EDUC 649: METHODS & MATERIALS FOR TEACHING THE GIFTED
3 hours credit
Prerequisites: EDUC 648

Course Description: An examination of provisions currently available for gifted children with reference to the concepts of acceleration, grouping, concepts of curriculum enrichment, special schools and classes, as well as an exploration of research relative to the adaptation of newer techniques to meet their needs.

Course Objectives:
Objectives: Objectives have been coded to the National Association for Gifted Students (NAGC)/Council for Exceptional Children (CEC) Standards and also linked to the SLU COEDC Conceptual Framework using the following abbreviations: Knowledge of the Learner (KL); Professional Standards (PS); Strategies & Methods (SM); and Content Knowledge (CK). The elements of Diversity (D) and Technology (T).

Objectives of this course include opportunities for candidates to:
- 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
• Critique Gifted Websites for Children
• Strategy Share
• Action Research Project Implementation/Analysis/Share
• Develop and Teach Interdisciplinary Unit
• Exams

Reference List
Textbooks

**Additional Resources**


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