

Online Gifted Endorsement Program

College of Education, Criminal Justice, and Human Resources

Course 6063: Collaboration and Consultation on Behalf of Children and Youth who are Gifted, Creative, or Talented

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Required Texts:

Booth, D., & Stanley, J.C.,(Ed). (2004). *In the eyes of the beholder: critical
issues for diversity in gifted education*. Waco, Texas: Prufrock Press, Inc.

Coleman, M.R & Johnsen, S.K., (Ed.). (2011) *Rtl for
Gifted Students*. Waco, Texas: Pruforck Press, Inc.

Course Description:

This course addresses issues of collaboration, a cornerstone of effective practice in the education of students who are gifted, creative, or talented. This course addresses concepts and methods vital to quality collaboration, consultation, and communication. This course addresses the interrelationships among cultural, linguistic, and ethnic diversity and giftedness and talent development. The primary purpose of this course, consistent with this mission, is to develop knowledge, understanding, and respect for the needs and requirements of students with diverse learning needs in varied educational settings. Critical to this purpose is an understanding the role of cultural and diversity in identifying children and youth with gifts and talents, as well as family and cultural issues.



Course Objectives:

1. Explain impact of differences in values, languages, and customs that can exist between the home and school and the dominant culture on shaping schools
2. Compare beliefs, traditions, and values across and within cultures and their effects on relationships among individuals with gifts and talents, families, schools, and communities related to effective instruction
3. Critically examine why specific cultures are negatively stereotyped and strategies used by diverse populations to cope with a legacy of former and continuing racism; strategies for preparing individuals to live harmoniously and productively in a culturally diverse world; ways to create learning environments that allow individuals to retain and appreciate their own and each others' respective language and cultural heritage
4. Reflect on personal cultural biases and differences that affect one's teaching
5. Integrate culturally responsive factors that promote effective communication and collaboration with individuals, families, school personnel, and community members; models and strategies for consultation and collaboration
6. Identify services, networks, and organizations for individuals with gifts and talents.
7. Assist individuals with gifts and talents and their families in becoming active participants in collaborative conferences, assessment, and the educational team. Foster respectful and beneficial relationships between families and professionals.
8. Use group problem solving skills to develop, implement and evaluate collaborative activities.
9. Communicate with school personnel about the characteristics and needs of individuals with gifts and talents including modeling techniques and coaching others in the use of instructional methods and accommodations.
10. Communicate effectively with families of individuals with gifts and talents from diverse backgrounds.



Standard 1: Learner Development and Individual Learning Differences

Beginning gifted education professionals understand the variations in learning and development in cognitive and affective areas between and among individuals with gifts and talents and apply this understanding to provide meaningful and challenging learning experiences for individuals with exceptionalities.

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 gifts and talents.

1.2 Beginning gifted education professionals use understanding of development and individual differences to respond to the needs of individuals with gifts and talents.

1 (12/2013)

Standard 2: Learning Environments

Beginning gifted education professionals create safe, inclusive, and culturally responsive learning environments so that individuals with gifts and talents become effective learners and develop social and emotional well-being.

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.

2.2 Beginning gifted education professionals use communication and motivational and instructional strategies to facilitate understanding of subject matter and to teach individuals with gifts and talents how to adapt to different environments and develop ethical leadership skills.

2.3 Beginning gifted education professionals adjust their language proficiency and cultural and linguistic differences.

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 and teach students to adapt to these environments.

2 (12/2013)

Standard 3: Curricular Content Knowledge

Beginning gifted education professionals use knowledge of general¹ and specialized curricula² to advance learning for individuals with gifts and talents.

3.1 Beginning gifted education professionals understand the role of central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and use their understanding to organize knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions within and across grade levels.

3.2 Beginning gifted education professionals design appropriate learning and performance modifications for individuals with gifts and talents that enhance creativity,



acceleration, depth and complexity in academic subject matter and specialized domains.

3.3 Beginning gifted education professionals use assessments to select, adapt, and create materials to differentiate instructional strategies and general and specialized curricula to challenge individuals with gifts and talents.

3.4 Beginning gifted education professionals understand that individuals with gifts and talents demonstrate a wide range of advanced knowledge and performance levels and modify the general or specialized curriculum appropriately.

3 (12/2013)

Standard 4: Assessment

Beginning gifted education professionals use multiple methods of assessment and data sources in making educational decisions about identification of individuals with gifts and talents and student learning.

4.1 Beginning gifted education professionals understand that some groups of individuals with gifts and talents have been underrepresented in gifted education programs and select and use technically sound formal and informal assessments that minimize bias in identifying students for gifted education programs and services.

4.2 Beginning gifted education professionals use knowledge of measurement principles and practices to differentiate assessments and interpret results to guide educational decisions for individuals with gifts and talents.

4.3 Beginning gifted education professionals collaborate with colleagues and families in using multiple types of assessment information to make identification and learning progress decisions and to minimize bias in assessment and decision-making.

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.

4.5 Beginning gifted education professionals engage individuals with gifts and talents in assessing the quality of their own learning and performance and in setting future goals and objectives.

4 (12/2013)

Standard 5: Instructional Planning and Strategies

Beginning gifted education professionals select, adapt, and use a repertoire of evidence-based instructional strategies³ to advance the learning of individuals with gifts and talents.

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.

5.2 Beginning gifted education professionals apply appropriate technologies to support instructional assessment, planning, and delivery for individuals with gifts and talents.

5.3 Beginning gifted education professionals collaborate with families, professional colleagues, and other educators to select, adapt, and use evidence-based strategies that promote challenging learning opportunities in general and specialized curricula.

5.4 Beginning gifted education professionals emphasize the development, practice, and transfer of advanced knowledge and skills across environments throughout the lifespan leading to creative, productive careers in a multicultural society for individuals with gifts and talents.

5.5 Beginning gifted education professionals use instructional strategies that enhance the affective development of individuals with gifts and talents.

5 (12/2013)

Standard 6: Professional Learning and Ethical Practice

Beginning gifted education professionals use foundational knowledge of the field and professional ethical principles and programming standards⁴ to inform gifted education practice, to engage in lifelong learning, and to advance the profession.

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.

6.3 Beginning gifted education professionals model respect for diversity,

understanding that it is an integral part of society's institutions and impacts learning of individuals with gifts and talents in the delivery of gifted education services.

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.

6.5 Beginning gifted education professionals advance the profession by engaging in activities such as advocacy and mentoring.

6 (12/2013)

Standard 7: Collaboration

Beginning gifted education professionals collaborate 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.



- 7.1 Beginning gifted education professionals apply elements of effective collaboration.
 - 7.2 Beginning gifted education professionals serve as a collaborative resource to colleagues.
 - 7.3 Beginning gifted education professionals use collaboration to promote the well-being of individuals with gifts and talents across a wide range of settings, experiences, and collaborators.
- 7 (12/2013)

Person-First Language:

Authors are encouraged to write using "person-first" language: the person precedes the disability, both figuratively and literally. This standard will result in terms such as "people who are gifted, creative, or talented" rather than "the gifted" (Retrieved on August 15, 2004 from http://www.cec.sped.org/bk/Author_Guidelines_TEC.pdf).

People-first language puts the person before the disability and it describes what a person *has*, not what a person *is*. A parent does not say about her daughter, who wears glasses (diagnosis: myopia), "My daughter is myopic." Are you "cancerous" or do you have cancer? Are you "freckled" or do you have freckles? Is a person "disabled" or does he or she have a disability label?

Issues related to infusion of technology and electronic communication policy:

Electronic communication policy:

The Online Gifted Endorsement Program follows the university email policy. The University of Cincinnati uses Electronic mail (e-mail.), as a means of communicating official University information to students. It is convenient, rapid, environmentally aware, and cost effective. The University of Cincinnati issues a UC e-mail account to all students, at no cost to the student. Be aware that this is the only email address that program faculty will use. Students are responsible for reading their e-mail on a frequent and regular basis, since some official communications may be time-sensitive. The University suggests that students access their Bearcat Online e-mail accounts daily.

The full University Email policy can be read at: <http://www.uc.edu/ucit/policies.html>

Social Media Statement

Please be aware of photos, comments, or group memberships on Facebook or other internet sites that could be embarrassing to the school or employer in which you are to be placed may be grounds for removal from that placement. These include photos of



you or others pictured on your site engaged in drinking, doing drugs, acting in a manner that might be considered lewd or sexually suggestive, or acting in a way that the school, district, or students' parents would find objectionable. Please recognize that this is true even if your friends have posted and labeled photos of you on their sites. Parents, students and district personnel frequently look at Facebook pages and search for names of teachers. You are considered a role model for students, and your behavior must be exemplary at all times. Granting access to any Pre-K – 12 students to your personal social media pages is not advisable in any instance. Pictures and posts on such social networking sites are available to the public, regardless of how you may set your privacy settings. Your position in cohort and in your student teaching placements may be in jeopardy if the college or the school determines misconduct is present due to posts or pictures available through the web.

Diversity & Inclusion:

The University of Cincinnati embraces diversity and inclusion a score values that empower individuals to transform their lives and achieve their highest potential. This course offers a challenging, yet nurturing intellectual climate with a respect for the spectrum of diversity and a genuine understanding of its many components — including race, ethnicity, gender, gender identity and expression, age, socio-economic status, family structure, national origin, sexual orientation, disability and religion — that enrich us as a vibrant, public, urban research university.

This course is energized by the spirit of pluralism — the quest to celebrate differences within an intellectually stimulating environment, to seek understanding across social, economic and cultural barriers, to pursue transformation through sustained interaction with others, and to empower all members of the University of Cincinnati community. You are invited to explore your own diversity!

Grading Scale –Graduate Students:

93 - 100 A Excellent

84 - 92 B Good

76 – 83 C Satisfactory

< 75 F **must retake the course if grade is under 'C' level

I = Incomplete – written consent of the instructor required prior to end of course



Schedule of Class Meetings: Online as needed to fulfill the required assignments

Class Attendance, Late Assignments, Make-up Tests, Withdrawal, Audit, and Work Policies

Students must request extensions for late work PRIOR to the assignment's due date, unless an emergency prevents communication. Withdrawals and course Audits are granted through university policies. Please contact the Registrar to understand these policies. In an online forum, REGULAR communication (at least weekly) is expected.

Academic Integrity Policy: The University Rules, including the Student Code of Conduct, and other documented policies of the department, college, and university related to academic integrity will be enforced. Any violation of these regulations, including acts of plagiarism or cheating, will be dealt with on an individual basis according to the severity of the misconduct. The full student code of conduct is available online at:

http://www.uc.edu/conduct/Code_of_Conduct.html

Accommodations Policy: If you have a disability (e.g., visual impairment, hearing impairment, physical impairment, communication disorder, and/or specific learning disability, etc.) which may influence your performance in this course, you must meet with the Disability Services Office (DSO) to arrange for reasonable accommodations to ensure an equitable opportunity to meet all the requirements of this course. If you require accommodations due to disability, please contact DSO at 513-556-6823, Campus Location: 210 University Pavilion. You will be provided an Accommodation Form indicating your accommodation needs for the semester. Please present this form to me AS SOON AS POSSIBLE to ensure your accommodation needs are discussed, agreed upon, and provided.

