

**University of Cincinnati -- College of Education,  
Criminal Justice and Human Services**

CI6060

Introduction/Overview of Teaching Children and Youth who are Gifted, Creative or Talented

Course Number: 18 SPED 663P

Course Title: Introduction/ Overview of Teaching Children and Youth who are Gifted, Creative or Talented

Year and Semester: Fall, 2014

Course start date August 25, 2014

Course end date: October 15, 2014

Course location: ONLINE

Credit Hours: 3 graduate credit hours

Credit Level GRADUATE

Contact Hours (50 minutes per hour):

Faculty name: Aimee Fletcher

Faculty professional affiliation: Adjunct

Faculty contact information:

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Brief description of the course:

This course is an introduction to teaching children and youth who are gifted, creative, or talented. This course provides an introduction to the historical foundations and issues related to the schooling, learning and instruction of students identified as having special educational needs. The focus of this course is the foundational knowledge related to problems and characteristics of students identified as gifted, creative or talented.



Instructional goals/outcomes:

After completing this course, the candidate will demonstrate understanding of:

- 1.1 Beginning gifted education professionals understand how language, culture, economic status, family background, and/or area of disability can influence the learning of individuals with exceptionalities.
- 1.2 Beginning gifted education professionals use understanding of development and individual differences to respond to the needs of individuals with gifts and talents.
- 2.1 Beginning gifted education professionals create safe, inclusive, culturally responsive learning environments that engage individuals with gifts and talents in meaningful and rigorous learning activities and social interactions.
- 2.4 Beginning gifted education professionals demonstrate understanding of the multiple environments that are part of a continuum of services for individuals with gifts and talents, including the advantages and disadvantages of various settings.
- 4.4 Beginning gifted education professionals use assessment results to develop long- and short-range goals and objectives that take into consideration an individual's abilities and needs, the learning environment, and other factors related to diversity.
- 5.1 Beginning gifted education professionals know principles of evidence-based, differentiated, and accelerated practices and possess a repertoire of instructional strategies to enhance the critical and creative thinking, problem-solving, and performance skills of individuals with gifts and talents.
- 6.1 Beginning gifted education professionals use professional ethical principles and specialized program standards to guide their practice.
- 6.2 Beginning gifted education professionals understand how foundational knowledge, perspectives, and historical and current issues influence professional practice and the education and treatment of individuals with gifts and talents both in school and society.
- 6.4 Beginning gifted education professionals are aware of their own professional learning needs, understand the significance of lifelong learning, and participate in professional activities and learning communities.
- 7.2 Beginning gifted education professionals serve as a collaborative resource with colleagues.

Methods of instruction:

The course includes seven weeks of work. Each week includes:

- A reading assignment
- Questions requiring a short response to demonstrate understanding of the readings



- A think-aloud to demonstrate ability to apply content to your personal teaching situation
- An aspect of a performance assessment

Grades and evaluations:

### Grading Scale – Graduate Students

<u>Grade</u>	<u>Points</u>	<u>Description</u>
A	93-100	excellent work of exceptional quality
B	84-92	effective work of commendable quality
C	76-83	fair work of acceptable but not distinguished quality
F	0-75	unsatisfactory work
I	Incomplete	written consent required prior to the end of the quarter
W	Withdrawal	written consent required by eighth week of the quarter
T	Audit	registered for a course, but not entitled to academic credit

Class schedule for each session:

The course includes seven weeks of work. Each week includes:

- A reading assignment
- Questions requiring a short response to demonstrate understanding of the readings
- A think-aloud to demonstrate ability to apply content to your personal teaching situation
- An aspect of a performance assessment

Generate a paper articulating your stance and personal philosophy regarding the education of individuals identified as gifted, creative, or talented. Include:

- Intra- and interpersonal differences and similarities among individuals identified as gifted, creative, or talented, and your perception of the implications of these similarities and differences
- Academic and affective characteristics, and the impact of multiple exceptionalities on education
- Organizations that you turn to for professional development
- Professional activities you will use to enhance your professional development
- Sources of information related to gifted and talented education.

**Field Experience:** Students will observe gifted, creative, or talented children in three settings: K-4 (elementary school), 5-8 (middle school), and 9-12 (high school). Students will write a two-page report of their observations. Students will select one child and complete an extensive case study. Specifically, the candidate will respond in this essay (to be no more than 5 pages in length with APA margin limits) to these probes:

- A brief history of the child, comparing and contrasting his/her growth and development to peers or siblings not identified as gifted, creative, or talented and discussing the child's family background.
- The impact that having gifts and talents has had on the individual's life, academic and social abilities, attitudes, interests.
- The cognitive and affective characteristics of the child, including talents in intellectual, academic, creative, leadership, and artistic domains.
- Development of short term and long range goals for the child based on assessment data and evidence based practices that respond to the unique needs of the child.
- A description of how the child is being served currently in his/her academic setting and how he/she would have been served 10 years ago, 50 years ago, and 100 years ago.

**\*These documents must be submitted to the Instructor's mailbox in either a .pdf file or a Word document format. When done in APA style format, your name will appear on each page of the document.**

Resources/ Textbooks:

Delisle, J., & Galbraith, J. (2002). When gifted kids don't have all the answers. Minneapolis: Free Spirit Publishing, Inc.

Davis, G. A. (2006). Gifted children and gifted education: a handbook for teachers and parents. Scottsdale: Great Potential Press, Inc.

