation (Google Slides, etc.), infographic (Canva, etc.) or whatever format best fits you and your findings. Project due 11:59 PM on 4/30

Canvas Information:

Ally for Canvas

You can now download your course materials in different formats that fit your device, need, and learning preference. Click the download icon next to your course files and select "Alternative Formats" from the dropdown menu. Then select your preferred format. The file may take a few minutes to download, so continue with your work while you wait. The quality of the alternative formats can vary based on the original file, so if something looks out of place, consult the original file. Depending on the type of file, you will see the following options:

· An OCRed PDF improves the quality of scanned PDFs

· A Tagged PDF for Word and PowerPoint documents or for improved navigation with screen readers

· An HTML version will be simple and responsive to mobile devices with zoom-in capabilities

· An ePub version for use with ePub readers that allows for font customization, contrast adjustment, and annotation/highlighting

· An Electronic Braille version for your Refreshable Braille Display

· An Audio MP3 for listening to your content on the go for more information, please visit Ally Alternative Formats.

Canvas Molloy Student Tour

The Molloy Student Tour (MST) will help you locate appropriate student resources and contact information, navigate Canvas effectively, and identify ways to be successful during your time at Molloy University. You can access MST by selecting "Courses" from the left navigation in Canvas and then selecting "All Courses." Select the star next to its name to turn it orange and include it on your Canvas dashboard for easy access.

Technical Tips:

● Log-in to Canvas prior to the course just to ensure that your account has been set-up properly!
● If this is your first class on Canvas, you may wish to take the Canvas Student Tour or visit the Canvas Student Quickstart Page
● Canvas Support is accessed through the HELP feature in the lower left hand corner of Canvas. You can either call Canvas at (844) 408-6455 or use the online chat feature and both services are available 24 hours 7 days a week.
● Technology Support Services can be reached via phone: 516.323.4800, email: helpdesk@molloy.edu or twitter: @molloyTSS
● Communications will be to your Molloy email address. Please be sure to check your Molloy email regularly and/or forward your Molloy email to your most frequently checked email address.

Disability Statement:

Students with documented disabilities who believe they must have accommodations in this class are encouraged to contact the Director of the Disabilities Support Service Office at 516.323.3316 or DSS@molloy.edu.

Use of Generative Artificial Intelligence (AI) Statement:

There has been a significant increase in the popularity and availability of a variety of generative artificial intelligence (AI). These tools are shaping the future of work, research, and technology. Used in the wrong way, they stand in conflict with academic integrity guidelines at Molloy University. To maintain a culture of integrity and respect, these generative AI tools should not be used in the completion of course assignments unless a faculty member for a given course specifically authorizes their use. Faculty use Turnitin.com to monitor unauthorized use of AI tools (Please refer to the Student Handbook for additional information.).

Final Thoughts:

This asynchronous class has been designed to be practical for all practicing teachers. Your instructor wants you to be successful while providing you with tools to enhance your teaching for your students both formally and informally in need of gifted education. PLEASE DO NOT hesitate to contact the instructor at JSulsky@Molloy.edu for guidance and support as you work on your coursework.