

**University of Arkansas**  
**College of Education and Health Professions**  
**DEPARTMENT OF CURRICULUM AND INSTRUCTION**

**I. Program Affiliation:** Special Education

**Course Number and Title:** CIED 5813: Curriculum  
Development in Gifted  
Education

**Catalog Description:**

This course examines the various models for developing curriculum and providing services for students identified for gifted programs.

**Prerequisites:** CIED 5803 or permission from the  
instructor

**Professor:** Marcia B. Imbeau, Ph.D.  
123 Peabody Hall  
Office – 479-575-3570  
Cell Phone – 479-530-1427

**II. Relationship to Knowledge Base:**

Advanced Preparation (M.Ed.)

This course is an advance course for the scholar-practitioner concerned with curricular issues in gifted education. The major purpose of this course is to study the theoretical and practical aspects of developing quality curricular experiences appropriate for advanced learners. The course has been designed to familiarize students with the Multiple Menu Model developed by Renzulli and the National Association for Gifted Children [NAGC]'s Parallel Curriculum Model in order to facilitate the development of a differentiated and defensible curriculum unit of study for use with gifted students.

**III. Goal**

The goal of this course is to review the various models for developing curriculum and using the knowledge acquired through reading and study to develop a differentiated and defensible unit of study for use with gifted learners.

**IV. Competencies:**

Upon completion of this course, the student should be able to:

1. State the theoretical literature and practical application that contributed to the rationale underlying the Multiple Menu Model. (*NAGC Standard 3, NAGC Standard 5; Praxis 3.A.1-11; Praxis 3.B.1-10; AR GT PAS 9.00*)
2. Describe the components of the Multiple Menu Model. (*NAGC Standard 3, NAGC Standard 5; Praxis 3.A.1-11; AR GT PAS 9.00*)
3. Explain the rationale and the specifics of the Parallel Curriculum Model. (*NAGC Standard 3, NAGC Standard 5; Praxis 3.A.1-11; Praxis 3.B.1-10; AR GT PAS 9.00*)
3. Review, analyze, and apply methodological materials appropriate for gifted students. (*NAGC Standard 3, NAGC Standard 5; NAGC Standard 4; Praxis 2.B.1-6; Praxis 3.A.1-11; Praxis 3.B.1-10; AR GT PAS 8.00-9.00*)
4. List several instructional methods and materials appropriate for use with high ability youngsters at various age/grade levels. (*NAGC Standard 4; Praxis 2.B.1-6; AR GT PAS 8.00*)
5. Apply Bloom's revised taxonomy [Knowledge and Cognitive Dimensions] to curricular materials and instruction. (*NAGC Standard 4; Praxis 2.B.1-6; AR GT PAS 8.00*)
6. Design and develop a curriculum unit based on the Parallel Curriculum Model. (*NAGC Standard 3, NAGC Standard 5; NAGC Standard 4; Praxis 2.B.1-6; Praxis 3.A.1-11; Praxis 3.B.1-10; AR GT PAS 8.00-9.00*)
7. List the most important components of the major curriculum developers in gifted education. (*NAGC Standard 6; Praxis 5.A.1-4, AR GT PAS 5.0*)
8. Discuss and outline specific considerations in planning curricular for special populations (i.e., students with disabilities, females, underachievers, individuals from impoverished backgrounds, African-Americans, Hispanics, Limited English Proficient students and others who are traditionally underrepresented) based on current research and/or previous teaching experiences. (*NAGC Standard 4; Praxis 2.B.1-6; AR GT PAS 8.00*)

## **V. Curriculum Development for the Gifted and Talented**

- A. The Parallel Curriculum Model
  - 1. The Rationale for an Evolving Conception of Curriculum to Develop Expertise
  - 2. The Four Parallels
  - 3. Elements of Curriculum Design
  - 4. The Core Curriculum Parallel
  - 5. The Curriculum Connections Parallel
  - 6. The Curriculum of Practice Parallel
  - 7. The Curriculum of Identity Parallel
  - 8. Ascending Intellectual Demand in the Parallel Curriculum Model
  - 9. Making Decisions About the Use of the Parallel Curriculum Model
  
- B. The Curriculum Component
  - 1. Theory - the forces that drive curriculum
  - 2. Research on curriculum for the gifted
  - 3. Practical curriculum models for the gifted
  
- C. Curriculum Design Issues
  - 1. Learner Characteristics
  - 2. Content, Process/Product, and Concept Dimensions
  - 3. Knowledge and Skills
  - 4. Formulating Student Outcomes
  - 5. Activities and Resources
  - 6. Facilitative Instructional Approaches
  - 7. Evaluation
  
- D. Multiple Menu Model
  - 1. Rationale - A blending of theory and practice
  - 2. Lesson 1 - Knowledge Menu
  - 3. Lesson 2 - Instructional Strategies/Sequences Menu
  - 4. Lesson 3 - Methodological Skills
  - 5. Lesson 4 - Producer of Information
  - 6. Artistic Modification
  
- E. Emerging Technologies and the Curriculum

1. Productivity Tools and the Practicing Professional
    - a. Computer Software
    - b. Library Searches
    - c. Interfacing Devices
    - d. Multimedia Presentations
  2. Communication Networks
- E. Specific Considerations in Planning Curricula for Special Populations of Gifted Learners
1. Disadvantaged Gifted
    - a. Minority Issues and Groups
    - b. Low Socioeconomic Status
    - c. Intervention Issues
  2. Underachievers
  3. Gifted Girls
  4. Gifted Students with Disabilities
  5. Learning Disabled Gifted
  6. The IEP Approach to Curricular Planning
- F. Methods and Materials for Teaching the Gifted
1. Instructional Planning and Evaluation
    - a. An analysis of gifted education curriculum models
    - b. Layering differentiated curriculum for the gifted and talented
    - c. Process skills for the gifted learner
    - d. Product development for gifted students
    - e. Writing units that remove the learning ceiling
    - f. Evaluating Learner and program outcomes
  2. Strategies for Best Practices
    - a. Materials and methods for teaching analytical and critical thinking skills in gifted education
    - b. Adapting problem-based learning for gifted students
    - c. Fostering creative thinking
    - d. Developing research skills in gifted education
    - e. Affective education and character development....
    - f. Teaching gifted students through independent study
    - g. Extending learning through mentorships

- h. Developing leadership potential of gifted students
  - i. Cooperative learning and gifted learners
  - j. Teaching through simulations for the gifted
3. Supporting and Enhancing Gifted Programs
- a. Public Relations and Advocacy for the Gifted
  - b. Getting What You Need: Locating and Obtaining Money and Other Resources
  - c. Teaching on a Shoestring: Materials for Teaching Gifted Students

## **VI. Evaluation**

Students in this course will be evaluated and grades assigned based on the number of points accumulated on the following activities: Curriculum team conferencing -25 points; Bloom Assignment - 25 points; How-to Assignment - 25 points; Parallel Curriculum Model Analysis – 50 points; Knowledge Tree - 25 points; and Curriculum Unit - 150 points.

## **VII. Syllabus Change**

The instructor reserves the right to make changes as necessary to this syllabus. If changes are made, advance notification will be given to the class.

## **VIII. Grading Scale**

The total number of points earned will determine the student's final grade. The scale will be as follows: 315-350 = A, 280-314 = B, 245-279 = C.

## **IX. Academic Honesty**

The following website outlines the current policy regarding academic honesty. It is the responsibility of every student to read and adhere to this policy. <http://advancement.uark.edu/catalogofstudies>

## **X. Accommodations**

Students with disabilities requesting reasonable accommodations must first register with the Center for Students with Disabilities. The CDS is located in the Arkansas Union, Room 104 and on the web at <http://www.uark.edu/ua/csd/applications.htm>. The CDS provides documentation to students with disabilities who must then provide this

documentation to their course instructors. Students with disabilities should notify their course instructors of their need for reasonable accommodations in a timely manner to ensure sufficient time to arrange reasonable accommodation implementation and effectiveness. A typical time frame for arranging reasonable accommodations for students who are registered with CSC is approximately two week.

## **XI. Classroom Behavior**

Appropriate classroom behavior is expected of the instructor and all students. Inappropriate and disruptive classroom behavior (inappropriate language and gestures, class disruptions, disrespect to other students or instructor, and other behavior as determined by the instructor) will not be tolerated and will result in possible removal from the class and/or disciplinary action as per the student handbook.

### **Inclement Weather**

If class is cancelled for any reason I will try and contact you via the phone tree we will establish on the first day of class or through email. Otherwise, there will be a note on the classroom door.

University closing announcements are made on KAUF Radio 91.3, as well as, local radio and television stations. The University's inclement weather site is updated frequently on both UARKINFO and University Online at <http://pigtrail.uark.edu/info/weather.nclk>

## **XII. Emergency Preparedness**

As we begin this semester, I want to take a few minutes and discuss emergency preparedness. The University of Arkansas is a very safe campus and there is a low probability that a serious incident will occur here. However, we want to emphasize our emergency procedures for evacuation and shelter in place incidents. Our preparedness will be critical IF an unexpected event occurs!

Instructions for specific emergencies, such as severe weather, active shooter or fire, can be found at [emergency.uark.edu](http://emergency.uark.edu). However, there are some simple things you should do in the event an emergency occurs during our class.

- Always follow the directions of the instructor or emergency personnel
- If told to evacuate, do so immediately.

- If told to shelter-in-place, find a room, in the center of the building with no windows, on the lower level of the building.
- If told to lockdown, lock and barricade the door. Turn off the lights and wait for police to arrive.

### **XIII. Course Resources**

Mullins Library

University Professors

Textbooks

Professor's Assistance Materials

Public School Students/Teachers

Practicing Professionals

Past Class Members/Curriculum Developers

Professional Standards Organizations

Electronic Resources

### **XIII . Research Base**

#### **Required Text:**

Tomlinson, C.A., Kaplan, S.N., Renzulli, J.S., Purcell, J., Leppien, J., & Burns, D., Strickland, C.A., & Imbeau, M.B. (2009). *The parallel curriculum: A design to develop high potential and challenge high-ability learners (2<sup>nd</sup> edition)*. Thousand Oaks, CA: Corwin Press.

#### **Optional Texts:**

Erikson, H. L., & Lanning, L.A. (2014). *Transitioning to concept-based curriculum and instruction: How to bring content and process together*. Thousand Oaks, CA: Corwin Press.

Erikson, H. L., Lanning, L.A., French, R. (2017). *Concept-based curriculum and instruction for the thinking classroom*. Thousand Oaks, CA: Corwin Press.

McTighe, J., & Wiggins, G.(2013). *Essential questions: Opening doors to student understanding*. Alexandria, VA: ASCD.

Renzulli, J.S., Leppien, J.H., & Hayes, T.S. (2000). *The multiple menu model: A practical guide for developing differentiated curriculum*. Mansfield Center, CT: Creative Learning Press, Inc.

Wiggins, G., & McTighe, J. (2011). *The Understanding by Design guide to creating high-quality units*. Alexandria, VA: ASCD.

### **PCM unit books by Corwin Press**

Imbeau, M.B. (Ed.) (2011). *Parallel Curriculum Units for Grades K-5*. Thousand Oaks, CA: Corwin Press.

Leppien, J.H., & Purcell, J.H. (Eds.) (2011). *Parallel Curriculum Units for Science, Grades 6-12*. Thousand Oaks, CA: Corwin Press.

Leppien, J.H., & Purcell, J.H. (Eds.) (2011). *Parallel Curriculum Units for Mathematics, Grades 6-12*. Thousand Oaks, CA: Corwin Press.

Purcell, J.H., & Leppien, J.H. (Eds.) (2009). *Parallel Curriculum Units for Language Arts, Grades 6-12*. Thousand Oaks, CA: Corwin Press.

Purcell, J.H., & Leppien, J.H. (Eds.) (2010). *Parallel Curriculum Units for Social Studies, Grades 6-12*. Thousand Oaks, CA: Corwin Press.

**Other References/Readings – consult the references from the above texts.**

## COURSE REQUIREMENTS

**Revised Bloom's Taxonomy Assignment (25 pts.)** - All class members will complete an activity based on Bloom's Taxonomy. Separate sheets with instructions and an example are included in the professor assistance materials. Note the due date on the class agenda.

**How-To Assignment (25 pts.)** - Students will complete a specification form for methodological resource books. A sample and a blank form will be distributed by the professor. Note the due date on the class agenda.

**Parallel Curriculum Model Presentation (50 pts.)** - All class members will be expected to select one of the four parallels to critique in a class presentation from the text. This critique should include a written summary of one parallel **Core, Connections, Practice or Identity**, an analysis of strengths and weaknesses of the ideas presented by the authors, your recommendations for practice and specific questions you would ask the authors if you were given the opportunity.

**Curriculum Unit (150 pts.)** - A unit of study on a selected topic and grade level(s) will be developed by each student using both the Parallel Curriculum Model and the Multiple Menu Model. This major curriculum project will consist of an abstract, unit overview and lessons. Much class time will be devoted to this project and students are expected to come to class prepared for the activity as listed on the class agenda.

### Class Agenda

<b>January</b>	<b>Topic</b>	<b>Assignment</b>
13	Course Overview & Requirements Curriculum principles and concepts simulation activity/discussion - Beginning Discussion	

27	<b>Concept-based curriculum</b>	<b>handouts provided</b>
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**February**

3	Rationale behind the Parallel Curriculum Model	<b>PCM Chapters 1-3 Curriculum Topic Due</b>
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10	Overview, discussion, and questions on the Multiple Menu Model, Artistic Modification Lecture	<b>Handouts</b>
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17	Discussion and Activity on Knowledge Trees Overview of Lesson I Overview of the 4 Parallels Lecture	
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24	Discussion and activities on Bloom's Taxonomy and Ascending Levels of Intellectual Demand	<b>PCM Chapters 4-8</b>
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Discussion of PCM Presentations

<b>March</b>	<b>Topic</b>	<b>Assignment</b>
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2	Parallel Curriculum Model Presentations	<i>PCM Analysis Paper</i>
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9	Group Conferencing on the Parallel of Core In-Class work on the Parallel of Connections and Practice	<i>PCM – Chap. 4</i>
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<b>March</b>	<b>Topic</b>	<b>Assignment</b>
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16 Group Conferencing on the Core Parallel *PCM – Chap. 5*  
In-Class work on the Parallel of Connections

**23 NO CLASS.....*SPRING BREAK***

## **April**

6 Group Conferencing on the **Knowledge Menu Due**  
Parallel of Connections *PCM – Chap. 6*  
In-Class work on the Parallel of Practice

13 Group Conferencing on the **Bloom’s Assignment Due**  
Parallel of Practice *PCM – Chap. 7*  
Discuss Methodological Book Evaluation  
Overview of the Parallel of Identity

20 Group Conferencing on the Parallel of Identity  
**“How-to” assignment DUE**

Ausabel’s Theory of Meaningful Verbal Learning and  
Phenix’s Realms of Meaning

27 Group Conferencing on the entire Unit  
Putting your unit together – Questions/Concerns

Specific Considerations in Planning  
Curricula for Special Populations of Gifted Learners  
and incorporating Ascending Intellectual Demand

**May Topic Assignment**

4 Unit Presentations/Sharing  
Units and to be completed and turned in **Unit DUE**  
Course Wrap-Up/Evaluation

**Congratulations!**

**University of Arkansas, College of Education and Health Professions  
DEPARTMENT OF CURRICULUM AND INSTRUCTION**

I. Program Affiliation: Special Education

**Course Number and Title:** CIED 5823: Structure Practicum in G/T  
Applied leadership experience in gifted education programs, schools, institutions, and other facilities for gifted/talented children grades K-12. Prerequisite: [CIED 5813](#).  
(Typically offered: Summer)

**Prerequisites:** Admission to graduate school and instructor permission

**Professor:** Marcia B. Imbeau, Ph.D.  
Professor  
123 Peabody Hall  
Office Phone : 479-575-3570  
Cell Phone: 479-530-1427  
[mimbeau@uark.edu](mailto:mimbeau@uark.edu)

**II. Relationship to Knowledge Base:**

Advanced Preparation (M.Ed.)

This course is an advance course designed for the scholar-practitioner concerned with applying what they have learned in previous gifted and talented education coursework and study to the real-world of teachers/administrators in gifted programs. The major purpose of this course is to have students to respond to a variety of situations/tasks that they will likely encounter in their work and develop a professional portfolio of various products that demonstrate specific competencies.

**III. Goal**

The goal of this course is to develop a professional portfolio of carefully constructed responses to a variety of situations persons in gifted education may be called on to produce.

**IV. Competencies**

Upon completion of this course, the student should be able to:

1. Respond to requests for information from various constituencies. (*NAGC Standard 6; Praxis 5.B.4, 6, 7; AR PAS 5.0*)
2. Summarize major reports for particular audiences. (*NAGC Standard 6; Praxis 5.B.1-2, 7, 9-11; AR GT PAS 5.0, Guide for Life*)
3. Analyze, summarize and draw conclusions regarding the results of research, as well as recommendations from experts on timely and controversial topics. (*NAGC Standard 6; Praxis 5.B.1-2; AR GT PAS 5.0*)
4. Describe procedures for conducting a program evaluation. (*NAGC Standard 6, Praxis 5.A.2-4; AR GT PAS 5.0, Guide for Life*)
5. Plan and describe how you would handle a hard conversation. (*NAGC Standard 6, Praxis 5.B. 4, 9-11; AR GT PAS*)
6. Develop documents that provide guidance to other teachers regarding curriculum and instruction for a gifted program. (*NAGC Standard 3 & 5; Praxis 3.A.1-11; 3.B.1-10; AR PAS 9.0;*)
7. Create policies on appropriate topics that is clear, concise and appropriate. (*NAGC Standard 6; Praxis 5.A.2-3; AR GT 5.0*)
8. Discuss how decisions made are consistent with goals and objectives for the program overall. (*NAGC Standard 6; Praxis 5.A.2-3, 5; AR GT 5.0*)
9. Generate ideas for creating and improving program ownership with various stakeholders. (*NAGC Standard 6; Praxis 5.A.2-3, 4, 6, 11; AR GT 5.0, Guide for Life*)
10. Demonstrate competencies in knowledge, understanding and skill for effective GT teachers/administrators. (*NAGC Standard 6; Praxis 5.A.1, 5; AR GT 5.0*)

## **V. Content**

### **From the NAGC-CEC Teacher Preparation Standards in Gifted and Talented Education**

**Standard 1** begins with a gifted professional's understanding of individual learning differences focusing on how language, culture, economic status, family background, and/or disability impacts

the learning of individuals with gifts and talents. Based on these understandings gifted education professionals respond to learners' individual needs.

**Standard 2** emphasizes the nature of multiple learning environments for gifted learners. This includes creating safe, inclusive, and culturally responsive environments for all learners. These environments provide the framework for a continuum of services that respond to individual's gifts, talents, motivations, cultural, and linguistic differences.

**Standards 3, 4, and 5** focus on gifted education professionals' knowledge and implementation of the learning process. Standard 3 emphasizes educators' knowledge and use of core and specialized curricula to advance learning for individuals with gifts and talents. Standard 4 concentrates on assessment, both for identifying individuals with gifts and talents and also the types of assessment used to differentiate and accelerate instruction. Standard 5 focuses on the selection, adaption, and planned use of a variety of evidence-based instructional strategies to advance learning of gifted and talented individuals.

**Standard 6** emphasizes the use of foundational knowledge of the field and professional ethical principles as well as national Pre-K-Grade 12 gifted education programming standards to inform gifted education practice to engage in lifelong learning, and to advance the profession.

Finally, **Standard 7** focuses on gifted education professionals' collaboration with families, other educators, related-service providers, individuals with gifts and talents, and personnel from community agencies in culturally responsive ways to address the needs of individuals with gifts and talents across a range of learning experiences.

Additional information and the standards may be found <https://www.nagc.org/resources-publications/resources/national-standards-gifted-and-talented-education/nagc-cec-teacher-0>

## **VI. Evaluation**

Students in this course will be evaluated and grades assigned based on the number of points accumulated on completing all #10 scenarios along with an introduction – rationale for the their work and a reflection of areas where they have grown and where they will continue to focus in the future. There are 400 points possible but individual points can be found on the scoring guide.

## **VII. Syllabus Change**

The instructor reserves the right to make changes as necessary to this syllabus. If changes are made, advance notification will be given to the class.

## **VIII. Grading Scale**

The total number of points earned will determine the student's final grade. The scale will be as follows: 450-500 = A, 400-449= B, 350-399= C.

## **IX. Resources and Policies You Need to Know**

**Blackboard Learning System: [learn.uark.edu](http://learn.uark.edu)**

In an effort to support sustainability, this course will be managed through the University of Arkansas' Blackboard Learning System. Students will use this tool to help facilitate a blended web-based educational environment. Students will use this site for work submission, communication, collaboration, as well as grade management. The course syllabus, class notes, detailed assignment descriptions, rubrics, and supplemental materials will be published via the Blackboard Learning System.

### **Blackboard Resources**

Blackboard Demand: <http://ondemand.blackboard.com/students.htm>

Blackboard Help: <http://help.blackboard.com/student/index.htm>

U of A Blackboard Learn Support: <http://bbsupport.uark.edu/category/students/>

Blackboard Help Desk: 479-575-6804; Monday - Thursday: 8am-5pm & 8pm-10pm; Friday: 8am - 5pm; Sunday: 4pm - 11pm

### **Students with Disabilities**

University of Arkansas Academic Policy Series 1520.10 requires that students with disabilities are provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact me privately at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through the Center for Educational Access (contact 479-575-3104 or visit <http://cea.uark.edu> for more information on registration procedures).

### **Academic Honesty**

As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail.

Each University of Arkansas student is required to be familiar with and abide by the University's 'Academic Integrity Policy' at <https://honesty.uark.edu/>. Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.

### **Center for Learning and Student Success Class+**

The Center for Learning and Student Success (CLASS+) works with students to refine and strengthen the academic skills necessary for success at the University of Arkansas. Call 479.575.2885 or visit the office in Gregson Hall, or visit their website.

### **Writing Center**

CLASS+ Writing Support provides one-on-one tutoring assistance. You can work with writing tutors in person or upload your paper for online feedback. Writing tutors help you learn revision strategies for developing your academic and professional writing skills. Schedule a free online or in-person appointment. Call 479-575-6747 or email [writcent@uark.edu](mailto:writcent@uark.edu). 315 Kimpel Hall, or visit their website.

### **Counseling and Psychological Services**

The staff of Counseling and Psychological Services (CAPS) works with members of the University to help solve problems, understand themselves, grow personally, develop more satisfying relationships with friends and family and help with other mental health issues. Services are provided by licensed psychologists, counselors, and social workers. Call 479-575-5276 to make an appointment, or visit their website. There is 24 hour emergency service available, Call (479) 575-5276.

### **Research Librarians**

Ask a Librarian! Text: 479-385-0803, Call: 479-575-6645, email: [refer@uark.edu](mailto:refer@uark.edu), or live chat! Visit their website. Education Librarian is Laura Cameron 479-575-5313 or [lecamero@uark.edu](mailto:lecamero@uark.edu)

### **Full Circle Pantry**

The Jane B. Gearhart Full Circle Food Pantry is available as a free grocery assistance center for all U of A students, staff, and faculty. Full Circle is located on the backside of Walton Residence Hall and is open Mondays from 11a-3p, Wednesdays from 3p-5p, and Thursdays from 10a-2p. If you need assistance outside of these hours, please email [pantry@uark.edu](mailto:pantry@uark.edu) to set up an alternate time. For more information visit [fullcircle.uark.edu](http://fullcircle.uark.edu) or email [pantry2@uark.edu](mailto:pantry2@uark.edu).

### **Attendance Policy**

“Education at the university level requires active involvement in the learning process. Therefore students have the responsibility to attend classes and to actively engage in all learning assignments or opportunities provided in their

classes. Instructors have the responsibility to provide a written policy on student attendance that is tied to course objectives and included in a course syllabus. There may be times, however, when illness, family crisis, or university-sponsored activities make full attendance or participation impossible. In these situations students are responsible for making timely arrangements with the instructor to make up work missed. Such arrangements should be made in writing and prior to the absence when possible.”

“Examples of absences that should be considered excusable include those resulting from the following: 1) illness of the student, 2) serious illness or death of a member of the student’s immediate family or other family crisis, 3) University-sponsored activities for which the student’s attendance is required by virtue of scholarship or leadership/participation responsibilities, 4) religious observances (see Students’ Religious Observances policy below), 5) jury duty or subpoena for court appearance, and 6) military duty. The instructor has the right to require that the student provide appropriate documentation for any absence for which the student wishes to be excused.” from Attendance Policy in the Faculty Handbook

Respect for Diversity (source: Brown University

<https://www.brown.edu/sheridan/teaching-learning-resources/inclusive-teaching/statements>)

It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to talk with me. I want to be a resource for you. I (like many people) am still in the process of learning about diverse perspectives and identities. If something was said in class (by anyone) that made you feel uncomfortable, please talk to me about it.

## **XII. Course Resources**

Mullins Library  
University Professors  
Business Persons  
Textbooks  
Professor's Assistance Materials  
Students/Classroom Teachers/Parents  
Internet

## **XIII. Research Base**

Students are encouraged to use previous textbooks from courses taken in gifted education, as well as, any of the resources provided in the scenarios and resource document.

## **COURSE REQUIREMENTS**

All course work should be typed in APA style (7th ed.) and the final portfolio submitted by May 2 at midnight.

*The purpose of this advanced practicum course is for students to apply what they have learned through their coursework and study to several real-world situations/tasks that administrators and teachers of gifted programs are often called on to do in their work. Twelve scenarios have been created for you to respond by creating various products that will become part of your GT Professional Portfolio. Students should consult the scoring guide regarding specific criteria for each scenario and the points each scenario is worth. You are encouraged to use texts from previous courses to find information, resources and references along with the websites included in this document to help you in developing each product. Each product should be labeled by the scenario number and*

*should be compiled in chronological order. Your work is due at midnight on the last day of class, May 2, 2021.*

## CIED 694v(3): Special Topics - Advanced GT Practicum Spring 2021 Scoring Guide

**Note:** Please consult any specific instructions regarding the products indicated for each scenario in each week's folder. When compiling your GT Professional Portfolio with each product from the twelve scenarios, you must also include a **Rationale** as an introduction to your work and a **Reflection** as a conclusion of your study of the field. See criteria for these and for each scenario below.

Portfolio Entry	Product Criteria	Points
Introduction	<ul style="list-style-type: none"> <li>• Overview of your work and the importance it has had to your growth as a professional dedicated to gifted education is evident</li> <li>• Narrative is well-written</li> </ul>	20
Scenario #1 - Priorities	<ul style="list-style-type: none"> <li>• List includes both basic, practical and theoretical issues</li> <li>• Questions are thoughtful and professional</li> <li>• Insight into your commitment to optimize the learning of advanced learners</li> </ul>	25
Scenario #2 – Including Underrepresented Groups	<ul style="list-style-type: none"> <li>• Publication is well-designed and the specific recommendations are clearly focused on equity and inclusion</li> <li>• Well researched with appropriate citations</li> <li>• Panel member suggestions with a rationale for each one is clearly presented</li> </ul>	50
Scenario #3 – Total Program Ownership	<ul style="list-style-type: none"> <li>• Activities proposed are innovative and show a commitment to increasing “buy-in” of the GT program for each stakeholder group</li> <li>• Sources (where appropriate) are indicated for the some of the proposed activities</li> <li>• Document is well organized, well written, persuasive and free of errors</li> </ul>	40
Scenario #4 – Job Announcement	<ul style="list-style-type: none"> <li>• Qualities, rewards and challenges are embedded in the announcement</li> <li>• Specific requirements of the state are included</li> <li>• Audience appeal present</li> <li>• Well written</li> </ul>	30

<b>Scenario #5 – Director Timeline of Duties</b>	<ul style="list-style-type: none"> <li>• Timeline of tasks presented with clear purpose for each</li> <li>• Progression of both routine and specialized tasks are indicated</li> </ul>	35
<b>Scenario #6 – GT Program Evaluation Action Plan</b>	<ul style="list-style-type: none"> <li>• Best-practice program evaluation elements present in plan</li> <li>• Appropriate steps in Program Evaluation are included</li> <li>• Timeline and responsible parties are indicated</li> </ul>	40
<b>Scenario #7 – Hard Conversation</b>	<ul style="list-style-type: none"> <li>• Script shows a thoughtful, confident professional who can well explain tough decisions</li> <li>• Script also shows genuine concern for students, teachers and the program</li> </ul>	40
<b>Scenario #8 – Curriculum Scope and Sequence and GT Unit Template for Quality Elements for Future Units of Study</b>	<ul style="list-style-type: none"> <li>• Scope and Sequence is balanced (including different disciplines and highlighting new skills – discipline specific &amp; thinking skills) with units that appear timely, challenging and engaging for the grade level and appear to grow in sophistication as students progress in the program</li> <li>• Template includes clear, appropriate, recommended elements (see NAGC-CEC Teacher Preparation Standards, 1,3,4,5)</li> </ul>	50 50
<b>Scenario #9 – Acceleration Policy</b>	<ul style="list-style-type: none"> <li>• Proposed policy provides clear, reasonable guidance for the procedures/decisions regarding students who may need acceleration</li> <li>• Policy is well-written, uses appropriate citations</li> </ul>	50
<b>Scenario #10 – Maximizing the Field Trip Experience</b>	<ul style="list-style-type: none"> <li>• Unit example clearly shows how the field trip experience is an integral part of the unit of study</li> <li>• Preparation prior to the field trip is evident</li> <li>• Debriefing after the field trip is also noted along with appropriate thank yous or other courtesies</li> </ul>	40
<b>Scenario #11 GT Secondary Programming Options</b>	<ul style="list-style-type: none"> <li>• Reply is thoughtful, friendly and professional</li> <li>• PMI chart clearly lists all of the GT services found in the scenario and evidence is supported with citations</li> </ul>	50

	<ul style="list-style-type: none"> <li>• Conclusion is a natural, logical summary of the data presented from the chart</li> </ul>	
<b>Scenario #12 Characteristics, Needs, Issues and Supports for LGBTQ Students</b>	<ul style="list-style-type: none"> <li>• Slides are well-designed with appropriate and research-based evidence (citations are referenced)</li> <li>• A teacher would clearly know the characteristics, issues and strategies for supporting LGBTQ students based on the presentation.</li> </ul>	50
<b>Reflection</b>	<ul style="list-style-type: none"> <li>• Narrative indicates how you have extended your knowledge, understanding and skill about working in gifted programs as well as areas you want to continue to grow in as you gain more experience</li> </ul>	20
<b>Total Points</b>		<b>/500</b>

CIED 5803: Nature and Needs of the Gifted and Talented

Fall 2021

University of Arkansas College of Education and Health Professions  
Department of Curriculum and Instruction  
Instruction Mode: ONLINE Via Blackboard

Instructor: Marcia B. Imbeau  
Phone: Office: 479-575-3570 Cell: 479-530-1427

Email: mimbeau@uark.edu  
Office Hours: By appointment

**COURSE DESCRIPTION:**

*Nature and Needs of the Gifted and Talented* is an introductory course designed to provide participants with an overview of the field of education of the gifted and talented. Specifically, the course will review gifted and talented children's educational, psychological, and social characteristics.

**PREREQUISITES:** None

**COURSE COMMUNICATION:**

Email is the quickest form of contact. Please allow me 24 hours to respond. All emails should have your name and section number in the subject line (this is a good university habit). Please do not hesitate to contact me if you have a question but do not wait until the last minute to do so (see late policy). You may also contact me via cell through call or text in the case of emergency. Communication is KEY to an online course!

**REQUIRED TEXTBOOKS:**

1. Rimm, S.B., Siegle, D., & Davis, G.A. (2018). *Education of the gifted and talented (7th ed.)*. New York: Pearson Education, Inc.
2. Eckert, R. & Robins, J.H. (Eds.) (2017). *Designing services and programs for high-ability learners: A guidebook for gifted education*. Thousand Oaks, CA: Corwin Press.

**RECOMMENDED TEXTBOOKS:**

1. American Psychological Association. (2020). *Publication Manual of the American Psychological Association (7th ed.)*. Washington, D.C.

**COURSE RESOURCES**

1. Mullins Library
2. Arkansas Department of Education; area Teachers & coordinators
3. Course instructor's resource materials (see references), organizations, and agencies
4. Students and family members

**COMPETENCIES:** Upon completion of CIED 5803, students will be able to:

1. List the various characteristics of individuals identified as gifted and/or creative. (*NAGC-Standard 1; Praxis 1.A.5, B.8-9; AR GT PAS 7.0; Guide for Life*)
  - 1.1 Discuss the history of the field of gifted education and its influence on current trends and issues. (*NAGC-Standard 6; Praxis.5.A.1-2; AR GT PAS 5.0*)
  - 1.2 Review basic terminology, current definitions, theories, and models of gifted education. (*NAGC-Standard 6; Praxis 5.A.1-4; AR. GT PAS 7.0*)

- 3 Highlight the characteristics of different types and levels of giftedness such as the highly gifted and those in specific academic areas, in the arts, and in leadership. *(NAGC-Standard 1; Praxis 1.A.2-4, B.3-4; AR GT PAS 7.0)*
  - 1.4 Identify those critical characteristics of a teacher of gifted/talented students that will facilitate the educational and social/emotional growth of gifted/talented students. *(NAGC-Standard 1; Praxis 1.A.1-5, 1.B.2-9; AR GT PAS 7.0)*
  - 1.5 Examine characteristics of teachers of the gifted that relate to the skills necessary for working effectively with parents, teachers, and administrators. *(NAGC-Standard 1, Praxis 1.A.5, B.6; AR GT PAS 7.0)*
2. Specify differing characteristics of individuals from special populations such as students with disabilities, females, underachievers, lower socioeconomic individuals, African-Americans, Hispanics, Limited English Proficient students, and others who are traditionally underrepresented for gifted and talented programs. *(NAGC-Standard 1; Praxis 1.B.6, 1.B.8; AR GT PAS 7.0; Guide for Life)*
3. Describe various procedures and instruments used in identifying students for possible placement in gifted and talented programs. *(NAGC-Standard 2; Praxis 2.A.1-7, 2.B.1-6; AR GT PAS 7.0; Guide for Life)*
  - 3.1 Describe the development of a broad-based, multi-faceted identification procedures, including the use of varied sources of information, the selection of qualitative and quantitative measures that match specific areas of ability, and the organization and evaluation of multiple sets of data. *(NAGC-Standard 4; Praxis 2.B.1-6; AR GT PAS 7.0)*
  - 3.2 Note assessment practices as they relate to screening, identifying strengths and weaknesses, monitoring, and conducting research with gifted/talented students. *(NAGC-Standard 2; Praxis 2.A.1-4; AR GT PAS 7.0)*
  - 3.3 Explain specific biases that may be present with particular instruments, procedures, and policies related to identifying special groups of gifted/talented such as students with disabilities, females, underachievers, lower socioeconomic individuals, African-Americans, Hispanics, Limited English Proficient students and others who are traditionally underrepresented *(NAGC-Standard 2; Praxis 2.B.5-6; AR GT PAS 7.0)*
  - 3.4 Explain various definitions, models, and theories of giftedness and how this diversity relates to the development of techniques used in the assessment process. *(NAGC-Standard 2; NAGG Standard 6; Praxis 2.A.1-7; AR GT PAS 7.0)*
4. Analyze the strengths and weakness of various program models delivering services to children identified as gifted and talented. *(NAGC-Standard 3; NAGC-Standard 5; Praxis 3.A.2, 3.A.9, 3.B.1; AR GT PAS 9.0; Guide for Life)*
  - 4.1 Describe the characteristics of gifted and talented students and the influence of these characteristics on the instructional strategies used in classrooms for the gifted/talented. *(NAGC-Standard 3; NAGC-Standard 5; Praxis 3.B.1, 3.B.4, 3.B.6-10; AR GT PAS 9.0)*
  - 4.2 Delineate how to adapt the learning environment to the content, style, and rate of learning of each gifted/talented learner including the management of large and small

groups and independent learning. (*NAGC-Standard 4; Praxis 2.A.1, 2.A.3-4; AR GT PAS 9.00*)

5. Report the principles of and procedures for developing a differentiated curriculum in the regular and special program settings. (*NAGC-Standard 3; NAGC-Standard 5; Praxis 3.A.1-2; AR GT PAS 9.00; Guide for Life*)

## **EDUCATION OF THE GIFTED AND TALENTED**

1. Definitions - History & Contemporary Views
  1. Characteristics of Gifted Students
    1. Special populations
    2. Underrepresented groups
  2. Identification
    1. Assessment practices
    2. Special groups
2. Program Planning
  1. Acceleration
  2. Grouping, Differentiation and Enrichment
  3. Curriculum Models
  4. Affective Learning and Leadership
3. Creativity Training
  1. Teaching Strategies
  2. Thinking Skills Training
4. Special Populations
  1. Cultural Diversity and Economically Disadvantaged
  2. Underachievement – Identification and Reversal
  3. Gifted Girls, Gifted Boys
  4. Gifted Students with Disabilities
5. Parenting
  1. Concerns
  2. Suggestions
  3. Counseling
6. Program Evaluation
  1. Strategies
  2. Uses & Audiences

## **COURSE REQUIREMENTS:**

### **ARTICLE CRITIQUES**

You are required to read four journal articles concerning persons who are gifted and/or talented and prepare a review of each article. The articles are to be from peer-reviewed journals that are no more than five years old. You are advised to observe the deadlines for submitting your article critiques.

The critiques will be graded according to content clarity, article's appropriateness to topics covered in class, quality of writing, and appropriate bibliographic citation. These article reviews should include (1) Bibliographic information using APA citation rules (if you are unfamiliar with this type of citation--the following website can provide you with critical information [https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide)

[/general\\_format.html](#) (2) Summary of the article, and (3) Your reaction to the article and/or your opinion of its usefulness for a particular audience.

Please use the following headings for each of your reviews:

**Summary, Reaction, Implications and identify which of the topic areas is reflected in your articles.** The topic areas from which you are requested to prepare your article critiques are listed below:

1. Identification of the gifted and talented
2. Special populations of the gifted
3. Service delivery systems and/or models
4. Creativity
5. Curriculum development for the gifted

### **COURSE PROJECT**

In addition to class discussions and assigned readings, each class member will complete a project consisting of an original piece of material directly related to this field. (Please, do not dig out or revise an old research paper!) There are several forms that this material may take, and several examples that others have chosen from past classes will be shared several weeks into the course.

The only restrictions placed on this project are:

1. That it has an **authentic audience** besides you and me.
2. That it does not consist of a summary or recapitulation of material that is already in print.
3. It is something you have written, developed, or created and that it did not exist before the start of this course. In other words, I do not want a "show-and-tell" of the things you have already done.

Please turn in a copy of the "Management Plan" form describing what you plan to do on the date indicated in the class schedule. I will review your plan, approve it and perhaps make some suggestions, and return it to you the following week. \*

### **\*A NOTE ON WRITTEN MATERIAL**

The quality of written material produced by graduate students should reflect the highest standards of scholarship. Please obtain a manual or guide for professional writing and study the "style" of written material in the same category as the type of product you will work on for your course project. Ask another person to edit your first draft and proofread your final draft before submitting your work. All written work should be completed using APA 7th edition guidelines. Please include an outline or table of contents, sub-headings for each section, and number each page, table, and figure.

### **COURSE FINAL**

The final exam will consist of two parts. Part I (50 pts.) will consist of responding to an article for your review. Part I will be available to you the last week of the course, and your response will be due the week of the final exam. Part II (50 pts.) is an examination given the last week of the semester. The exam will be comprehensive and will cover assigned readings, weekly content, and discussions. A study guide will be given to students before the exam.

## EVALUATION

Students in the class will be evaluated and grades assigned according to points accumulated on the following activities: Class participation - 125; Course Project - 100; Four Article Critiques - 100; Final Exam (Part 1 (Essay)- 50 pts. and Part 2 (Exam)- 50 pts.)- 100.

## SYLLABUS CHANGE

The instructor reserves the right to make changes as necessary to this syllabus. If changes are made, advance notification will be give to the class.

**GRADING:** Grades will be assigned according to the points accumulated on the following activities:

1. Class participation (this includes all blog posts, other weekly assignments, reflections, quizzes, quick-writes, etc.)- 195
  2. Course Project - 100
  3. Final Examination - 100
  4. Four Article Critiques - 100
- 90 - 100% (445-495) = A
  - 80 - 89% (396-444) = B
  - 70 - 79% (346-395) = C

The total number of points earned will determine the student's final grade.

**ACADEMIC HONESTY:** The application of the University of Arkansas Academic Honesty Policy, as stated in the Student Handbook, will be fully adhered to in this course. Academic dishonesty involves acts that may subvert or compromise the integrity of the educational process. Each student is responsible for being fully aware of the contents of the Academic Honesty Policy and of the possible consequences of disregarding that policy. Any work turned in by a student must be his or her own original work. Works from others that are referenced must be cited according to APA guidelines. The University of Arkansas Academic Honesty Policy can be located online at: <http://provost.uark.edu/245.php>.

Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor."

**LATE WORK POLICY:** Late work will not be accepted without penalty. A 10 percent reduction in grade per day will be apportioned except in extraordinary circumstances (death in the family, serious illness, etc.). You must contact the instructor BEFORE the assignment is due if extraordinary circumstances occur. If you have an excused absence as defined above, you may take a makeup examination.

**ACCOMMODATIONS:** University of Arkansas Academic Policy Series 1520.10 requires that students with disabilities are provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact me privately at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through the Center for Educational Access (contact 479-575-3104 or visit [cea.uark.edu](http://cea.uark.edu) for more information on registration procedures).



## COURSE SCHEDULE

NG=No Grade

### *Class Schedule*

Week	Dates	Activities	Due Date	Points
1	8/23-8/29  Course Introduction	Introduction to the Syllabus & Class Expectations		
		Syllabus Quiz	8/29	5
		Introduction FlipGrid	8/29	NG
		Distinguishing Myths and Realities Quiz	8/29	NG
2	8/30-9/5  Gifted Education: Matching Instruction with Needs	Read Chapter 1 Rimm et al., 2018		
		Chapter 1 Reflection: FlipGrid	9/5	10
		Arkansas Department of Education Gifted and Talented Program Standards: Hypothesis Discussion	9/5	10
		Review Management Plan; Begin brainstorming project	ongoing	NG
3	9/6-9/12  Characteristics and Needs of the Gifted	Read Chapter 2 Rimm et al., 2018		
		Read Eckert & Robins - Chapters 1 & 2		
		Complete Teacher Training Exercise (SCRBCSS) and reflection	9/12	10
		Reading Reflection/personal experience	9/12	10
4	9/13-9/19  Program Planning & Identifying Gifted Students	Read Chapters 3 & 4 Rimm et al., 2018		
		Read Eckert & Robins - Chapters 3 & 4		
		Article Critique #1 and Hypothesis Discussion "Is it a cheetah?"	9/19	25
5	9/20-9/26  Identification and Assessment Tools	VoiceThread Discussion: Assessment Tool Articles	9/26	10
		Assessment Tool Critique [in place of Article Critique #2]	9/26	25
6	9/27-10/3  Cultural Diversity and Economic Disadvantage	Read Chapter 13 - Rimm et al., 2018		
		Read Eckert & Robins - Chapter 11		
		Chapter 13 Quiz	10/3	15
7	10/4-10/10  Underachievement, Learning Disabled and Students with Disabilities	Read Chapters 12 & 15 - Rimm et al., 2018		
		Read Eckert & Robins - Chapter 10		
		Discuss chapters: VoiceThread	10/10	10
		Management Plan is Due	10/10	10
8	10/11-10/17	Read Chapter 14 - Rimm et al., 2018		

	Gifted Girls, Gifted Boys	Brochure for Special Populations Assignment	10/17	25
9	10/18-10/24	Read chapters 5 & 6 -Rimm et al., 2018		
	Program Development - Acceleration, Enrichment, and Grouping	Read Eckert & Robins- Chapters 7 & 8		
		PMI Chart and VoiceThread discussion	10/24	10
		Article Critique #3	10/24	25
10	10/25-10/31	Read Chapters 7 & 11 -Rimm et al., 2018		
	Program Development - Curriculum Models	FlipGrid discussion over Program Development	10/31	10
		Graphic Organizer	10/31	15
11	10/1-11/7	Read Eckert & Robins- Chapters 5 & 6		
	Curriculum Models continued	Curriculum FlipGrid discussion		10
		Work on your Course Project!!!	ongoing	
12	11/8-11/14	Read Chapters 8, 9, 10 - Rimm et al., 2018		
	Creativity and Thinking Skills Instruction	Reading Reflection Assignment	11/14	10
13	11/15-11/21	Read Chapters 16 & 17 - Rimm et al., 2018		
	Parenting the Gifted	Read Eckert & Robins- Chapter 13		
		Workshop Planning Assignment	11/21	10
		Article Critique #4	11/21	25
14	11/22-11/28	Read Chapter 18 - Rimm et.al., 2018		
	Evaluating Programs for the Gifted	Eckert & Robins- Chapter 16		
		Evaluation Program Quiz	11/28	15
15 & 16	11/29-12/12	Final Exam - Part I and Part II	12/12	100
	Final Week	Final Project Due	12/12	100
TOTAL				495

**University of Arkansas, College of Education and Health Professions  
DEPARTMENT OF CURRICULUM AND INSTRUCTION**

I. Program Affiliation: Special Education

**Course Number and Title:** CIED 6073: Seminar in Developing Creativity

**Catalog Description:**

*A study of the facets of creativity, how they can be applied to be used in one's everyday life, how they can be applied in all classrooms, and how to encourage the development of these in students.*

**Prerequisites:** Admission to graduate school

**Professor:** Marcia B. Imbeau, Ph.D.  
Professor  
123 Peabody Hall  
Office Phone : 479-575-3570  
Cell Phone: 479-530-1427  
[mimbeau@uark.edu](mailto:mimbeau@uark.edu)

**II. Relationship to Knowledge Base:**

Advanced Preparation (M.Ed.)

This course is an advance course designed for the scholar-practitioner concerned with the theoretical and practical aspects of creativity. The major purpose of this course is to introduce students to the major definitions, theories, and research related to the study of creativity and the creative individual. Additionally, students in this course will learn various techniques for developing creative thinking in their students, review tests and instruments for measuring creative thinking abilities, discuss methods for enhancing personal creative abilities, and evaluate techniques for examining the creative process.

**III. Goal**

The goal of this course is to study the theoretical and practical aspects of creativity, i.e., what is creativity and how do we develop creativity in our students and ourselves.

#### IV. Competencies

Upon completion of this course, the student should be able to:

1. Explain the definitions and factors that influence the development, assessment, and evaluation of creative potential. (*NAGC Standard 2; Praxis 4.A.1; AR GT PAS 7.0*)
2. Summarize the major process, product, and personality theories as they relate to the development of creativity. (*NAGC Standard 1, Praxis 1 A.1-3; AR GT PAS 7.0*).
3. Analyze, summarize and draw conclusions regarding the results of conducted studies in the field of creativity. (*NAGC Standard 6, Praxis 5.B.1-3*)
4. Outline the controversies associated with assessing creativity and state the strengths and weaknesses of the better-known assessment instruments. (*NAGC Standard 2; Praxis 4.A.1-7; AR PAS 7.0*)
5. Evaluate and critique commercial creativity materials. (*NAGC Standard 3 & 5; Praxis 3.A.1-5; AR PAS 9.0*)

#### C. Blocks to Creativity

1. The Brain and Nervous System
2. Perceptual Blocks
3. Emotional Blocks
4. Cultural & Environmental Blocks
5. Intellectual and Expressive Blocks
6. Alternate Thinking Languages
7. Kinds of Blockbusters
8. Groups/Organizations
9. Raising Creative Children and Creativity in the Future

#### D. Creativity Research

1. The IPAR Studies
2. Creativity and Intelligence
3. Talent Development
4. Gender and Cultural Differences

#### E. Assessment of Creativity

1. Uses of Creativity Tests
2. Types of Creativity Tests
3. Divergent Thinking Tests
4. Personality and Biographical Inventories

5. Assessing Creative Press
6. Challenges and Concerns

F. Creativity Techniques

1. Personal Creative Thinking Techniques
2. Standard Creative Thinking Techniques
3. Brainstorming
4. Attribute Listing
5. Morphological Synthesis
6. Idea Checklist
7. SCAMPER
8. Creative Problem Solving
9. Creative Dramatics
10. Synectics
11. Blockbusters

G. Commercial and Competitive Programs

1. Future Problem Solving
2. Destination Imagination
3. Odyssey of the Mind
4. Others (Invention Convention, Science Olympiad, etc.)

G. Creativity in the Content Areas

1. Thinking Creatively Across Content Areas
2. Finding and Solving Problems in Content Areas
3. Different Approaches for Content Teaching

H. The Role of Motivation in Creativity

1. Creative Self-Efficacy
2. Csikszentmihalyi and Flow
3. Classroom Organization

**VI. Evaluation**

Students in this course will be evaluated and grades assigned based on the number of points accumulated on the following activities: Class activities 150 points -Weekly Zoom Meeting-100 points; Interview and Invention - 100 points; Activity Projects -100 points; Final Exam – Part 1 Essay - 50 points; and Final Exam – Part 2 50 points.

## **VII. Syllabus Change**

The instructor reserves the right to make changes as necessary to this syllabus. If changes are made, advance notification will be given to the class.

## **VIII. Grading Scale**

The total number of points earned will determine the student's final grade. The scale will be as follows: 495-550 = A, 440-494= B, 385-439 = C.

## **IX. Resources and Policies You Need to Know**

### **Blackboard Learning System: [learn.uark.edu](http://learn.uark.edu)**

In an effort to support sustainability, this course will be managed through the University of Arkansas' Blackboard Learning System. Students will use this tool to help facilitate a blended web-based educational environment. Students will use this site for work submission, communication, collaboration, as well as grade management. The course syllabus, class notes, detailed assignment descriptions, rubrics, and supplemental materials will be published via the Blackboard Learning System.

### **Blackboard Resources**

Blackboard Demand: <http://ondemand.blackboard.com/students.htm>

Blackboard Help: <http://help.blackboard.com/student/index.htm>

U of A Blackboard Learn Support: <http://bbsupport.uark.edu/category/students/>

Blackboard Help Desk: 479-575-6804; Monday - Thursday: 8am-5pm & 8pm-10pm; Friday: 8am - 5pm; Sunday: 4pm - 11pm

### **Students with Disabilities**

University of Arkansas Academic Policy Series 1520.10 requires that students with disabilities are provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact me privately at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through the Center for Educational Access (contact 479-575-3104 or visit <http://cea.uark.edu> for more information on registration procedures).

## **Academic Honesty**

As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail.

Each University of Arkansas student is required to be familiar with and abide by the University's 'Academic Integrity Policy' at <https://honesty.uark.edu/>. Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.

## **Center for Learning and Student Success Class+**

The Center for Learning and Student Success (CLASS+) works with students to refine and strengthen the academic skills necessary for success at the University of Arkansas. Call 479.575.2885 or visit the office in Gregson Hall, or visit their website.

## **Writing Center**

CLASS+ Writing Support provides one-on-one tutoring assistance. You can work with writing tutors in person or upload your paper for online feedback. Writing tutors help you learn revision strategies for developing your academic and professional writing skills. Schedule a free online or in-person appointment. Call 479-575-6747 or email [writcent@uark.edu](mailto:writcent@uark.edu). 315 Kimpel Hall, or visit their website.

## **Counseling and Psychological Services**

The staff of Counseling and Psychological Services (CAPS) works with members of the University to help solve problems, understand themselves, grow personally, develop more satisfying relationships with friends and family and help with other mental health issues. Services are provided by licensed psychologists, counselors, and social workers. Call 479-575-5276 to make an appointment, or visit their website. There is 24 hour emergency service available, Call (479) 575-5276.

## **Research Librarians**

Ask a Librarian! Text: 479-385-0803, Call: 479-575-6645, email: [refer@uark.edu](mailto:refer@uark.edu), or live chat! Visit their website. Education Librarian is Laura Cameron 479-575-5313 or [lecamero@uark.edu](mailto:lecamero@uark.edu)

## **Full Circle Pantry**

The Jane B. Gearhart Full Circle Food Pantry is available as a free grocery assistance center for all U of A students, staff, and faculty. Full Circle is located on the backside of Walton Residence Hall and is open Mondays from 11a-3p, Wednesdays from 3p-5p, and Thursdays from 10a-2p. If you need assistance outside of these hours, please email [pantry@uark.edu](mailto:pantry@uark.edu) to set up an alternate time. For more information visit [fullcircle.uark.edu](http://fullcircle.uark.edu) or email [pantry2@uark.edu](mailto:pantry2@uark.edu).

## **Attendance Policy**

“Education at the university level requires active involvement in the learning process. Therefore students have the responsibility to attend classes and to actively engage in all learning assignments or opportunities provided in their classes. Instructors have the responsibility to provide a written policy on student attendance that is tied to course objectives and included in a course syllabus. There may be times, however, when illness, family crisis, or university-sponsored activities make full attendance or participation impossible. In these situations students are responsible for making timely arrangements with the instructor to make up work missed. Such arrangements should be made in writing and prior to the absence when possible.”

“Examples of absences that should be considered excusable include those resulting from the following: 1) illness of the student, 2) serious illness or death of a member of the student’s immediate family or other family crisis, 3) University-sponsored activities for which the student’s attendance is required by virtue of scholarship or leadership/participation responsibilities, 4) religious observances (see Students’ Religious Observances policy below), 5) jury duty or subpoena for court appearance, and 6) military duty. The instructor has the right to require that the student provide appropriate documentation for any absence for which the student wishes to be excused.” from Attendance Policy in the Faculty Handbook

Respect for Diversity (source: Brown University

<https://www.brown.edu/sheridan/teaching-learning-resources/inclusive-teaching/statements>)

It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be

viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to talk with me. I want to be a resource for you. I (like many people) am still in the process of learning about diverse perspectives and identities. If something was said in class (by anyone) that made you feel uncomfortable, please talk to me about it.

## **XII. Course Resources**

Mullins Library  
University Professors  
Business Persons  
Textbooks  
Professor's Assistance Materials  
Students/Classroom Teachers/Parents  
Internet

## **XIII. Research Base**

### **Text(s)/Readings**

Adams, J. L. (2019). *Conceptual blockbusting: A guide to better ideas* (5th.). New York, NY: Basic Books.

Starko, A. J. (2018). *Creativity in the classroom: Schools of curious delight* (6th Ed.). New York, NY: Routledge Taylor and Francis Group.

## References

*See references cited in both texts along with those found in the resources below.*  
A sampling of some online resources:

<http://www.gifted.uconn.edu/nrcgt/hennessie.html>

<http://www.exquisite-minds.com/>

[Creativity | Psychology Today](#)

[http://www.prdaily.com/Main/Articles/12\\_most\\_inspired\\_online\\_resources\\_to\\_spark\\_creativ\\_13502.aspx#](http://www.prdaily.com/Main/Articles/12_most_inspired_online_resources_to_spark_creativ_13502.aspx#) or type Creativity in the search bar for several article choices

<http://www.fpspi.org/pdf/innovcreativity.pdf>

<http://www.virtualsalt.com/crebook1.htm>

[ERIC - ED570863 - Creativity and Innovation: Theory, Research, and Practice, Prufrock Press Inc., 2016](#)

<http://www.psychologytoday.com/blog/creating-in-flow/201209/10-creative-block-breakers-actually-work>

<http://www.ascd.org/publications/newsletters/education-update/dec08/vol50/num12/Developing-Students'-Creative-Skills-for-21st-Century-Success.aspx>

<http://www.apa.org/gradpsych/2009/01/creativity.aspx>

<http://www.creativityatwork.com/2012/03/23/can-creativity-be-taught/>

<http://imagination.org/research-on-creativity/>

<https://blogs.scientificamerican.com/beautiful-minds/the-real-neuroscience-of-creativity/>

<https://hbr.org/2015/12/what-the-research-tells-us-about-team-creativity-and-innovation>

<https://www.artsy.net/article/artsy-editorial-creativity-measured-difficult>

<http://theconversation.com/new-study-reveals-why-some-people-are-more-creative-than-others-90065>

<https://www.forbes.com/sites/willburns/2018/02/15/scientific-studies-give-us-specific-clues-to-improve-our-creativity/#2ffe12b7ef81>

[Creativity Theories Relevant to Innovation | Tomorrow's Professor Postings \(stanford.edu\)](#)

## COURSE REQUIREMENTS

All course work should be typed in APA style (7th ed.) and submitted on the dates indicated on the Class Agenda.

### 1. Invention (50 points)

\_\_\_\_\_ Create an invention! Design a model or prototype of an invention that responds to a personal or societal need. Document your invention process in an invention log/notebook and submit this when the invention is due. You will share your invention with the class and discuss the development of your creation. You should carefully review the **Invention Rubric** for additional expectations for this project.

### 2. Interview (50 points)

\_\_\_\_\_ Conduct an interview with a creative individual of your choice (not a relative and not a student). The interview should focus on an individual's creative thinking processes and personal insights. You may select questions from the list from those provided to you and develop others you believe would best fit your interviewee. A written analysis of the interview (with hypotheses) along with a 5-7 minute Power Point/Prezi presentation by the date indicated on the Class Agenda. This assignment is an opportunity for you to determine to what extent the qualities and characteristics you have studied regarding creative people hold for particular individuals you believe are creative and why they either do or do not have similar traits. Students in the past have discussed possible persons with friends, teachers and relatives. You do not have to have a previous relationship with the individual for them to be a good candidate. You might use this assignment as the means for meeting someone whose work you have admired or who's talent you have a personal interest. You may make some initial contacts via e-mail but I think it would be difficult to utilize follow-up probes for clarification if you do not speak with the person directly. However, you might use *Facetime*, *Skype*, *Zoom* or any other technology tools to make meeting more convenient for both of you!

3. **Activity Project** (100 points – 50 points each)

\_\_\_\_\_ Select and complete two (2) activities to complete for the “Activity Project”. You will select one activity that involves teaching, a second one that involves reflection. The activity choices (which were originally designed by Alane Starko for her creativity text are listed at the end of the syllabus. Some of the activities are journal/reflection type of activities, and other activities involve implementing practices with students or adults in various situations. When submitting the Activity Project (Parts 1 and 2), explain the development and implementation of each activity. You should also reflect (briefly) on the theoretical issues raised in the texts or other readings that are related to the activities. See **Class Agenda** for due dates. Special note, individuals taking the course who are not educators may, with pre-approval, modify activities to meet their individual situations.

4. **In Class Activities** (150 points)

\_\_\_\_\_ A variety of tasks, reflections, discussions, blog posts, etc. will be completed as assignments connected to topics addressed in the course.

5. **Final Examination** (100 points)

\_\_\_\_\_ The final examination will consist of an application of the material discussed in class completed in two parts. Part 1 will consist of a review of someone’s life and how it connects to information learned about creative individuals and Part 2 will be open book/open note test that ask you to apply what you have learned in the course.

As a reminder, the grading scale will be as follows:

495-550 = A, 440-494= B, 385-439 = C

## CLASS AGENDA

*The list of topics below should be considered tentative and flexible. Some topics may take longer than planned and the “flavor” of the course and your interests may warrant modifications as the course progresses. The class (or the instructor) may want to spend more or less time on pre-selected topics and we may decide to add or delete specific areas of concern. Also, this class will incorporate a blended format of remote and online learning using Blackboard [www.learn.uark.edu](http://www.learn.uark.edu) and weekly Zoom meetings. All assignments will be submitted online.*

Date	Topic	Assignment
<b>Week 1 – May 24-May 30</b>		
Lesson 1	Introduction and course overview of topics and requirements  View the film <i>Why Man Creates?</i>	<b>Complete the course Intro Blog Post – 5 points</b>  <b>Read - Starko – Chapters 1 &amp; 2</b>  <b>After watching the <i>Why Man Creates?</i> film, write a brief reaction to the movie, “Why do people create?” Blog Post – 10 points</b>
Lesson 2	Blocks to Creativity	<b>Read Adams – Chapters 1-5 &amp; Read Davis Chapter handout</b>  <b>Reflections – 20 points</b> <b>Respond to the <i>Blocks to Creativity</i> Prompt</b>
Date	Topic	Assignment
<b>Week 2 – June 1-6</b>		
Lesson 3	Theories of Creativity	<b>Read Starko – Chapters 3 &amp; 4</b>  <b>Complete a Theories Outline – 25 points</b>

Lesson 4	Creative Persons Process Theories Myers-Briggs Inventory	<b>Read Starko – Chapter 5 Personality Inventory Handouts Blog Post – 15 points</b>
Lesson 5	Principles of Divergent Production Assessment of Creativity: TTCT (Torrance Test of Creative Thinking)	<b>Read Starko – Chapter 10 Handouts Reflection on Creativity Assessments -25 points</b>
<b>Week 3 - June 7-13</b>		
Lesson 6	Creative Thinking Skills Divergent Thinking Strategies: Brainstorming, Scamper Attribute Listing, Morphological Analysis	<b>Read Starko – Chap. 6 Strategies Notes Assignment – 25 points</b>
Lesson 7	Synectics Metaphorical Thinking & Other strategies	Continuation of Starko -Chapter 6 Handouts <b>Activity Project Part I Due – 50 points</b>
Lesson 8	Competitions Creative Problem Solving	Handouts <b>Invention Due – 50 points</b>
<b>Week 4 – June 14-20</b>		
Lesson 9	Creativity in the Content Areas Language Arts, Social Studies and the Arts	<b>Read Starko - Chapter 7 Interview Due – 50 points</b>
Lesson 10	Creativity in the Content Areas Science, Math and General Teaching	<b>Read Starko – Chapter 8 Poster Assignment – 25 points</b>
<b>Date</b>	<b>Topic</b>	<b>Assignment</b>
<b>Week 5 – June 22-25</b>		
Lesson 11	Motivation and Creativity	<b>Read Starko – Chapter 9 Activity Project Part II Due – 50 points</b>

Lesson 12		Final Exam – Essay – Part 1 50 points
Lesson 13		Final Exam – Part 2 50 points

### Activity Project (Parts I and II)

**Please select and implement one activity from each of the two sections listed below. [Note Starko originally created these activities for her creativity text].**

#### **Part I (Teaching Activities)**

1. Give your students two assignments on the same general topic, one demanding accuracy and the other demanding originality. For example, if the class is studying the Civil War, one assignment might be for students to develop a timeline of key events or describe the causes of the war. The other might ask students to describe our lives today if the South had won the war. Do the same students give the most accurate and the most original responses? Are the original responses also appropriate?
2. Consider how incubation may (or may not) operate in your classroom. Try giving two assignments, one of which must be completed immediately and one in which there is incubation time between the assignment and activity. Do you notice any differences? You may want to experiment with different amounts of incubation time.
3. Feldman believes that creative efforts are inspired by the creativity of others. Consider how this idea may affect your students. How might you share the creative efforts of other young people in a manner that encourages rather than overwhelms? Try it.
4. Select an experience you usually take for granted—eating an apple, looking at a tree, listening to the sound of the rain—and try to be more open to the experience. Use all of the senses that you can. Plan and implement an activity for your class that allows them to do the same.
5. If your students have not had previous experience with brainstorming try some action research. Plan a lesson that requires them to generate many, varied answers to a question or problem, such as planning new endings for a story or deciding how a character might solve a problem. Before the next lesson, teach students the rules and purposes of brainstorming. Then do a lesson that closely parallels the first lesson. With the students, examine the results. Under which conditions did students generate more ideas? If you want to avoid the effect of practice, randomly divide the class in half and give each half the same task, one with brainstorming and one without.

## Part II Activities

1. Examine today's newspaper. What evidence of creative thought do you see in the stories or advertisements? Look for original ideas that are appropriate to the situation. Are all creative ideas socially appropriate?
2. Think about influence of culture on your conception of creativity. Do you consider some forms of expression or activity more creative than others? Why? What forms of creative expression are most valued by the cultures of students or your colleagues? Are they same as those you value?
3. Write an imaginary debate between two or more theorists. Think about what they might argue about and how they might agree. If you were to score the debate, who would win?
4. Read two biographies of the same, creative person – one written for adults and the other for children. Keep track of the emphases and information that are different. Do both books accurately describe the successes and failures in the person's life, the triumphs and setbacks? How might the differences affect students?
5. Select one or two characteristics associated with creativity that you would like to increase in your own life. For example, you might want to become more open to experience or more persistent. For a month, try to exercise that characteristic (s) whenever you can. Record your efforts and see if you find that the characteristic can be changed.
6. Read a biography or an autobiography of an inventor or other creative individual. Look for evidence of the use of metaphor or other strategies in his or her thought processes. Discuss the strategies that the individual seemed to use most successfully.
7. Visit an art museum to find pieces of art that may have been generated using SCAMPER verbs. Contemporary galleries may be most helpful. List the pieces of art (and, if you wish, sketch them) as well as the SCAMPER words that match each one.

University of Arkansas  
College of Education and Health Professions  
Department of Curriculum and Instruction

**CIED 6073: Seminar in Developing Creativity**

**Interview of a Creative Individual Rubric**

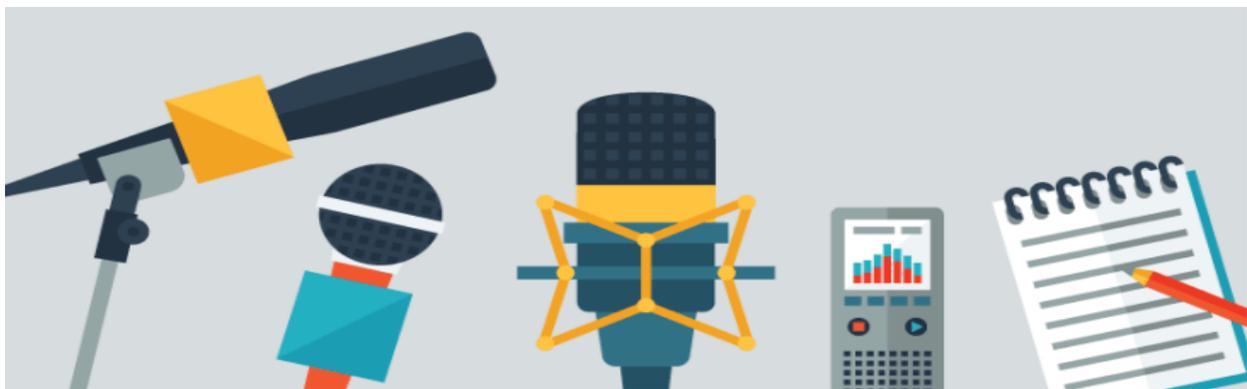
Component	Basic (1 pt.)	Proficient (5 pts.)	Exemplary (10 pts.)
<b>Interview Questions</b>	A few questions were open ended and most were designed to draw out information from the person interviewed.	Most questions were open-ended and were designed to draw out information from the person interviewed. The order of the questions was generally logical.	Questions were excellent for drawing out responses that can result in an interesting profile of the individual and his/her creative process. Questions were prepared in a logical order.
<b>Description of the Interview</b>	Description includes a few details from the interview to illustrate some characteristics of creative people and the creative process.	Description includes details that go beyond a summary and includes information about characteristics and the creative process.	Description of the interview includes details and insights that illuminate the characteristics of the individual as well as his or her creative process.
<b>Organization and Clarity</b>	Paper has lacking or limited organization and clarity.	Paper is written in a generally coherent manner.	Paper is written in an organized, clear, and thoughtful manner.
<b>Connections to the Literature</b>	Connections to the literature support a basic understanding of the topic.	Connections to the literature support a satisfactory understanding of the topic.	Connections to the literature support an insightful understanding of the topic.
<b>Quality of the Written Paper</b>	The paper is written with some adherence to APA Style and reflects most conventions of the English language (punctuation, grammar, sentence structure, etc.)	The paper is written in nearly correct APA Style; uses proper conventions of the English language (punctuation, grammar, sentence structure, etc.); and is written in an effective manner.	The paper is presented with excellent APA formatting and reference style, uses excellent conventions of the English language, is well organized, and is of high quality.

**Total of \_\_\_\_\_/50 points**

**CIED 6073**  
**Seminar in Developing Creativity**  
**Interview Assignment**  
**Possible Questions**



1. Why do you believe you do what you do?  
(change the wording to fit the person's work)
2. What were some significant influences in your life?
3. In your opinion, what is creativity? Do you believe we can teach someone to be more creative?
4. Describe your thinking while you work. What aspect do you find the most difficult?
5. What kind of student were you in school?
6. Who are some people you most admire and why?
7. What do you do when you are "stuck" and run out of ideas?
8. What do you do for fun? Or what are your hobbies?
9. What were your career aspirations when you were younger?
10. When you were a child, did you have an imaginary friend?
11. Did you find it easy or difficult to make friends while growing up?
12. Do you believe you are a creative person? If so, to what or whom do you attribute this trait?
13. When did you first become aware that you were creative? Did your family influence this quality in anyway? How so?



University of Arkansas, College of Education and Health Professions  
**CURRICULUM AND INSTRUCTION**

- I. Program Affiliation:** Special Education
- Course Number and Title:** CIED 6143:  
Differentiated Instruction for  
Academically Diverse Learners
- Catalog Description:** Major focus of this course will be the examination of differentiated instruction, a teaching philosophy appropriate for a wide range of learners.
- Prerequisite:** none
- Professor:** Marcia B. Imbeau, Ph.D.  
[mimbeau@uark.edu](mailto:mimbeau@uark.edu)  
Office phone 479-575-3570  
cell phone 479-530-1427

**II. Relationship to Knowledge Base**

Advanced Level (M.Ed.)

This online class is an advanced course designed for the scholar-practitioner from the specialty studies area. The scholar-practitioner will research and use strategies recommended for classroom teachers to meet the needs of all learners particularly those who are considered high ability.

**III. Goal**

This course will explore many issues and strategies relevant to teaching advanced learners in the regular classroom. Several teaching practices appropriate for all grade levels that have been successful in challenging high ability learners will be examined and serve as models for class members to design similar learning experiences they can use in their own classroom. A major focus of this course will be the study of differentiated instruction, a teaching philosophy appropriate for a wide range of learners. Additionally, analysis of the general curriculum will allow participants to determine ways that it can be modified and extended to better meet the educational needs of gifted learners and others.

#### IV. Competencies

Through involvement in class discussions, course readings, lectures, and videos, class members will be able to:

- A. Describe how and in what manner the unique characteristics of gifted and talented students provide a challenge to the classroom teacher. (*NAGC Standard 1; Praxis 1.A.1-5; Praxis 1.B.1-9; AR GT PAS 7.0*)
- B. Communicate and/or implement a process of curriculum modification for identified gifted and talented students. (*NAGC Standard 3, NAGC Standard 5, Praxis 3.A.1-11; Praxis 3.B.1-10; AR GT 9.00*)
- C. Discuss a variety of grouping options and the disadvantages and/or advantages for use with advanced ability youngsters. (*NAGC Standard 4; Praxis 2.A.2; AR GT 8.00 & 9.00*)
- D. Assess students' readiness, learning profiles and interests. (*NAGC Standard 2; Praxis 4.A.5; AR GT 7.0*)
- E. Discuss the role that curriculum development plays in impacting student learning. (*NAGC Standard 3, NAGC Standard 5; Praxis 3.A.1-11; Praxis 3.B.1-10 AR GT 9.00*)
- F. Examine specific student issues that will require consideration when lesson planning and developing curriculum. (*NAGC Standard 4; Praxis 2.A.1-5, Praxis 2.B.1-6; AR GT 8.00-9.00*)
- G. Develop strategies for modifying and/or designing learning experiences appropriate for a range of K-12 students. (*NAGC Standard 4; Praxis 2.A.1-5, Praxis 2.B.1-6; AR GT 8.00-9.00*)
- H. Design differentiated lessons that appropriately match the needs of different learners in the regular classroom. (*NAGC Standard 3, NAGC Standard 5; Praxis 3.A.1-11; Praxis 3.B.1-10 AR GT 9.00*)
- I. Develop learning goals appropriate for a unit of study using for the gifted. (*NAGC Standard 4; Praxis 2.B.4; AR GT 8.00-9.00*)

- J. Discuss current research regarding curriculum and instruction for exceptional learners. (*NAGC Standard 6; Praxis 5.B.1-3; AR GT 5.0*)

## V. **Differentiated Instruction for Academically Diverse Learners**

### A. Differentiated Instruction

- a. Philosophy & Essential Tenets
- b. Research
  1. Changing Demographics of the Classroom
  2. How People Learn
- c. Principles - A Systems Approach
  - i. Learning Environment
    1. Mindset
    2. Connections
    3. Community
  - ii. Quality Curriculum
    1. Engagement
    2. Clear Learning Goals focused on Understanding using KUDs (Knowledge, Understanding and Skills)
    3. Teaching Up
  - iii. Assessment to Inform Instruction
    1. Formative Assessment (pre & on-ongoing assessment) aligned to the Learning Goals
    2. Summative Assessments
      - a. Traditional
      - b. Performance
      - c. Quality Criteria
        - i. Rubrics
        - ii. Scoring Guides
  - iv. Instruction – Responding to the Students’ Needs (as revealed through assessments)
    1. Addresses students’ readiness, interests and learning profile needs
    2. Instructional Strategies
      - a. Curriculum Compacting
      - b. Thinking Skills Instruction
      - c. Independent Research
      - d. Questioning Techniques
      - e. Curriculum Unit Planning
      - f. Learning Contracts/Agendas/Menus

- g. Tiered Assignments
- h. RAFTs
- i. Think DOTS
- j. Cubing
- k. Complex Instruction
- l. Graphic Organizers
- m. Learning Centers/Stations
- n. Tri-Mind (Robert Sternberg Intelligences)
- o. Entry Points (Howard Gardner's Multiple Intelligences)
- p. Choice Boards
- v. Leading and Managing the Differentiated Classroom
  - 1. Making students your partners in the running of the classroom
  - 2. Determining procedures for managing
    - a. Time
    - b. Space
    - c. Materials
    - d. Noise
    - e. Getting help
    - f. Working parameters
- vi. Lingerin g Issues
  - 1. Other Classroom Management Concerns
  - 2. Collaboration with Students, Teachers, G/T Facilitators, Specialists
  - 3. Grading and Assessment Issues and Concerns

## **VI. Evaluation**

Students in this course will be evaluated and grades assigned based on the number of points accumulated on the following activities: Class attendance and participation - 100 points [20 points x 5 Zoom class meetings), Blog Posts – 50 points, Assessment Exemplars - 75 points; Article Critiques - 100 points; Curricular Modification - 50 points; Differentiated Instruction Lessons - 100 points.

## **VII. Syllabus Change**

The instructor reserves the right to make changes as necessary to this syllabus. If changes are made, advance notification will be given to the class.

## **VIII. Grading Scale**

The total number of points earned will determine the student's final grade. The scale will be as follows: 428-475 = A, 380-427 = B, 332-379 = C.

## **IX. Resources and Policies You Need to Know**

### **Blackboard Learning System: [learn.uark.edu](http://learn.uark.edu)**

In an effort to support sustainability, this course will be managed through the University of Arkansas' Blackboard Learning System. Students will use this tool to help facilitate a blended web-based educational environment. Students will use this site for work submission, communication, collaboration, as well as grade management. The course syllabus, class notes, detailed assignment descriptions, rubrics, and supplemental materials will be published via the Blackboard Learning System.

### **Blackboard Resources**

Blackboard Demand: <http://ondemand.blackboard.com/students.htm>

Blackboard Help: <http://help.blackboard.com/student/index.htm>

U of A Blackboard Learn

Support: <http://bbsupport.uark.edu/category/students/>

Blackboard Help Desk: 479-575-6804; Monday - Thursday: 8am-5pm & 8pm-10pm; Friday: 8am - 5pm; Sunday: 4pm - 11pm

### **Students with Disabilities**

University of Arkansas Academic Policy Series 1520.10 requires that students with disabilities are provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact me privately at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through the Center for Educational Access (contact 479-575-3104 or visit <http://cea.uark.edu> for more information on registration procedures).

### **Academic Honesty**

As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry

and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail.

Each University of Arkansas student is required to be familiar with and abide by the University's 'Academic Integrity Policy' at <https://honesty.uark.edu/>. Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.

### **Center for Learning and Student Success Class+**

The Center for Learning and Student Success (CLASS+) works with students to refine and strengthen the academic skills necessary for success at the University of Arkansas. Call 479.575.2885 or visit the office in Gregson Hall, or visit their website.

### **Writing Center**

CLASS+ Writing Support provides one-on-one tutoring assistance. You can work with writing tutors in person or upload your paper for online feedback. Writing tutors help you learn revision strategies for developing your academic and professional writing skills. Schedule a free online or in-person appointment. Call 479-575-6747 or email [writcent@uark.edu](mailto:writcent@uark.edu). 315 Kimpel Hall, or visit their website.

### **Counseling and Psychological Services**

The staff of Counseling and Psychological Services (CAPS) works with members of the University to help solve problems, understand themselves, grow personally, develop more satisfying relationships with friends and family and help with other mental health issues. Services are provided by licensed psychologists, counselors, and social workers. Call 479-575-5276 to make an appointment, or visit their website. There is 24 hour emergency service available, Call (479) 575-5276.

### **Research Librarians**

Ask a Librarian! Text: 479-385-0803, Call: 479-575-6645, email: [refer@uark.edu](mailto:refer@uark.edu), or live chat! Visit their website. Education Librarian is Laura Cameron 479-575-5313 or [lecamero@uark.edu](mailto:lecamero@uark.edu)

### **Full Circle Pantry**

The Jane B. Gearhart Full Circle Food Pantry is available as a free grocery assistance center for all U of A students, staff, and faculty. Full Circle is located on the backside of Walton Residence Hall and is open Mondays

from 11a-3p, Wednesdays from 3p-5p, and Thursdays from 10a-2p. If you need assistance outside of these hours, please email [pantry@uark.edu](mailto:pantry@uark.edu) to set up an alternate time. For more information visit [fullcircle.uark.edu](http://fullcircle.uark.edu) or email [pantry2@uark.edu](mailto:pantry2@uark.edu).

### **Attendance Policy**

“Education at the university level requires active involvement in the learning process. Therefore students have the responsibility to attend classes and to actively engage in all learning assignments or opportunities provided in their classes. Instructors have the responsibility to provide a written policy on student attendance that is tied to course objectives and included in a course syllabus. There may be times, however, when illness, family crisis, or university-sponsored activities make full attendance or participation impossible. In these situations students are responsible for making timely arrangements with the instructor to make up work missed. Such arrangements should be made in writing and prior to the absence when possible.”

“Examples of absences that should be considered excusable include those resulting from the following: 1) illness of the student, 2) serious illness or death of a member of the student’s immediate family or other family crisis, 3) University-sponsored activities for which the student’s attendance is required by virtue of scholarship or leadership/participation responsibilities, 4) religious observances (see Students’ Religious Observances policy below), 5) jury duty or subpoena for court appearance, and 6) military duty. The instructor has the right to require that the student provide appropriate documentation for any absence for which the student wishes to be excused.” from Attendance Policy in the Faculty Handbook

Respect for Diversity (source: Brown University

<https://www.brown.edu/sheridan/teaching-learning-resources/inclusive-teaching/statements>)

It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for

other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to talk with me. I want to be a resource for you. I (like many people) am still in the process of learning about diverse perspectives and identities. If something was said in class (by anyone) that made you feel uncomfortable, please talk to me about it.

## **XII. Course Resources**

Mullins and the Learning Resource Library  
University Professors  
Textbooks  
Handouts  
Teachers  
Students (Past and Present)  
DVDs/Videos

## **XIII. Communication**

Email is the quickest form of contact. Please allow me 24 hours to respond. All emails should have your name and course number in the subject line (this is a good university habit). Please do not hesitate to contact me if you have a question but do not wait until the last minute to do so. Communication is KEY to an online course!

## **XIV. Research Base**

Required Texts: In the Class AGENDA---readings are noted by the following code: *Tomlinson, 2014*= **Text A**, *Tomlinson & Moon, 2013*= **Text B**, *Doubet and Hockett, 2018*=**Text C** and *Doubett and Hockett, 2015* = **Text D**.

Tomlinson, C.A. (2014). *The differentiated classroom (2<sup>nd</sup> edition)*. Alexandria, VA: ASCD.

Tomlinson, C.A., & Moon, T.R. (2013). *Assessment and student success in a differentiated classroom*. Alexandria, VA: ASCD.

Doubet, K.J. and Hockett, J.A. (2018). *Differentiation in the elementary grades: Strategies to engage and equip all learners*. Alexandria, VA: ASCD.

Doubet, K.J. and Hockett, J.A. (2015). *Differentiation in middle and high school: Strategies to engage and equip all learners*. Alexandria, VA: ASCD.

Optional Texts:

Tomlinson, C. A., & Eidson, C. C. (2003a). *Differentiation in practice: A resource guide for differentiating curriculum, grades 5–9*. Alexandria, VA: ASCD.

Tomlinson, C. A., & Eidson, C. C. (2003b). *Differentiation in practice: A resource guide for differentiating curriculum, grades K–5*. Alexandria, VA: ASCD.

Tomlinson, C. A., & Strickland, C. A. (2005). *Differentiation in practice: A resource guide for differentiating curriculum, grades 9–12*. Alexandria, VA: ASCD.

**Please see the references from these texts for other sources of research for this course.**

## CIED 6143: Differentiated Instruction for Diverse Learners

# CLASS AGENDA

Summer 2021

The following outline is a list of topics addressed in this course; however, the schedule should be viewed as tentative. Class members' interests and needs may result in more or less time being devoted to a topic.

DATE	TOPIC(S)	ASSIGNMENT DUE
<b>Week 1 – May 24-May 30</b>		
Lesson 1	Introduction to the Course – What it Means to Teach Well	Text A – Chapter 1: Text C & D – Introduction and Chapter 1; <b>Blog Post Reflections on your readings and your goals for the class</b>
Lesson 2	Differentiation - A look at the Principles: A Systems Approach	Text A – Chapters 2 & 3; Text B – Chapter 1
Lesson 3	Differentiation Principle #1: A Look at the Learning Environment	Text A – Chapter 4 <b>Synthesis Paper Due – this will count as 1 of your article critiques</b>
<b>Week 2 – June 1-6</b>		
Lesson 4	Differentiation Principle #2 - Quality Curriculum	Text A – Chapter 5 & 6 Text C & D – Chapter 2 Educational Leadership Articles
Lesson 5	Differentiation Principle #3 – Assessment: A Look at Pre-Assessment and Ongoing Assessment	Text B – Chapters 2 & 3; Text C & D – Chapter 3– <b>Article Critique #2 Due</b>
Lesson 6	Summative Assessments	Text B – Chapters 4 & 5; Text C & D – Chapter 4 & 5 - <b>Assessment Exemplar #1: Due</b>
DATE	TOPIC(S)	ASSIGNMENT DUE
<b>Week 3 – June 7-13</b>		

Lesson 7	Differentiation Principle #4 Instructional Strategies	Text A – Chapters 7 & 8; Text C & D – Chapters 6 & 7 Handouts & Videos
Lesson 8	Complex Instruction	Handouts & Videos Text A – Chapters 9-11 <b>Assessment Exemplar #2</b>
Lesson 9	Independent Study	Handouts <b>Article Critique #3 Due</b>
<b>Week 4 – June 14-20</b>		
Lesson 10	Curriculum Compacting	
Lesson 11	Grading  Thinking Skills	<b>Text B – Chapter 6 Article Critique #4</b>  Handouts
Lesson 12	Differentiation #5 - Leading and Managing A Differentiated Classroom	Text A – Chapter 9 <b>Curriculum Modification Due</b>
<b>Week 5 – June 21-25</b>		
Lesson 13	Differentiated Units of Study	Text A Chapter 10; Text B – Chapter 7 – Text C & D - Chapter 8  Handouts
Lesson 14	Lingering Issues, Challenges, Questions  Work on your differentiated lessons	<b>Differentiated Lessons Due</b>

## COURSE REQUIREMENTS

**Class Meetings/Attendance:** Participants should be present for each weekly Zoom class session and are expected to participate in discussions and online activities.

**Assigned Readings:** The required texts and handouts/articles provided to you and those you will choose in order to complete the article critique assignments will fulfill the reading requirements for this course. Class members are expected to utilize information from these readings in the preparation of required projects.

### **Requirement #1**

**Assessment Exemplars:** Each class member will create 1 ongoing assessment along with possible student responses providing appropriate feedback to those responses (25 pts.). Additionally, each class member will design 1 performance assessment that could be used with a specific unit of study. Participants are encouraged to use the examples from Chapter 5 in Tomlinson & Moon text for inspiration (50 pts).

### **Requirement #2**

#### **Curricular Modification Documentation**

Each class member will be asked to provide documentation of their method of modifying the regular curriculum to meet the educational needs of an individual or small group of students. The information should include the following:

WHO? 1      Background information concerning the student(s) (the  
WHY?            use of pseudonyms rather than the student's actual name  
                         should be used).

Why do you believe the student should have his/her curriculum modified? Be sure to include classroom behaviors, current or previous grades, exemplary work, or student interests.

HOW? 2      Describe the methods that were used to assess particular  
WHEN?            skills that were eliminated and/or how the student  
                         demonstrated mastery.

WHAT? 3.      Describe the work that the student did or might do  
                         instead of the regular curriculum. How were the options

presented to the student? Describe the decision-making process used with this portion of the modification.

The curriculum modification should be typed (double-spaced) including the three sections described above. Appendices might include pretest or examples of student work.

### **Requirement #3**

#### **Article Critiques**

You are required to read four (4) articles pertaining to methods, strategies, techniques, procedures, or practices recommended for use with students identified for gifted and talented programs. Please make every effort to select articles from recent publications and attach each to your critique. The critique of your article should include:

1. **Summary** - a brief summary of the article (not unlike an article abstract)
2. **Reaction** - your reaction (positive and negative) of the author's suggestion with respect to its usefulness for high ability students. Please explain why you agree or disagree with the recommendation.
3. **Implications** - include the implications/usefulness you believe the practice would have for other teachers, classrooms, students, administrators, policy, etc. In addition, please include your staff development suggestions for encouraging teacher use of the recommended practice (or your adaptation of the practice).

### **Requirement #4**

#### **Differentiated Instruction Lesson Exemplars**

Each participant will plan at least **4 differentiated instruction lesson exemplars** from any curriculum unit designed to address the interests, learning profile and readiness needs of high ability students in the regular classroom. The lessons should include a rationale for why the particular strategy was selected and any other specific goals that would allow the reader to glean the larger picture of what the purpose of the task is all about. In addition, your suggestions for implementing the task in the regular classroom should be included along with your recommendations for assessing the task. All lessons should be typed

(double-spaced) using APA style references. Each lesson should include the following components:

***Know*** – What facts, knowledge do you want students to learn

***Understand*** – Concepts and/or Principles/Generalizations – what do you want students to come to understand as a result of this unit

***Be Able to Do*** – what will students be required to do to demonstrate what they have learned

A thorough description of the strategy you have selected should be included along with the name of the technique for example, **Cubing, RAFT, Complex Instruction, Think Dots**, etc.

Consult the scoring guide that should be submitted with this assignment for additional components that are to be included with your written lessons.

CIED 6163: Social and Emotional Components of Gifted and Talented Students

Fall 2021

University of Arkansas College of Education and Health Professions  
Department of Curriculum and Instruction  
Instruction Mode: ONLINE Via Blackboard

Instructor: Marcia B. Imbeau  
Phone: Office – 479575-3570  
Cell 479-530-1427

Email: [mimbeau@uark.edu](mailto:mimbeau@uark.edu)  
Office Hours: By appointment

**COURSE DESCRIPTION:**

This is an advanced course designed for the scholar-practitioner concerned with specific social and emotional issues in gifted education. Purpose of this course is to study the theoretical and practical aspects of those affective issues, behaviors, and experiences often associated with gifted and talented students.

**PREREQUISITES:** None

**COURSE COMMUNICATION:**

Email is the quickest form of contact. Please allow me 24 hours to respond. All emails should have your name and section number in the subject line (this is a good university habit). Please do not hesitate to contact me if you have a question but do not wait until the last minute to do so (see late policy). You may also contact me via cell through call or text in the case of emergency. Communication is KEY to an online course!

**REQUIRED TEXTBOOKS:**

1. Hérbert, T. H. (2020). *Understanding the social and emotional lives of gifted students* (2<sup>nd</sup> ed). Routledge.

**OTHER TEXTS OF INTEREST:**

1. Daniels, S., & Piechowski, M. M. (Eds.) ( 2008). *Living with intensity: Understanding the sensitivity, excitability, and emotional development of gifted children, adolescents, and adults*. Scottsdale, AZ: Great Potential Press.
2. Greenspon, T. S. (2007). *What to do when good enough isn't good enough: The real deal on perfectionism (a guide for kids)*. Minneapolis, MN: Free Spirit Publishing.
3. Neihart, M. Piffner, S., Cross, T. (2015). *The social and emotional development of gifted children: What do we know?* (2<sup>nd</sup> ed.). Waco, TX: Prufrock.

**COURSE RESOURCES**

1. Mullins Library
2. Course instructor's resource materials (see references), organizations, and agencies
3. Articles provided in Blackboard

**COMPETENCIES:** Upon completion of CIED 6163, students will be able to:

- Provide a personal rationale regarding the affective characteristics of gifted and talented children; (*NAGC Standard 1; Praxis 1.A.1-5; 1.B.1-9; AR GT PAS 7.0*)

- Discuss the various issues and vulnerabilities often confronting advanced learners; (*NAGC Standard 4; Praxis 2.A.1-5; Praxis 1B.1-6; AR GT PAS 8.00 & 9.00*).
- Explore related literature and research on the affective characteristics and needs of gifted and talented students; (*NAGC Standard 6; Praxis 5.A.1-4; Praxis 5.B.1-3; AR GT PAS 5.0; Guide for Life*)
- Examine specific issues of students from special populations (i.e., underachievers, twice exceptional, culturally diverse, etc.) (*NAGC 1; Praxis 1.B.5-9; AR GT PAS 7.0; Guide for Life*)
- Develop strategies for modifying and/or designing learning experiences appropriate for nurturing the social/emotional development of gifted/talented students at home and in school; (*NAGC Standard 3; Praxis 3.B.5, 8, 10; AR GT PAS 9.00*)
- Discuss the influences of individuals (family members, teachers, peers and others) and environments (home, school, and community) on the social and emotional development of gifted and talented students; (*NAGC Standard 1, NAGC Standard 6, Praxis 1.B.8, Praxis 5.B.8-9; AR GT 5.0, 7.0*)
- Explain bibliotherapy and suggest specific books/films that might be appropriate for students with special concerns. (*NAGC 4; Praxis 2.B.1-5; AR GT PAS 8.00-9.00, Guide for Life*)
- Create a presentation to an appropriate audience regarding affective concerns and recommendations for addressing them of gifted and talented students. (*NAGC Standard 1; Praxis 1.A.1-5; Praxis 1.B.1-9; AR GT PAS 7.0; Guide for Life*)
- Discuss current research regarding an affective issue of advanced learners in a written report. (*NAGC 6; Praxis 5.B.1-3; AR GT PAS 5.0*)
- Develop an annotated bibliography of research and appropriate literature on one affective issue or population of gifted and talented learners. (*NAGC 6; Praxis 5.B.1-3; AR GT PAS 5.0*)
- Reflect on previous experiences where affective issues were present for yourself or others and the similarity those encounters were to the readings from the course. (*NAGC 6; Praxis 5.B.5; AR GT PAS 5.0*)
- Apply best practice teaching strategies to lessons concerning affective issues to use with advanced learners. (*NAGC 5; Praxis 3.B.1, 4, 6, 8; AR GT PAS 9.0; Guide for Life*)

## **SOCIAL AND EMOTIONAL COMPONENTS OF GIFTED AN TALENTED STUDENTS**

### **A. The Gifted Individual**

1. Emotional Aspects/Affective Characteristics
2. Dabrowski's Theory/Piechowski's work
3. Specific Guidance/Concerns/Issues

### **B. The Gifted Child in the Schools**

1. Role of Educational Personnel
2. Academic Counseling
3. Career Counseling
4. Relationships with peers, self, and family
5. Strategies, Activities, Materials, and Conditions

### **C. Special Topics and Special Populations**

1. Underachievers and Nonproducers
2. Adolescent Guidance
3. Gifted Girls
4. Gifted Youth with Disabilities
5. Culturally Diverse Students

6. Effects of Bias
7. Leadership Issues
8. Parent Advocacy
9. Loneliness, Perfectionism, Procrastination, Suicide

## **COURSE REQUIREMENTS:**

### **Class Participation**

Participants should be prepared for each week's lesson by completing the assigned readings and completing tasks and activities, as well as, turn in assignments on time in Blackboard.

### **Assigned Readings**

**Assigned Readings:** The required text and articles provided will fulfil the reading requirements for this course. Class members are expected to utilize information from these readings in the preparation of required projects, blog posts, application tasks and in journal entries.

### **Requirement #1**

#### ***Requirement 1: Choice of movie or children's book analysis***

This assignment incorporates two different tasks and emphases. One part is to analyze the social and emotional characteristics and needs of a fictional gifted character. The other is to analyze the portrayal of that character from your perspective as a developing professional.

#### **Movie Analysis**

Watch a movie (NOT a documentary) that portrays a gifted child or young adult as a central character. Write a 3-4 page paper addressing (a) the significant social/emotional characteristics the character displayed, with discussion of how those characteristics affected the child and interacted with his or her cognitive (or other talent domain) characteristics (20%); (b) what special needs the character had, based on his or her affective characteristics (20%); and (c) how significant people in the individual's environment responded to the characteristics, positively or negatively (20%). Then write a brief critique (1-2 pages) of the movie from your perspective as a developing professional in gifted or general education – does the movie help to create stereotypes, dispel them, or both (40%)? Some possible movies are:

- *The Emperor's Club*
- *Billy Elliott* (U.K, 2000)
- *Little Man Tate*
- *Matilda*
- *Searching for Bobby Fischer*
- *Dead Poet's Society*
- *Finding Forrester*
- *Ferris Bueller's Day Off*
- *Good Will Hunting*
- *The Color Purple*
- *Bend It Like Beckham* (U.K., 2002)
- *The Outsiders*

#### **Children's Book Analysis:**

Read a children's or young adult literature selection (must be a fictional chapter book) that portrays a gifted child or young adult as a central character. Write a 3-4 page paper addressing (a) the significant social/emotional characteristics the character displayed, with discussion of how those

characteristics affected the child and interacted with cognitive (or other talent domain) characteristics (20%); (b) what special needs the character had, based on his or her affective characteristics (20%); and (c) how significant people in the individual's environment responded to the characteristics, positively or negatively (20%). Then write a brief critique (1-2 pages) of the book from your perspective as a developing professional in gifted or general education – does the book help to create stereotypes, dispel them, or both (40%)?

**Some possible novels are:**

- **Letters to Julia, (Barbara Holmes)**
- **Welcome to the Ark, (Stephanie Tolan)**
- **The View from Saturday, (E.L. Konigsburg)**
- **Anne of Green Gables, (L.M. Montgomery)**
- **Here's to You, Rachel Robinson, (Judy Blume)**
- **The Gospel According to Larry, (Janet Tashjian)**
- **I Know Why the Caged Bird Sings, (Maya Angelou)**
- **The Report Card, (Andrew Clements)**

### **Requirement #2**

**Journal:** Each class member will keep a journal with a minimum of eight (8) entries for the course. The journals are **NOT** diaries. The entries are to be focused. The content of the journal could incorporate the following:

- ❖ connect real life experiences/situations to course content and readings;
- ❖ descriptions of past or present students exhibiting behaviors discussed in class;
- ❖ ideas for strategies you believe would be helpful for particular children with specific problems or issues;
- ❖ a forum for your own ideas, philosophy regarding affective concerns.
- ❖ Some of the application task assignments will count as a journal entry and is noted in the Class AGENDA

### **Requirement #3 and Requirement #4**

#### ***Research Paper and Presentation Assignment Description***

*Self-Selected Topic*

**For 100 points:**

**Research Paper:** Conduct a review of the literature on a topic of interest to the class member. The paper should be written in a scholarly manner with references and may include specific strategies that are suggested by researchers. Consult the rubric carefully so that you will know the elements that will be considered regarding excellent work.

<b>Research Paper Rubric</b>			
<b>Criteria</b>	<b>Exemplary</b>	<b>Good</b>	<b>Acceptable</b>
<b>Purpose</b>	The writer's <b>central purpose or argument is readily apparent</b> to the reader and is appropriate to the study of social and emotional needs of the gifted.	The writing has a <b>clear purpose or argument</b> , but may sometimes digress from it and is appropriate to the study of social and emotional needs of the gifted.	The central purpose or argument is <b>not consistently clear</b> throughout the paper and is appropriate to the study of social and emotional needs of the gifted.
<b>Content</b>	Balanced presentation of relevant and legitimate information that clearly supports a central purpose or argument and shows a thoughtful, in-depth analysis of a significant topic. Reader gains important insights.	Information provides reasonable support for a central purpose or argument and displays evidence of a basic analysis of a significant topic. Reader gains some insights.	Information supports a central purpose or argument at times. Analysis is basic or general. Reader gains few insights.
<b>Organization</b>	The ideas are arranged logically to support the purpose or argument. They flow smoothly from one to another and are clearly linked to each other. The reader can follow the line of reasoning.	The ideas are arranged logically to support the central purpose or argument. They are usually clearly linked to each other. For the most part, the reader can follow the line of reasoning.	In general, the writing is arranged logically, although occasionally ideas fail to make sense together. The reader is fairly clear about what writer intends.
<b>Engagement</b>	The writing is compelling. It hooks the reader and sustains interest throughout.	The writing is generally engaging, but has some dry spots. In general, it is focused and keeps the reader's attention.	The writing is dull and unengaging. Though the paper has some interesting parts, the reader finds it difficult to maintain interest.
<b>Tone</b>	The tone is professional and is appropriate for an academic research paper.	The tone is generally professional. For the most part, it is appropriate for an academic research paper.	The tone is not consistently professional or appropriate for an academic research paper.
<b>Sentence Structure</b>	Sentences are well-phrased and varied in length and structure. They flow smoothly from one to another.	Sentences are well-phrased and there is some variety in length and structure. The flow from sentence to sentence is generally smooth.	Some sentences are awkwardly constructed so that the reader is occasionally distracted.

<b>Word Choice</b>	Word choice is consistently precise and accurate.	Word choice is generally good. The writer often goes beyond the generic word to find one more precise and effective.	Word choice is merely adequate, and the range of words is limited. Some words are used inappropriately.
<b>Grammar, Spelling, Writing Mechanics (Punctuation, italics, capitalization, etc.)</b>	The writing is free or almost free of errors.	There are occasional errors, but they don't represent a major distraction or obscure meaning.	The writing has many errors, and the reader is distracted by them.
<b>Use of References</b>	Compelling evidence from professionally legitimate sources is given to support claims. Attribution is clear and fairly represented.	Professionally legitimate sources that support claims are generally present and attribution is, for the most part, clear and fairly represented.	Although attributions are occasionally given, many statements seem unsubstantiated. The reader is confused about the source of information and ideas.
<b>Quality of References &amp; Appropriate Citation Using APA 6<sup>th</sup> Edition</b>	References are primarily peer-reviewed professional journals or other approved sources (e.g., textbooks, professional organizations).  APA format is used accurately and consistently in the paper and on the "References" page.	Although most of the references are professionally legitimate, a few are questionable.  APA format is used with minor errors.	Most of the references are from sources that are not peer reviewed and have uncertain reliability.  There are frequent errors in APA format.

Exemplary Column items = 10 pts., Good Column = 8 pts., Acceptable Column = 6 pts. For 100 points:

**Individual Project/Presentation:** Each student will research and prepare a presentation on a self-selected social and emotional topic (it makes sense that you will prepare this presentation from the research you have done for the research paper). The presentation will (1) summarize the key issues; (2) review the best thinking from the literature on problems and/or traits of students in the category; (3) highlight the recommended strategies for working with students regarding this issue and (4) point out cautions in a ***lively and interesting manner. This portion of your work comprises 75% of your grade for this assignment.***

Your presentation should include the following materials: (1) background information (including an annotated bibliography), (2) Prezi/power-point slide handout and (3) "how-to" script so that others could present an awareness workshop on the issue. ***This portion of your work comprises the last 25 % of your grade for the assignment.***

Topics for presentations will be selected from the following list based on student interest.

- \* Motivation: Dealing with Failure
- \* Gifted Female/Males

- \* Gifted African-American/Latinx Students
- \* Twice-Exceptional Gifted Student -
  - Asperger's Syndrome
  - The Learning Disabled Gifted Student
  - ?? *other topic*
- \* Morality Development: Implications for the Gifted
- \* "Primarily" Gifted: Understanding and Serving the Young Gifted Child
- \* The Gifted and Leadership Development
- \* **Another topic of your choice** - [with the instructor's approval]

## EVALUATION

Students in this course will be evaluated and grades assigned based on the number of points accumulated on the following activities: In-class/online participation, exam, and application tasks and a movie or book analysis. The points are identified in the course schedule. The instructor will notify the students of any changes in advance, if necessary.

## SYLLABUS CHANGE

The instructor reserves the right to make changes as necessary to this syllabus. If changes are made, advance notification will be given to the class.

## GRADING:

The total number of points earned will determine the student's final grade. The scale will be as follows: 735-661= A, 660--588 = B, 587-515= C.

The total number of points earned will determine the student's final grade.

## ACADEMIC HONESTY:

The application of the University of Arkansas Academic Honesty Policy, as stated in the Student Handbook, will be fully adhered to in this course. Academic dishonesty involves acts that may subvert or compromise the integrity of the educational process. Each student is responsible for being fully aware of the contents of the Academic Honesty Policy and of the possible consequences of disregarding that policy. Any work turned in by a student must be his or her own original work. Works from others that are referenced must be cited according to APA guidelines. The University of Arkansas Academic Honesty Policy can be located online at: <http://provost.uark.edu/245.php>.

Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor."

**LATE WORK POLICY:** Late work will not be accepted without penalty. A 10 percent reduction in grade per day will be apportioned except in extraordinary circumstances (death in the family, serious illness, etc.). You must contact the instructor BEFORE the assignment is due if extraordinary circumstances occur. If you have an excused absence as defined above, you may take a makeup examination.

**ACCOMMODATIONS:** University of Arkansas Academic Policy Series 1520.10 requires that students with disabilities are provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact me privately at the

beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through the Center for Educational Access (contact 479-575-3104 or visit [cea.uark.edu](http://cea.uark.edu) for more information on registration procedures).

## COURSE SCHEDULE

NG=No Grade

### *Class Schedule*

<b>Week</b>	<b>Dates</b>	<b>Activities</b>	<b>Due Date</b>	<b>Points</b>
1	8/23-8/29	Read chapter 1		
		Introduction Flipgrid	8/29	NG
	Theories of Psychological Development	Hypothesis Discussion	8/29	10
		Journal Entry #1	8/29	20
2	8/30-9/5	Read chapter 2		
	Social and Emotional Characteristics and Traits in Gifted Students (Part 1)	FlipGrid Discussion	9/5	10
		Hypothesis Discussion	9/5	10
		Journal Entry #2	9/5	20
3	9/6-9/12	Read chapter 3		
	Social and Emotional Characteristics and Traits in Gifted Students (Part 2)	Application Assignment	9/12	25
		Journal #3	9/12	20
4	9/13-9/19	Read chapter 4		
	Contextual Influences on the Social and Emotional Development of Gifted Students	Bronfenbrenner's Application- Movie Assignment	9/19	25
5	9/20-9/26	Read chapter 5		
	Identity Development in Gifted Students	Strategies Assignment: Develop a Handout	9/26	25
6	9/27-10/3	Read chapter 6		
	Relationships That Influence Social and Emotional Development	Hypothesis Discussion	10/3	10
		Journal #4	10/3	20

7	10/4-10/10	Read chapter 7 Teachers and Counselors Supporting Gifted Underachieving Students	FlipGrid: Analysis of Justin	10/10	25
8	10/11-10/17	Read chapter 8 Supporting the Social and Emotional Development of Twice-Exceptional Students	Chapter 8 quiz Journal #5	10/17 10/17	20 20
9	10/18-10/24	Read chapter 9 Supporting the Social and Emotional Development of Gifted Culturally Diverse Students	Hypothes.is Discussion VoiceThread Discussion Culturally Responsive Teaching	10/24 10/24	20 20
10	10/25-10/31	Read chapter 10 Designing Classroom Environments for Social and Emotional Development	Bitmoji Ideal Gifted Classroom Assignment Journal #6	10/31 10/31	25 20
11	10/1-11/7	Bibliotherapy/ Videotherapy	Children's Book or Movie Assignment Due	11/7	100
12	11/8-11/14	Acceleration and Grouping for the Gifted	Hypothes.is Discussion	11/14	10
13	11/15-11/21	Rage and the Gifted	VoiceThread Discussion Journal Post # 7	11/12	20 20
14	11/22-11/28	Affective Classroom	Curriculum Review Assignment Journal Post # 8	11/28 11/28	20 20
15 & 16	11/29-12/12	Research and Presentations	Research Paper Research Presentation	12/12 12/12	100 100
<b>TOTAL</b>					<b>735</b>