

## Academically Gifted

| Course       | Title  | Credit              |
|--------------|--|---------------------|
| EDU 4360     | The Gifted Child   | 3                   |
| EDU 4390     | Trends and Issues in Gifted Education  | 3                   |
| EDU 4410     | Curriculum Development and Differentiation for the Gifted                    | 3                   |
| EDU 4420     | Teaching and Learning Strategies for Gifted Education (includes a practicum) | 3                   |
| <b>Total</b> |  | <b>12<br/>Hours</b> |

### **EDU 4360: The Gifted Child**

An overview of the gifted child in our society and major educational interventions appropriate to adapt to the challenges presented by their unique learning needs. The characteristics, definitions, and identification of giftedness, curriculum modifications, and administrative changes needed in program design and delivery service are studied. Special emphasis is given to the need for training related to the education of this target population. (3)

### **EDU 4390: Trends and Issues in Gifted Education**

An overview of the most pressing issues in gifted education and the current trends in meeting the needs of these students. While topics may vary from time to time, these issues will likely be covered: intelligence, technology and the gifted child, problems with identification, enrichment and acceleration, ability grouping, creativity, and the handicapped child. (3)

### **EDU 4410: Curriculum Development and Differentiation for the Gifted**

A review of the concept of giftedness in its various forms and an exploration of methods, materials, setting, and theories of teaching gifted students. This course focuses on ways to use assessment data to expand basic differentiation or curriculum elements (content, process, product, and learning environment) and integrative methods for designing appropriate learning experiences for gifted learners. The adaptation and extension of basic differentiation in the classroom based on the Common Core State Standards and Essential Standards for North Carolina will be emphasized in the course as well as strategies for identifying student strengths, assessing mastery, ensuring accountability, and planning appropriate alternatives within the classroom. (3)

### **EDU 4420: Teaching and Learning Strategies for Gifted Education**

This course is designed to provide in-depth knowledge regarding curriculum and program models used for effective instruction for students who are gifted. The effectiveness of various models will be addressed as well as specific instructional strategies utilized for gifted education. In addition, application of curriculum and program models to the extensions of the Common Core State Standards and Essential Standards for North Carolina will be emphasized. This course includes a practicum. (3)

**C. ELECTRONIC EVIDENCES:  
SECTION I: KEY EVIDENCES**

| Evidence  | Name of Evidence  | Briefly Describe the Evidence  | Descriptors of the Elements of the Standards Addressed by the Evidence |
|---|---|--|--|
| <p><b>1</b> <b>Content Knowledge:</b> Evidence that demonstrates breadth of content knowledge in the specialty area.</p>  | <p>Academic Transcript/<br/>Comprehensive Portfolio</p> | <p><i>Exit from the Program:</i><br/><b>Twelve (12) semester hours of coursework relevant to the licensure area. The following courses will be required for the add-on license in Academically/Intellectually Gifted (AIG):</b></p> <p><b>Education 4360:</b> The Gifted Child</p> <p><b>Education 4410:</b> Curriculum Development and Differentiation for the Gifted</p> <p><b>Education 4420:</b> Teaching and Learning Strategies for Gifted Education</p> <p><b>Education 4390:</b> Trends and Issues in Gifted Education</p> <p><b>*A grade of C (2.0) or better in each of the 12 hours will be required. . A comprehensive portfolio is required for candidates with a grade point average of 2.5 to 3.0</b></p> | <p>3b.1</p>  |
| <p><b>2</b> <b>Content Knowledge:</b> Evidence that demonstrates candidate depth of understanding and application of content knowledge in the specialty area.</p> | <p>Depth and Application Project (DnA)</p>              | <p><i>EDU 4390: Trends and Issues in Gifted Education</i></p> <p><b>Description:</b> Candidates will analyze, synthesize, and explore, in depth, a content topic in gifted education. Using the <b>sample prompt:</b></p> <p><i>“You have been asked by the School of Education at High Point University to serve as an adjunct instructor in the area of Gifted</i></p>   | <p>3b.1</p>  |

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|   |  |  | <p><i>Education during the upcoming academic year. You must select an in-depth topic related to current practices and trends in gifted education that have been guided through current North Carolina policies and develop a Special Topics course to teach to advanced undergraduates and/or the teachers currently employed within your local school district. A detailed 13-15 page proposal of your special topic, its theoretical framework, and a description of the various subtopics to be included in the course syllabus will be required along with sample in-class activities/assignments that demonstrate how the topic can be connected to real world applications. The final product should also include a “reading list” of the relevant literature which you will require in this course to inform students about the selected topic, the rationale of investigating the topic, and what significant events (including laws) have impacted the topic. Your proposal must include a rationale for your reading list and therefore a summary of the review of the required literature should be included. Finally, as the likely instructor for this course, you will also be asked to select <b>one</b> of classroom module included in the proposed course syllabus to teach to advanced undergraduate students in their professional learning communities’ seminars established by the School of Education or your colleagues employed in your school district as professional development”.</i></p> <p><b>Evaluation:</b> The candidate’s DnA project will be evaluated by the course instructor in <i>EDU 4390 Trends and Issues in Gifted Education</i> (80%) and by the candidate’s peers/faculty in the Professional Learning Community (20%). The latter will occur when the presentation is made to the Professional Learning Community.</p> <p><a href="#">CLICK HERE TO VIEW RUBRIC</a></p> |  |
| 3 | <b>Pedagogical and Professional Knowledge Skills and Dispositions:</b> |  | <i>Not Applicable</i>  |  |

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|          | Evidence that demonstrates effective design of classroom instruction based on research-verified practice.   |  |                       |  |
| <b>4</b> | <b>Pedagogical and Professional Knowledge Skills and Dispositions:</b><br>Evidence that demonstrates knowledge, skills, and dispositions in practice. |  | <i>Not Applicable</i> |  |
| <b>5</b> | <b>Positive Impact on Student Learning:</b> Evidence that demonstrates impact on student learning.  |  | <i>Not Applicable</i> |  |
| <b>6</b> | <b>Leadership and Collaboration:</b><br>Evidence that demonstrates leadership and collaboration.  |  | <i>Not Applicable</i> |  |

**C. ELECTRONIC EVIDENCES:  
SECTION II: RELATIONSHIP OF THE EVIDENCE TO THE STANDARDS**

**ACADEMICALLY/INTELLECTUALLY GIFTED (AIG) ADD-ON LICENSE**

| <b>NORTH CAROLINA TEACHER STANDARD</b>   | <b>KEY EVIDENCE(S) FROM SECTION I<br/>DEMONSTRATING THE DESCRIPTORS OF THE<br/>ELEMENTS</b>  |
|--|--|
| <b>3. TEACHERS KNOW THE CONTENT THEY TEACH</b>   |  |
| <p><b>b. Teachers know the content appropriate to their teaching specialty.</b></p> <p>1. Demonstrates and appropriate level of content knowledge in the teaching specialty.</p> | <p><input checked="" type="checkbox"/>#1   <input checked="" type="checkbox"/>#2   <input type="checkbox"/>#3   <input type="checkbox"/>#4   <input type="checkbox"/>#5   <input type="checkbox"/>#6   <input type="checkbox"/>#7   <input type="checkbox"/>#8</p> |

## **Part C: Section III Detailed Description of the Evidences**

### **Evidence #1: Content Knowledge**

#### **Academic Transcript: See Section I**

In order to be eligible for the academically/intellectually gifted license, candidates must demonstrate a 2.5 cumulative grade point average for the four courses in the sequence. Depth of knowledge will be demonstrated through a university transcript to be submitted to North Carolina Department of Public Instruction with recommendation for the add-on license.

### **Electronic Evidence #2 Depth and Application (DnA) Project**

#### **Directions and Candidate Requirements**

The purpose of this assignment is to provide evidence that you can demonstrate depth of understanding and application of content knowledge in area of gifted education. The Depth and Application Project (DnA) will be a Special Topics Course Proposal in which the you must demonstrates analysis, synthesis, and application of a topic or problem. The prompt is as follows:

“You have been asked by the School of Education at High Point University to serve as an adjunct instructor in the area of Gifted Education during the upcoming academic year. You must select an in-depth topic related to current practices and trends in gifted education that have been guided through current North Carolina policies and develop a *Special Topics* course to teach to advanced undergraduates and/or the teachers currently employed within your local school district. A detailed proposal of your special topic, its theoretical framework, and a description of the various subtopics to be included in the course syllabus will be required along with sample in-class activities/assignments that demonstrate how the topic can be connected to real world applications. The final product should also include a “reading list” of the relevant literature which you will require in this course to inform students about the selected topic, the rationale of investigating the topic, and what significant events (including laws) have impacted the topic. Your proposal must include a rationale for your reading list and therefore a summary of the review of the required literature should be included.

Examples of topics include:

- Under-representation of students from diverse backgrounds in gifted programs;
- Impact of culture on the identification of students who are gifted;
- Dual-exceptionalities;
- Gender Issues and Gifted Education;
- Role of collaboration with school personnel and families in order to facilitate the implementation, evaluation, and revision of the local plan for gifted education;
- 21<sup>st</sup> century Gifted Education: Recommendations for Teaching and Learning
- Issues of assessment in the service delivery of gifted education (including identification);
- Similarities and differences in learning patterns of individuals with gifts, as compared to the general population;
- Influence of socio-emotional development on learning and interpersonal relationships of individuals with gifts; and
- Research-based service delivery models that form the basis of curriculum development.

- You may suggest a topic/problem with subsequent approval by the instructor.

The Special Topics Course Proposal will be in the form of a written product which describes, analyzes, and synthesizes information about the topic and connects the topic to real world applications. The proposal must have at the minimum 13-15 pages excluding Works Cited and include a minimum of ten references from the discipline which will be included in the course’s “reading list”. The format is to be the most recent APA style. Assume 10-12 full class meetings for this special topics course and you should therefore provide a tentative outline and summary of all individual class modules. As the likely instructor for this course, you will then be asked to select **one** of these modules included in the proposed course syllabus to teach to advanced undergraduate students in their professional learning communities’ seminars established by the School of Education. **The Special Topics Course Proposal will be a graded assignment for the EDU 4390: Trends and Issues in Gifted Education** and will be evaluated by your course instructor in EDU 4390 (80%) and by additional faculty/peers in the Professional Learning Community (20%) during your “teaching” presentation. The following lists the criteria which will be used by the EDU 4390 content instructor for evaluating the accuracy and depth of the topic selected for your special topics course and how this information is presented in the proposed course syllabus:

|                 | <b>Depth and Application Project (DnA) Content Instructor Evaluation</b>   |
|-----------------|--|
| Score<br>1 or 0 | <b>NCPTS 3b.1<br/>Product: In-depth content investigation included in the product as appropriate for the specific licensure prompt and an Interactive presentation to a Professional Learning Community, peers, and content faculty.</b> |
|                 | The candidate identifies and clearly states a topic or problem that is significant in his or her field [major understanding, concept, controversy or question/problem] as appropriate to the licensure specific prompt.                  |
|                 | The candidate identifies and explains the significance and relevance of the topic/problem for the discipline.  |
|                 | Literature of the discipline (scholarly and theoretical work) is cited and is used to support the ideas that are presented in the product.   |
|                 | The literature is current, accurate, relevant and authoritative.   |
|                 | The use of the literature demonstrates an understanding of how knowledge in the discipline is generated, how information is created and tested, what qualifies as data and how data is used.   |
|                 | Sufficient literature is cited to develop a convincing argument or understanding of the topic. It includes multiple perspectives about the topic.  |
|                 | The candidate collects, interprets and uses the information and/or data appropriate to the topic/problem and discipline  |
|                 | The product reflects accuracy and clarity of the content using standard English  |
|                 | The product reflects an understanding of the complexity of the topic/problem and provides multiple explanations.   |
|                 | The candidate draws conclusions that demonstrate appropriate and logical integration of data and ideas as well as independent, critical thinking.  |
|                 | The format and organization of the product is appropriate to the discipline, is clearly presented and demonstrates appropriate language conventions.   |
|                 | The product presented in the interactive presentation reflects a correct understanding of the topic and its application.   |
|                 | The candidate’s presentation reflects an appropriate ability to articulate the topic in a logical and coherent manner to others.   |
|                 | The candidate is able to make real world connections when discussing the topic as it relates to current discussions and issues   |

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|  | The candidate is able to answer questions from an audience when asked to elaborate on their understanding of the topic in depth |
|  | <b>Total (Maximum=15 points)</b>  |