

**University of Cincinnati
Gifted Endorsement Program
CI 6064**

Practicum: Teaching Children and Youth who are Gifted, Creative, and Talented

Professor:

Dr. Beth Moore, Practicum Supervisor Elizabeth.moore@uc.edu

Required Textbook:

Tomlinson, C. A. (2003). Fulfilling the promise of the differentiated classroom: Strategies and tools for responsive teaching. Alexandria, VA: Association for Supervision and Curriculum Development.

Course Description:

This practicum consists of an approved 75 hour field experience and an online seminar class. The field experience provides candidates an opportunity to practice the skills and demonstrate the appropriate dispositions for meeting the needs of students who are gifted, creative, or talented. Students apply theories and methods in the teaching of gifted, talented, or creative students in a classroom setting by engaging in teaching and action research activities. Teaching is self-evaluated by the student and reviewed by the mentor and university instructor.

Pre-requisites to this Course:

Candidates must have completed at least 6 credits of the endorsement coursework before beginning the Practicum Experience.

Course objectives based on NAGC – CEC Teacher Preparation Standards in Gifted and Talented Education:

- 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.
- 2.2 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.
- 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.
- 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.

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.

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

6.1 Beginning gifted education professionals use professional ethical principles and specialized program standards to guide their practice.

6.3 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.

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.

Assessment and Grade Assignment:

Students are required to respond interactively with mentor, university supervisor, and other candidates in the course. Candidates will demonstrate comprehension and reflection of learning. Online contributions will be evaluated based on a theoretical and practical perspective.

Please note evaluation will be based on the following distribution:

- **Introduction 5%**
- **Strategy from toolbox in text 10%**
- **Teaching analysis 10%**
- **Recorded Tapings (2) 30%** (15% each video)
- **Action Research Project 25%**
- **Reflection Paper 15%**
- **Forms 5%**

Description of Course Requirements:

Introduction: Post personal introduction

Strategy from toolbox in text: Select at least one strategy from the 'toolbox' in the Tomlinson text to implement in your practicum setting. Submit a thorough reflection describing the strategy, how it worked, what you would change, and how gifted students benefited.

Teaching Analysis: This assignment requires the candidate to evaluate another teacher's instruction. The candidate will complete the rubric based on the lesson, the lesson plan, and other documents that accompany the lesson.

Recorded Tapings (2): Submit two recorded lessons of your interactions with students identified as gifted. Each video will be approximately 20 minutes in length; see due dates on course calendar. Include the following with the video:

- class Profile form
- Lesson plan –use the format of your choice
- Self-evaluation
- Mentor evaluation

Action Research Project: The practicum will also require an action research project. Action research is a reflective process that allows for inquiry and discussion as components of the “research.” Often, action research is a collaborative activity among colleagues searching for solutions to everyday, real problems experienced in schools, or looking for ways to improve instruction and increase student achievement. Rather than dealing with the theoretical, action research allows practitioners to address those concerns that are closest to them, ones over which they can exhibit some influence and make change. Practitioners are responsible for making more and more decisions in the operations of schools, and they are being held publicly accountable for student achievement results. The process of action research assists educators in assessing needs, documenting the steps of inquiry, analyzing data, and making informed decisions that can lead to desired outcomes. Utilize the Action Research Guide to steer and manage your project.

Reflection Paper: Respond to the following questions about your practicum experience:

- What were the most effective teaching strategies used in this experience?
- In what ways did you collaborate with your mentor? Give specific examples.
- Compare gifted students and bright learners. Use examples from your classroom.
- What did you learn about yourself as a teacher of students identified as gifted, creative, or talented?

Forms: A series of forms will be submitted that demonstrate mastery of teaching children and youth who are gifted, creative, and talented. The forms are developed based on NCATE standards.

Grading: Pass/Fail

This course is pass or fail. Candidates must complete all assignments and submit all required forms. In addition, a passing grade requires that each skill or disposition be demonstrated at the “satisfactory” level as a minimum. Candidates must also demonstrate dispositions documented on the Candidate Dispositions Progress Report.

Late Assignments:

Assignments must be submitted by the end of the week specified. Each assignment for online courses has a specific due date. Unless otherwise specified by the instructor, assignments are due by Sunday at midnight of the week they are assigned. (Weeks begin on Monday and end the following Sunday at midnight.) Assignments that have a point value of 10 points or more will have one point deducted for each day the assignment is late, unless an extension has been approved by the instructor PRIOR to missing a due date. Assignments that have a point value of 5 points will have one-half point deducted for each day the assignment is late, unless an extension has been approved by the instructor PRIOR to missing the due date.

Please remember that ongoing communication with your instructor is how you make yourself “present” in the online environment. Be sure to communicate in the rare occasions when you might need an extension to avoid the loss of points on your assignments! Incomplete coursework will result in the student receiving an ‘I’ for the course.

Grade of Incomplete:

While incompletes are strongly discouraged, they may be permitted if circumstances warrant. However, failure to complete all work by the end of the semester without discussing the matter with the instructor will result in the missing work assigned a score of zero and averaged with the completed work.

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

Electronic communication 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.

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 the course instructor AS SOON AS POSSIBLE to ensure your accommodation needs are discussed, agreed upon, and provided.