EDUC 648:  
CHARACTERISTICS OF THE GIFTED CHILD  
3 credit hours  
Prerequisites: None

Course Description  
An orientation of the student to the basic understanding of the gifted child with emphasis upon identification, characteristics, and implications for educational, social, physical, emotional, and psychological development.

Course Objectives/Conceptual Framework Connections  
The teacher education program at Southeastern Louisiana University is built around components indicative of effective educators and rigorous national standards. In order to successfully plan, develop, and implement curricula to meet the needs of diverse learners in today’s world and to prepare students for the future, The College of Education and Human Development (COEHD) has developed a Conceptual Framework that includes the following four critical components of The Effective Educator:  
1) Knowledge of the Learner (KL); 2) Professional Standards (PS); 3) Strategies & Methods (SM); and 4) Content Knowledge (CK). The elements of Diversity (D) and Technology (T) are infused throughout all areas of the program and all four component areas.

The objectives for this course are key to the National Gifted Standards and also to the components of the Conceptual Framework of the COEHD. A copy of the National Gifted Standards is attached to this document.

Candidates who participate in this course will be provided with the opportunity to consider:

- Historical foundations of gifted and talented education including points of view and contributions of individuals from diverse backgrounds (1:K1; CK; PS)
- Key philosophies, theories, models, and research supporting gifted and talented education (1:K2; CK; PS)
- Local, state/provincial and federal laws and policies related to gifted and talented education (1:K3; CK; PS)
- Issues in conceptions, definitions, and identification of gifts and talents, including those of individuals from diverse backgrounds (1:K4; CK; KL, D; PS)
- Impact of the dominant culture’s role in shaping schools and the differences in values, languages, and customs between school and home (1:K5; KL, PS; D)
- Societal, cultural, and economic factors, including anti-intellectualism and equity vs excellence, enhancing or inhibiting the development of gifts and talents (1:K6; CK; KL; PS; D)
- Key issues and trends, including diversity and inclusion, connecting general, special, and gifted and talented education (1:K7; CK; KL; PS; D)
- Cognitive and affective characteristics of individuals with gifts and talents, including those from diverse backgrounds, in intellectual, academic, creative, leadership, and artistic domains (2:K1; CK; KL; PS; D)
• Characteristics and effects of culture and environment on the development of individuals with gifts and talents (2:K2; CK; KL; PS; D)
• Role of families and communities in supporting the development of individuals with gifts and talents. (2:K3; CK; KL; PS; D)
• Advanced developmental milestones of individuals with gifts and talents from early childhood through adolescence (2:K4; CK; KL; PS; D)
• Similarities and differences within the group of individuals with gifts and talents as compared to the general population (2:K4; KL; PS; D)
• Idiosyncratic learning patterns of individuals with gifts and talents, including those from diverse backgrounds (2:K4; KL; PS; D)
• Influences of different beliefs, traditions, and values across and within diverse groups on relationships among individuals with gifts and talents, their families, schools, and communities (2:S1; KL; PS; D)
• Processes and procedures for the identification of individuals with gifts and talents (8:K1; CK; KL; PS; D; T)
• Uses, limitations, and interpretation of multiple assessments in different domains for identifying individuals with exceptional learning needs, including those from diverse backgrounds (8:K2; KL; PS; D; T)
• Uses and limitations of assessments documenting academic growth of individuals with gifts and talents (8:K3; CK; KL; PS; D; T)
• Use non-biased and equitable approaches for identifying individuals with gifts and talents, including those from diverse backgrounds (8:S1; KL; PS; D; T)
• Use technically adequate qualitative and quantitative assessments for identifying and placing individuals with gifts and talents (8:S2; KL; PS; D; T)
• Organizations and publications relevant to the field of gifted and talented education (9:K2; CK; PS; T)
• Assess personal skills and limitations in teaching individuals with exceptional learning needs (9:S3; CK; KL; PS; D; T)
• Maintain confidential communication about individuals with gifts and talents (9:S2; KL; PS; D; T)
• Improve practice through continuous research-supported professional development in gifted education and related fields (9:S5; PS; D; T)
• Participate in the activities of professional organizations related to gifted and talented education (9:S6; PS; T)
• Reflect on personal practice to improve teaching and guide professional growth in gifted and talented education (9:S7; KL; CK; SM; PS; D; T)
• Culturally responsive behaviors that promote effective communication and collaboration with individuals with gifts and talents, their families, school personnel, and community members (10:K1; KL; PS; D; T)
• Collaborate with families, community members, and professionals in assessment of individuals with gifts and talents (10:S5; KL; PS; D; T)
• Communicate and consult with school personnel about the characteristics and needs of individuals with gifts and talents, including individuals from diverse backgrounds (10:S6; KL; PS; D; T)
Course Evaluation
Technology Project/Gifted Book Database
Literature Group Discussion /Novel Related to Giftedness
Topic Presentation
Brochure/Gifted Characteristics
Classroom Observation/Document Potentially Gifted Behaviors
Written Conversation Reflective Journal
Action Research Project Proposal
Self-Reflection
Exams

Reference List

Textbooks


Additional Resources


do we know and where do we go? *Gifted Child Quarterly*, 44(3), 152-170.


**Journals**
*Gifted Child Quarterly*
*Gifted Child Today*
*Gifted Education Communicator*
*Imagine*
*Journal for the Education of the gifted*
*Journal of Secondary gifted Education*
*Parenting for High Potential*
*Roeper Review*
*Understanding Our Gifted*
*2-e Twice Exceptional Newsletter*