

IDENTIFYING AND ASSESSING GIFTED STUDENTS EDU 5290

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Platform -Canvas

The course will provide an introduction to the field of gifted education and enable teacher candidates to understand and apply identification and assessment processes of gifted children PK-12. The goal of this course is for teacher candidates to be able to identify and understand the cognitive characteristics and academic, social, and emotional needs of gifted children in order to create more effective learning environments for them. Diagnostic, formative and summative assessment methods will be presented. Specific tools and strategies for assessing gifted students in each content area will be shared.

Required Texts:

Davis, G.A. Rimm, S.B., & Siegle, D. (2018). *Education of the Gifted & Talented* (7th ed.). Boston, MA: Pearson/ Allyn & Bacon/Merrill. ISBN-13:9780134575773.

By the end of this course, students should be able to:

1. recognize the characteristics of gifted and talented students and how they can be fostered and developed
2. develop an understanding of the theoretical underpinnings of gifted education
3. develop an understanding of systems and models for developing programs for the gifted and talented
4. analyze the effectiveness of enrichment and acceleration programs on meeting the needs of gifted students
5. design and implement various assessment tools and strategies in the content areas to measure and address student growth
6. demonstrate an understanding of how to identify and serve students who are typically underrepresented in gifted and talented programs and services, including students from culturally, linguistically, and economically diverse environments
7. design curriculum that addresses the unique needs of gifted children

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.

Schedule of Assignments

-There are discussion (participation) questions each day. Please use direct references from the readings and videos in your responses.

-Along with the discussion questions, there is a larger assignment embedded in each module. They are due by the end of the last day of the course. You can turn them in throughout the course, but assignments are due by 11:59 PM at the end of the course. If you have any issues-DO NOT HESITATE TO CONTACT ME.

Module One

Topic- History and definitions of giftedness

Student outcomes-The students will develop an understanding of the underpinnings of gifted education

- [Expanding the Conception of Giftedness to Include Co-cognitive Traits and Promote Social Capital | Renzulli Center for Creativity, Gifted Education, and Talent Development](#)

1.Read the above article and give your opinion about Operation Houndstooth. (2-3 paragraphs)

2.Read Chapter one in the text and provide your professional feedback about the definition of giftedness.

Please use **direct references** from the readings and videos in your responses.

3.Research Assignment: Research three districts in NY and discuss the assessment and process they use to determine gifted students. When are the tests administered? Is a universal measure given to all students? Give your professional response to these programs. Which do you think is the best in your opinion?(2-3 pages)This assignment is due by 11:59 at the end of Module 1. This is valued at 25 points. See rubric. **Assignments for Module 1 are due by 11:59 PM at the end of the course.**

Module Two

Topic-Characteristics of Gifted Students

Student outcomes-The students will recognize the characteristics of gifted and talented children.

1. Read chapter 2 in the textbook and discuss the characteristics of the creatively gifted (2-3 paragraphs) Refer to the text directly in your response.

2. Read Chapter 3. What is the benefit of nonverbal intelligence tests?

3. Assessment via Flyer (30 points) See rubric.

Develop a district or schoolwide approach for screening and identifying gifted and talented students as well as formative and summative assessments that teachers can utilize in their classroom to provide student data that can inform instruction; discuss the rationale for the screening and assessment approach. Prepare a flyer to create an online display of the approach. Make sure you add images, links, and videos. Present it to the class. This is due by 11:59 at the end of the course. **Assignments For Module 2 are due by 11:59 at the end of the course.**

Module Three 7/12

Topic-Identifying Gifted and Talented Students

Outcome-The students will analyze the various assessment tools in the field of gifted education.

- [Howard Gardner: Multiple Intelligences Theory](#)

1. Read the article and discuss which intelligences you think you have. (2 paragraphs)

2. Read Chapter 3. What is the benefit of nonverbal intelligence tests?

3. What are the pros and cons of teacher nominations?

Please use direct references from the readings and videos in your responses.

4. Answer the CST questions below. You will find the textbook to be helpful in finding the answers. Please directly refer to the textbook to justify your answers for the questions. **This work is valued at 7.5 points.**

The assignments for Module 3 are due by 11:59 at the end of the course.

1. **According to the Javits Act, gifted and talented students are described as those who:**

1. Have been assessed as having intelligence at least 30% above the national average, and are not receiving services or activities to develop those capabilities
2. Are in the top 5% of their age group in terms of intellectual, creative, artistic, or leadership areas, or in specific academic fields
3. Have achieved high accomplishment in intellectual, creative, artistic, or leadership areas or in specific academic fields, and who have not been recognized and honored in an appropriate manner
4. Have the capability for high accomplishment in intellectual, creative, artistic, or leadership areas or in specific academic fields, and who need services or activities not ordinarily provided by the school to develop those capabilities

2. Gifted children typically get similar results with different types of I.Q. tests, such as the Wechsler Preschool and Primary Scale of Intelligence (WPPSI), the Stanford-Binet Intelligence Scale (SB), and the Wechsler Intelligence Scale for Children (WISC).

1. False
2. True
3. These I.Q. tests are not given to gifted students
4. Neither true nor false

3. Binh is in fifth grade. He was identified as gifted in leadership in third grade and entered into a Gifted and Talented program. He has always been mercurial, energetic, and moody, but until now it was not apparent that his studies were affected. Because his classroom behavior has worsened and his grades have been affected, his fifth grade teacher wanted him evaluated for Attention Deficit Hyperactivity Disorder. Should he be diagnosed with ADHD, what will happen to his gifted and talented status?

1. He will be removed from the Gifted and Talented program; his learning issues preclude advanced studies. If, at some future point, he wants to return to the program, he will have to be re-evaluated for it
2. Because this has been a documented, ongoing problem, the district will temporarily remove him from the Gifted and Talented program, concentrate

on improving his issues with attention and hyperactivity, and then re-enroll him once those things are under control

3. He will remain in the program and it will be modified to become more appropriate for his learning needs. It is illegal to discriminate against students with learning or behavioral disorders

4. It will be discussed with the gifted teacher, his general classroom teacher, his parents, and Binh. If Binh promises to monitor his behavior and work to the best of his abilities, he will be permitted to stay

4. Students identified as gifted and talented can demonstrate a serious lack of motivation that hinders their performances. Some of the factors contributing to underachievement are low self-efficacy, not finding the class interesting, not finding the class useful, a student's lack of self-regulation skills, and

1. When the work is too challenging

2. If the student is ostracized and unwilling to participate in class

3. Because the child is so bright, the family has treated him or her with indulgence. As a result, the child expects to be treated as special

4. The work isn't challenging enough

5. According to Sternberg's triarchic model of intelligence, three central qualities comprise giftedness: componential intelligence (the ability to analyze), experiential intelligence (the ability to think abstractly), and

1. Analytic intelligence

2. Essential intelligence

3. Contextual intelligence

4. Creative intelligence

Assignments for Module 3 are due by 11:59 at the end of the course.

Module Four

Topic-Addressing the needs of Gifted Students

Outcome-Students will demonstrate an understanding of how to serve the needs of gifted students.

- [Multiple Intelligences -- Assessment](#)

1. Take the multiple intelligences self-assessment and share your results in 2 paragraphs. Respond to two other people's self assessments.

2. Watch the video about Sputnik and give feedback about what you viewed. (2-3 paragraphs)

Please use **direct references from the videos in your response.**

3. Research Video (20 points) See rubric.

Investigate an important theorist that has contributed to the field of Gifted Education.

Record yourself on video discussing what you learned from the research. What did he or she contribute to the field? Give your professional reaction to the work this person has done. (approximately 3 minutes)

Post your video for everyone to view.

Assignments for Module 4 are due by 11:59 PM at the end of the course.

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.

Rubric for Flyer assignment (30 points) Students will develop a flyer that includes the approach they chose. They will display assessments, rationale for assessments, and links to research and data to support their approach.

Criteria	Proficient 10 points:	Emerging 5 points	Beginning 0 Points
Assessments	Students will provide the assessments they choose along with who will be assessed. Specifics include :who will be tested, when, and how.	Students will provide the assessments they choose along with who will be assessed. Specifics are not fully included :who will be tested, when, and how are not provided.	Students don't provide the assessments they choose along with who will be assessed. Specifics include :who will be tested, when, and how.
Rationale	Students provide the rationale based on research. Why was this approach used? Students refer to at least 3 sources of research of best practices.	Students will provide a rationale based on research. Why was this approach used? Students minimally (less than 3) refer to research of best practices	Students do not provide research of best practices.
Provide data via links to research and videos	Students provide 3 links to research about the assessment tools they choose	Students provide less than 3 links	Students do not provide links

Research Three Districts Rubric (25 points)

Criteria	Proficient(6.25 points)	Emerging (4 points)	Beginning 0 points
First district	Students will research and discuss the assessment used, when and how it is used, and is it a universal measure Students provide their professional opinion about the effectiveness of the process used.	Students will research and discuss the assessment used, when and how it is used, and is it a universal measure, but specifics are not included about the process. Students provide minimal professional feedback about the effectiveness of the process used.	Students do not provide research and discuss the assessment used, when and how it is used, and is it a universal measure. Students provide minimal or no professional feedback about the effectiveness of the process used.
Second district	Students will research and discuss the assessment used, when and how is it used, and is it a universal measure? Students provided their professional opinion about the effectiveness of the process used.	Students will research and discuss the assessment used, when and how it is used, and is it a universal measure, but specifics are not included about the process. Students provide minimal professional feedback about the effectiveness of the process used.	Students do not provide research and discuss the assessment used, when and how it is used, and is it a universal measure. Students provide minimal or no professional feedback about the effectiveness of the process used.
Third district	Students will research and discuss the assessment used, when and how is it	Students will research and discuss the assessment used, when and how it is	Students do not provide research and discuss the assessment used,

	used, and is it a universal measure? Students provided their professional opinion about the effectiveness of the process used.	used, and is it a universal measure, but specifics are not included about the process. Students provide minimal professional feedback about the effectiveness of the process used.	when and how it is used, and is it a universal measure. Students provide minimal or no professional feedback about the effectiveness of the process used.
Professional Response	Students provide a professional response about the district they think has the best approach. Students refer to best practices and a professional opinion.	Students provide a professional response about the district they think has the best approach but refer minimally to best practices. Students give a minimal professional opinion response.	Students provide a minimal or no response about the district they think has the best approach.

Rubric for Research Video (20 points)

Criteria	Exemplary (5 points)	Accomplished (3 points)	Beginning (0 points)	
Theorists background in education	Demonstrates an in-depth understanding about the person's contributions to education. Provides information about background in education assisted him or her in the work in gifted education?	Demonstrates a minimal understanding about the person's contributions to education. Provides minimal information about how the theorist's background in education assisted him or her in the work in gifted education.	Demonstrates no understanding about the person's contributions to education or How the theorist's background assisted him or her in the work in gifted education.	
Theorists contribution to Gifted Education	Demonstrates an in-depth understanding about the person's contributions to gifted education. How did he or she impact the field of gifted education?	Demonstrates a minimal understanding about the person's contributions to gifted education. Provides minimal information about how the theorist impact on the field of gifted education assisted him or her in the work in gifted education.	Demonstrates no understanding about the person's contributions to gifted education. Provides no information about how the theorist impact on the field of gifted education assisted him or her in the work in gifted education.	
Professional Response about	Demonstrates a professional	Demonstrates a limited	Demonstrates no professional	

the theorist	opinion based on best practices.	professional opinion based on best practices.	opinion.	
Quality of the video presentation	Spoke clearly, as well as articulately about the topic. Spoke for the three minutes in a thoughtful manner.	Spoke clearly, as well as articulately about the topic. Spoke for substantially less than three minutes in a thoughtful manner.	Spoke unclearly, as well as inarticulately about the topic. Spoke for substantially less than three minutes in a thoughtful manner.	

Technology 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