UNIVERSITY OF NORTH DAKOTA

PROFESSIONAL DEVELOPMENT FOR EDUCATORS

T&L 2900 – Introduction to the Complex World of Gifted Education

Course at a Glance

Instructor/Presenter: Yee Han Chu, PhD MSSW LCSW
Length: 15 hours
Dates: Enroll anytime—Complete in 4 months
Number of Graduate Professional Development Credits: 1

Introduction

Explore the controversial issues in gifted education. Multiple definitions of gifts and talents and their historical and political contexts will be discussed. Reflect on your own attitudes about G/T students. Learn how definitions and social values shape G/T program planning. This understanding lays the foundation for appropriate identification, curriculum planning, and teaching of G/T students in the classroom.

Course Blackboard Site: The UND Blackboard System will be utilized to support the structure of the course including, but not limited to, posting of the course at a glance, grades, and electronic communications.

Learning Objectives

Based on combined CEC & NAGC standards, beginning professionals who work with students with gifts and talents 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. At the end of this course, students should be able to:

1. Explain local, state, and federal rules and regulations for gifted students.
2. Describe how various definitions of giftedness affect the design and implementation of assessment and implementation systems.
3. Understand how historical events including points of view and contributions of individuals contribute to the evolving understanding of gifted.
4. Identify unresolved issues in gifted education, including common myths and stereotypes of gifted and talented learners.

Text and/or Other Materials

This course is comprised of 4 Learning Modules. Each module consists of a PPT presentation that includes a slide identifying multiple readings that support the module's content. These readings are either links to web resources or articles. Actual articles will be provided within the module folder.

1. Lesson 1: Teaching Students with GTs in the General Classroom
    a. Readings
        i. Croft (2015). Rural Teachers of the Gifted
        ii. Davidson Institute. ND Partial State Funding
        iii. Ed.Gov. 2011-2012 State and National Estimations
        iv. ESSA
        v. ND HB 1013
        vi. NAGC. 2014-2015 State of the States in GT
        vii. NAGC (2013). The Importance of Teachers
        viii. NAGC (2014). Knowledge and Skills Standards in Gifted Education for All teachers
        ix. RAND (2017). Teaching Matters
        x. Tomlinson (1997). What Does it Mean to Teach Gifted Students Well
        xi. Willis (1995). Mainstreaming the Gifted
2. Lesson 2: Theories of Intelligence and Definitions of Giftedness
    a. Readings
        i. Cassidy & Johnson (1986). Federal and state definitions of giftedness: Then and now.
        ii. Gagne (1999). Differentiated model of giftedness and talent.
        iii. Gardner (1995). Reflections of multiple intelligences.
        iv. NAGC. What is giftedness?
        v. NAGC. State definitions of giftedness
        vi. North Dakota Century Code
        vii. Renzulli (1978). What makes giftedness?
        viii. SENG (2011). Over excitability and the gifted
        ix. Sternberg (2004). Successful intelligence in the classroom.
        x. Terman (1954). The discovery & encouragement of exceptional talent.
3. Lesson 3: Brief History of Gifted Education
    a. Readings
        i. Gallagher, J. (1994). Current and historical thinking of education for gifted and talented students.
        ii. Hollingsworth, L. (1926). Gifted Children: Their Nature and Nurture
        iii. Interest in Giftedness and Talent Development Over Time
        iv. National Standards in Gifted & Talented Education
        v. NAGC. Brief History of GT
        vi. NAGC. 2010 Pre-K-Grade 12 Gifted Programming Standards.
        vii. NAGC. 2013 National Gifted Education Standards
        viii. Renzulli, J. & Reis, S. (1991). The reform movement and the quiet crisis in gifted education.

ix. Rudnitski, R. A. (1996). Leta Stetter Hollingworth and the Speyer School, 1935-1940: Historical roots of the contradictions in progressive education for gifted children
x. Terman (1954). The discovery & encouragement of exceptional talent.

4. Lesson 4: Current Challenges Facing Gifted Education
    a. Readings
        i. Betts, G. & Neihart, M. (1988). Profiles of the gifted and talented.
        ii. Coil. (2012). 10 common myths.
        iii. Geake, J.C. & Gross, M.U.M (2008). Teacher's negative affect toward academically gifted students: An evolutionary psychological study.
        iv. Lassig, C.J. (2009). Teachers' attitudes towards the gifted: The importance of professional development and school culture.
        v. Jolly, J. (2008). Lewis Terman: Genetic Study of Genius—Elementary school students.
        vi. NAGC (2016). Dispelling the myths around gifted education.
        vii. NAGC. Excellence Gaps Position Statement
        viii. Plaisance (1988). Negative attitudes toward gifted education.
        ix. Post (2014). Why some teachers just don't "get it" about gifted education?
        x. Robinson (2016). Gifted or just privileged?

Module Topics and Assignments

Each module consists of lessons of varying lengths. Some lessons will require students to watch a short video; read articles from Blackboard site or from a particular website; etc. Before starting the modules, however, each student will be asked to complete a survey to describe his/her attitudes and beliefs about GT and will be asked to complete the same survey questions at the end of the course.

a. PRE-TEST SURVEY:
    i. Let's START! What are your attitudes and beliefs about GT? Go the following link (See under the Assignments TAB) and rate each of the statements below on a scale from 1-5 using the criteria of 1-strongly disagree; 2-somewhat agree; 3-neutral/no opinion; 4-somewhat disagree; and 5-strongly disagree:
        1. **Intelligence is inherited and does not change. Gifted students, therefore, do not need any special services.**
        2. **Giftedness can easily be measured by intelligence tests and tests of achievement**.
        3. **There is no need to identify gifted students in the early grades.**
        4. **Gifted students read all the time, wear glasses and are physically and socially inept.**
        5. **Gifted kids are all model students – they're well-behaved and make good grades.**
        6. **All gifted students work up to their potential.**
        7. **Teaching gifted students is easy.**

8. **Gifted students will get by on their own without any special help from the school.**
9. **It never hurts gifted students to teach others what they already know.**
10. **All children are gifted.**

ii. We will revisit these statements at the end of the course.

b. MODULE 1:
   i. Lesson
      1. Teaching Students with GTs in the General Classroom
      2. Elements
         a. Role of general education teachers
         b. Basic skills for ALL teachers
      3. **Assignment**
         a. Journal Questions (Set #1):
            i. What role should general education teachers play in gifted education?
            ii. What do you see as challenges in your school district teaching GT students in the general classroom and how do you think these challenges can be offset?

c. MODULE 2:
   i. Lesson
      1. Theories of Intelligence
      2. Definitions of Giftedness
         a. NAGC
         b. Federal
         c. States
         d. North Dakota
      3. Elements:
         a. Meaning of giftedness
         b. Theoretical and practical definitions
         c. State Definitions
      4. **Assignment**
         a. Journal Questions (#2)
            i. How have definitions of giftedness changed during the last several decades and what are the ideas that explain any shift in emphasis?
            ii. What is your definition of gifted?
            iii. What do you see as the strengths and weaknesses of the state's definition of gifted? What are the implications?
            iv. What definition of Gifts and Talents are used in your school district? Is this a good definition in light of what you just learned? Explain.

d. MODULE 3:
   i. Lesson:
      1. Brief History of Gifted Education

2. Elements:
    a. Empirical and scientific validation
    b. Appropriate education
    c. Equity vs. Excellence
    d. Response to Sputnik
    e. Role of federal government
    f. Acceleration
    g. National standards
3. **Assignment**
    a. Journal Questions (#3)
        i. How would you describe the pattern of gifted education support?
        ii. What contributes to these patterns?
        iii. What changes do you see characterize gifted education as the year 2020 is approaching as compared with recent history of the field?

e. MODULE 4:
    i. Lesson
        1. Current Challenges Facing Gifted Education
        2. Myths
        3. Attitudes
        4. Elements:
            a. Common myths & stereotypes about gifted students
            b. Perceived elitism
            c. Anti-Intellectualism
            d. Lack of specialized teacher training
            e. Lack of funding
            f. Excellence gap
        5. **Assignments**
            a. Journal Questions in response to Module content/reading about negative attitudes toward GT (#4a)
                i. Do you believe these negative attitudes hold true today?
                ii. Do you believe there is evidence that supports these attitudes?
                iii. What can be done to address those attitudes/beliefs?
            b. Journal Questions (#4b)
                i. What do you know now about GT students/programming/the field that you didn't know at the beginning of the course?
                ii. Knowing what you now know, what advice would you give your younger self when first working with GT students—let's presume you could join Dr. Who and time travel?
                iii. What did you learn that is most helpful to you in your role as an educator?
                iv. Tell me about your next steps?

f. POST-TEST SURVEY:
    i. Visit the last LINK under Assignments. Please answer the same questions you answered at the beginning of the course (Not including self-introduction questions) & rate each item again using the same scale from 1-5 using the criteria of 1-strongly disagree; 2-somewhat agree; 3-neutral/no opinion; 4-somewhat disagree; and 5-strongly disagree. Take notice of how your responses changed and/or stayed the same.
        1. **Intelligence is inherited and does not change. Gifted students, therefore, do not need any special services.**
        2. **Giftedness can easily be measured by intelligence tests and tests of achievement**.
        3. **There is no need to identify gifted students in the early grades.**
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Grading and Evaluation Activities:

Point Values:

b. Assignments
    i. 5 sets of Journal Reflection Questions (5 points for each question x 16)= 80
    ii. GT Attitudes and Beliefs Pre-Survey (1 point for each answer x 10)= 10
    iii. GT Attitudes and Beliefs Post-Survey (1 point for each answer x 10) = 10

Grading:

You have the option of selecting the type of grading for this course. Please be aware that once you've selected the type of grading option, you cannot request a change after the course has begun.

c. Satisfactory/Unsatisfactory
    i. Participants will need to earn 70 or more points to earn an S grade.
        1. 70-100: Satisfactory
        2. Below 70: Unsatisfactory

d. Letter Grading (A-F).
    i. Letter grades will be assigned as follows:
        1. A: 90% to 100%
        2. B: 80% to 89%
        3. C: 70% to 79%
        4. D: 60% to 69%
        5. F: 59% to 59%

Scholastic Dishonesty

Students enrolled in this course are expected to be aware of the seriousness of scholastic dishonesty. Unacceptable behavior such as submitting someone else's work as your own, cheating on exams, or plagiarizing can result in failure of the course or other sanctions. For a more detailed description of these policies, please refer to the UND Code of Student Life; Appendix IIIa-3, at: http://und.edu/student-affairs/code-of-student-life/