WILMINGTON UNIVERSITY
COLLEGE OF EDUCATION
SYLLABUS

COURSE NUMBER: MED 7802

COURSE TITLE: Psychology of the Gifted and Talented Learners

COURSE CREDIT: 3 Credits

MINIMUM TIME REQUIREMENTS (in clock hours):

<table>
<thead>
<tr>
<th>Teacher Led Instruction</th>
<th>SEA</th>
<th>Fieldwork/Clinical</th>
<th>Lab</th>
<th>External Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>35</td>
<td>5</td>
<td>40</td>
<td>0</td>
<td>70</td>
</tr>
</tbody>
</table>

TEXT BOOKS:

TEXTBOOK 1.
TITLE: Social-Emotional Curriculum with Gifted and Talented Students (2009)
AUTHOR: Joyce L. VanTassel-Baska, Ed.D., Tracy L. Cross, Ph.D., and F. Richard Olenchak, Ph.D.
YEAR: 2009
PUBLISHER: Purdoc Press

TEXTBOOK 2.
TITLE: Social and Emotional Teaching Strategies
AUTHOR: Stephanie K. Ferguson
YEAR: 2005
PUBLISHER: Purdoc Press
ISBN: 978-1-59363-021-8

TEXTBOOK 3.
TITLE: Handbook of Gifted and Talented Education
AUTHOR: Nicholas Colangelo and Gary Davis
EDITION: 3RD Edition
YEAR: 2003
(This textbook is used in MED 7802, if you have taken the course; keep the book for the duration of your tenure in the Gifted and Talented degree program. This textbook is used in MSE 7400. The book will be a useful reference for all course work and for the PRAXIS II test.)

Regulation 902 : Gifted and Talented Education Plan

PRAXIS II Examination: 5358 Gifted Education Exam

FACULTY INFORMATION/ OFFICE HOURS/METHOD OF CONTACT: Check Blackboard for Faculty Information

COURSE DESCRIPTION
This course is designed to help educators identify and apply sound educational practices based on psychological principles and theories related to learners with gifts and talents. Course content and activities address knowledge and application of principles and theories relating to human learning and motivation; definitions, characteristics, and incidences of giftedness; how to develop a classroom management plan to ensure intellectual, social, emotional, and
physical development; and how to select, use, and interpret data from a variety of psychological and informal assessments to guide instructional and curricular decision making.

**Course Format**
- Course Format: The course is offered in a tradition, hybrid or a distance-learning format. Hybrid courses are taught in an online Learning Content Management System, Blackboard™.
- Distance learning: A webcam will enhance the learning experience during a virtual conference or synchronous sessions.
- DIS 095: Distance Learning Orientation for Students is a prerequisite for registering for a hybrid or online format. DIS 095 is free of charge and can be completed through Blackboard™ in approximately 60 minutes. The orientation is located at [http://www.wilmu.edu/distancelearning/dlorientation.aspx](http://www.wilmu.edu/distancelearning/dlorientation.aspx)

**I. CONCEPTUAL FRAMEWORK**
The course is structured to reflect the eight essential program attributes described in the College of Education Conceptual Framework found at [http://www.wilmu.edu/education/clinicalstudies/conceptframework.aspx#knowledgebases](http://www.wilmu.edu/education/clinicalstudies/conceptframework.aspx#knowledgebases)

**II. PROGRAM COMPETENCIES /STANDARD-BASED CURRICULA**
*Note:* The standards in gifted education are a part of a wider network of professional preparation and programming standards that influence the education of all teacher and students. The InTASC standards were used as guidelines for the development of the initial teacher preparation certificate in gifted education (National Association for Gifted Children/Council for Exceptional Children-The Association for the Gifted [NAGC-CEC/TAG], 2006). The information about Gifted Education Standards within the National Context can be found at [http://cectag.com/standards/gifted-education-standards-within-the-national-context/](http://cectag.com/standards/gifted-education-standards-within-the-national-context/).

The Delaware Teaching Standards: In accordance with 14 Del.C. §§1201 and 1205 (b), the InTASC Model Core Teaching Standards (CCSSO, 2011) are hereby incorporated by reference and adopted as Delaware's Professional Teaching Standards. InTASC Model Core Teaching Standards outline the common principles and foundations of teaching practice that cut across all subject areas and grade levels and that are necessary to improve student achievement. This information can be found at [http://regulations.delaware.gov/AdminCode/title14/1500/1597.shtml](http://regulations.delaware.gov/AdminCode/title14/1500/1597.shtml).

**National Gifted Education Standards/ Program Competencies**
The program competencies adopted for the Master of Education in Instruction: Gifted and Talented Learners degree program are the National Association for Gifted Children (2013). These standards can be found at [http://www.nagc.org/GiftedEducationStandards.aspx](http://www.nagc.org/GiftedEducationStandards.aspx)

**National Educational Technology Standards for Teachers (NET.S), provided by the International Society for Technology in Education (ISTE) endorsed by NCATE/CAEP**

**III. Program Competency 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.

**Program Competency 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 wellbeing.
2.1. Beginning gifted education professionals create safe, inclusive, and culturally responsive learning environments so 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 communication to an individual’s 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.

B. National Educational Technology Standards: Program Competencies/Standards: Model Digital-Age Work and Learning

Teachers/Educators exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.

C.1 demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations.

C.2 collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation.

C.3 communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats.

C.4 model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning.

IV. METHODOLOGY PHILOSOPHY AND EVALUATION:

A. Methodology and Philosophy

Instructional strategies appropriate for adult learners are implemented such as project-based and problem-based instructional practices, active participation in goal setting and self-evaluation, experiential activities, and student-centered learning environments. The course content and instructional design are informed by adult learning theories and may take place in student-only, teacher-led, or community-based settings. These methodologies fit well with transformative theory, situated cognition, and a social-cultural perspective.

B. Assessment and Evaluation:

Assignments will be scored using performance-based assessments.

**Grade A: Excellent.** The student has demonstrated a quality of work and accomplishments far beyond the normal requirements and shows originality of thought and mastery of material.

To receive an A in this course, the candidate must earn a total of a 95%.

**Grade B: Good.** The student’s achievement exceeds satisfactory accomplishment, showing a clearer indication of initiative, comprehension of material, and the ability to work with concepts.

**Grade C: Satisfactory.** The student has met the formal requirements and has demonstrated comprehension of the material and the ability to work with concepts.

*Note.* It is the student’s responsibility to obtain and complete assignments on the due dates. Late assignments are not accepted. Due to the nature of a seven-week course and to ensure that all candidates are provided with equal learning experience opportunities, late assignments cannot be accepted without good reason, prior approval, and evidence. Again, without a justifiable reason and evidence, instructors do not accept late assignments.

It is the student’s responsibility to obtain and complete assignments on the due dates. Candidates who register and enter the course on the drop/add date have four days to complete the first week’s assignments.

V. ATTENDANCE POLICIES: College of Education Policy

In the College of Education, faculty must approve all request for absences that are exceptions to the University policy. Vacations are not considered to be legitimate reasons for missing classes. Faculty must
be contacted prior to class in all cases except valid emergencies. Failure to obtain approval for exceptions may result in lowering the final passing grade or assigning a FA (failure due to absence). Students who have registered for a course and never attended the class at all will receive a grade of NA (never attended). Early departures and late arrivals will be cumulative towards class absences. It is the student’s responsibility to obtain and complete assignments on the due dates.

It is the student’s responsibility to obtain and complete assignments on the due dates. Candidates who register and enter the course on the drop/add date have four days to complete the first week’s assignments.

VI. PROGRAM COMPETENCY PROJECTS / STRUCTURED EXTERNAL ASSIGNMENT
A. Standard 1: Development and Characteristics of Learners
B. Standard 2. Learning Environments
C. Graduation Competencies: Information Literacy and Written Communication
D. Scholarly Writing
   a. Candidates will provide a reference page using APA citations for all projects.
   b. Candidates will respect intellectual property by citing the sources.
E. Individual Development and Educational Assessment (IDEA) Learning Objectives:
   a. Essential objective: #2 Learning fundamental principles, generalizations and theories
   b. Important objective: #3 Learning to apply course material
   c. Note: CeCRAM/Structured External Assignments that measure program competencies for this course must be uploaded into your MED 6102 E-Folio (the e-Portfolio) under the course MED 7802. This assignment must be uploaded onto E-Folio. Failure to upload the assignment will result in an Incomplete grade. After 60 days, the Incomplete grade automatically converts to a Grade of F.

VII. PROGRAM PORTFOLIO REQUIREMENT
There is a portfolio requirement in this course. The portfolio is a collection of artifacts that demonstrates the candidates’ knowledge and skills of the performance indicators. Each instructor has personal preferences for the reflective narrative in the electronic portfolio that aligns with the assignment. This framework is a generic model. The portfolio narrative will be uploaded into Taskstream.

VIII. COURSE INFORMATION AND EVALUATION
It is expected that all candidates will read the appropriate materials for the assignment each week and that all candidates will read the assignments and scoring rubrics for the assignments to determine the expectations for the assignments. The instructor reserves the right to change the syllabus, assignments, and point values during the course.

<table>
<thead>
<tr>
<th>Week</th>
<th>Assignments</th>
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</thead>
<tbody>
<tr>
<td>Week 1.</td>
<td>Required Reading, Articles, and Videos</td>
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<tr>
<td></td>
<td>Theory paper (Due Week 3.)</td>
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<td></td>
<td>Word Cloud perceptions of the social and emotional needs of individuals with gifts and talents</td>
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<td></td>
<td>Discussion Board Forum</td>
</tr>
<tr>
<td>Week 2.</td>
<td>Required Reading, Articles, and Videos</td>
</tr>
<tr>
<td></td>
<td>Theory Paper (Due Week 3.)</td>
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<td></td>
<td>Talent Development Plan (Due Week 5)</td>
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<tr>
<td></td>
<td>Discussion Board Forum</td>
</tr>
<tr>
<td>Week 3.</td>
<td>Required Reading, Articles, and Videos</td>
</tr>
<tr>
<td></td>
<td>Theory Paper (Due): This assignment must be uploaded into Taskstream for Graduate Competency 2. Written Communication</td>
</tr>
<tr>
<td></td>
<td>Talent Development Plan</td>
</tr>
<tr>
<td></td>
<td>Discussion Board Forum</td>
</tr>
<tr>
<td>Week 4.</td>
<td>Required Reading, Articles, and Videos</td>
</tr>
<tr>
<td></td>
<td>Talent Development</td>
</tr>
<tr>
<td>Week 5.</td>
<td>Required Reading, Articles, and Videos</td>
</tr>
<tr>
<td></td>
<td>Talent Development (Due)</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theory paper including Graduate Competency #2. Written Communication</td>
<td>25</td>
</tr>
<tr>
<td>Visual Presentation of Talent Development Action Plan Fieldwork</td>
<td>35</td>
</tr>
<tr>
<td>Talent Development Plan</td>
<td>45</td>
</tr>
<tr>
<td>Graduate Competency 4. Information Literacy</td>
<td></td>
</tr>
<tr>
<td>Learning Environment Assignment: Program Competency Standard #2. (2.1 through 2.4)/Presentation of Fieldwork</td>
<td>50</td>
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<tr>
<td>Reflective Narrative Program Competency #1</td>
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</tr>
<tr>
<td>Reflective Narrative Program Competency #2</td>
<td>5</td>
</tr>
<tr>
<td>Online Discussion Forums (5 Points each)</td>
<td>30</td>
</tr>
</tbody>
</table>

There may be other instructor activities.

IX. REFERENCES


Professional Partners
Creating Environments for Learning
Syllabus is the sole property of Wilmington University


Rogers, K.B. (2002). What else do you need to know about your gifted child? In *Re-Forming gifted Professional Partners Creating Environments for Learning Syllabus is the sole property of Wilmington University*
education (pp. 47-72). Scottsdale, AZ. Great Potential Press.

S. Mortweet (Eds.), *Parenting that works: Building skills that last a lifetime* (pp. 195-205). Washington, DC: American Psychological Association.


**PROGRAM COMPETENCY 1. Learning Development and Learning Differences**

**CeCRAM STRUCTURED EXTERNAL ASSIGNMENT/RUBRIC**

**COURSE:** MED 7802  **TITLE:** Psychology of Gifted and Talented Learners

**PROGRAM COMPETENCY**

**Standard 1. Learning Development and 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.

**GRADUATION COMPETENCY** **Information Literacy**

**EVALUATED ASSIGNMENT:**

Talent Development Plan. Select a student to systematically assess his/her strengths (cognitive, social, emotional, interest, and ethnicity interest, or any psychological responses); review, analyze, and interpret the data results, and write an Talent Development Plan (enrichment or accelerated options) that will most likely development the young person’s talents and abilities. The process will be documented as a fieldwork experience.

The CeCRAM/Structured External Assignment satisfies the Program Competency Standard 1. Learning Development and Learning Differences assessment under the course MED 7802. This assignment must be uploaded onto E-Folio. Failure to upload the assignment will result in an Incomplete grade until the assignment has been submitted and score. An Incomplete grade changes automatically to an F after 60 days.

This assessment measures DPASS II: coursework and fieldwork. The assessment can be used for optional assessments for NAGC: SPA report or the Delware of Education Higher Education report.

<table>
<thead>
<tr>
<th>Standard 1. Elements</th>
<th>Emerging (1)</th>
<th>Beginning (2)</th>
<th>Developing (3)</th>
<th>Proficient</th>
<th>Transformative (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Element 1.1</strong></td>
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</tr>
<tr>
<td>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.</td>
<td>Candidate provides insufficient evidence of thoroughly understanding how language, culture, economic status, family background, and/or area of disability can influence the learning of individuals with gifts and talents.</td>
<td>Candidate basic evidence of thoroughly understanding how language, culture, economic status, family background, and/or area of disability can influence the learning of individuals with gifts and talents.</td>
<td>Candidate provides appropriate evidence of thoroughly understanding how language, culture, economic status, family background, and/or area of disability can influence the learning of individuals with gifts and talents.</td>
<td>Candidate provides in-depth evidence of thoroughly understanding how language, culture, economic status, family background, and/or area of disability can influence the learning of individuals with gifts and talents.</td>
<td>Candidate provides in-depth, exemplary evidence of thoroughly understanding how language, culture, economic status, family background, and/or area of disability can influence the learning of individuals with gifts and talents.</td>
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<tr>
<td><strong>Element 1.2</strong></td>
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<tr>
<td>Beginning gifted education professionals use understanding of development and individual differences to respond to the needs of individuals with gifts and talents.</td>
<td>Candidate provides insufficient evidence of thoroughly understanding of development and individual differences to respond to the needs of individuals.</td>
<td>Candidate basic evidence of thoroughly understanding of development and individual differences to respond to the needs of individuals.</td>
<td>Candidate provides appropriate evidence of thoroughly understanding of development and individual differences to respond to the needs of individuals with</td>
<td>Candidate provides in-depth evidence of thoroughly understanding of development and individual differences to respond to the needs of individuals with</td>
<td>Candidate provides in-depth, exemplary evidence of thoroughly understanding of development and individual differences to respond to the needs of individuals with gifts and talents.</td>
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<tr>
<td>DPASS II Coursework Fieldwork</td>
<td>with gifts and talents.</td>
<td>of individuals with gifts and talents.</td>
<td>gifts and talents.</td>
<td>talents.</td>
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<tr>
<td><strong>Graduation Competency:</strong> Information Literacy</td>
<td>Candidate shows emerging skills: Able to locate, evaluate, and use a variety of information effectively and is correctly cited and/or attributed.</td>
<td>Candidate shows basic skills: Able to locate, evaluate, and use a variety of information effectively and is correctly cited and/or attributed.</td>
<td>Candidate shows satisfactory skills: Able to locate, evaluate, and use a variety of information effectively and is correctly cited and/or attributed.</td>
<td>Candidate shows proficient skills: Able to locate, evaluate, and use a variety of information effectively and is correctly cited and/or attributed.</td>
<td>Candidate shows exemplary skills: Able to locate, evaluate, and use a variety of information effectively and is correctly cited and/or attributed.</td>
</tr>
</tbody>
</table>

Designed for the Gifted and Talented Learners degree program
Wilmington University
**Program Competency 2. Rubric Learning Environments**  
**CeCRAM Structured External Assignment/Rubric**

**Course: MED 7802**  
**Title: Psychology of Gifted and Talented Learners**

**Program Competency 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.

**Evaluative Assignment:**

Analyze the learning environment for responsive teaching and learning elements that addresses the psychological, social, emotional, and intellectual development of students with gifts and talents.

The CeCRAM/Structured External Assignment satisfies the Program Competency Standard 2. Learning Environments assessment under the course MED 7802. This assignment must be uploaded onto E-Folio. Failure to upload the assignment will result in an Incomplete grade until the assignment has been submitted and scored. An Incomplete grade changes automatically to an F after 60 days.

This assessment measures DPass II coursework and fieldwork. The assessment can be used for optional assessments for NAGC: SPA report or the Delaware of Education Higher Education report.

<table>
<thead>
<tr>
<th>Standard 2. Elements</th>
<th>Emerging (1)</th>
<th>Beginning (2)</th>
<th>Developing (3)</th>
<th>Proficient</th>
<th>Transformative (5)</th>
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</thead>
<tbody>
<tr>
<td><strong>Element 2.1</strong></td>
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<tr>
<td>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.</td>
<td>Candidate provides insufficient evidence of creating safe, inclusive, culturally responsive learning environments that engage individuals with gifts and talents in meaningful and rigorous learning activities and social interactions.</td>
<td>Candidate provides basic evidence of creating safe, inclusive, culturally responsive learning environments that engage individuals with gifts and talents in meaningful and rigorous learning activities and social interactions.</td>
<td>Candidate provides appropriate evidence of creating safe, inclusive, culturally responsive learning environments that engage individuals with gifts and talents in meaningful and rigorous learning activities and social interactions.</td>
<td>Candidate provides in-depth evidence of creating safe, inclusive, culturally responsive learning environments that engage individuals with gifts and talents in meaningful and rigorous learning activities and social interactions.</td>
<td>Candidate provides in-depth, exemplary evidence of creating safe, inclusive, culturally responsive learning environments that engage individuals with gifts and talents in meaningful and rigorous learning activities and social interactions.</td>
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<tr>
<td>DPASS II Coursework</td>
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<td>Fieldwork</td>
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**Element 2.2**

Beginning gifted education professionals use communication and motivational 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.

**Element 2.3**

*Beginning gifted education professionals adjust their communication to an individual’s language proficiency and cultural and linguistic differences.*

<table>
<thead>
<tr>
<th>Candidate provides insufficient evidence of adjusting their communication to an individual’s language proficiency and cultural and linguistic differences.</th>
<th>Candidate provides basic evidence of adjusting their communication to an individual’s language proficiency and cultural and linguistic differences.</th>
<th>Candidate provides appropriate evidence of adjusting their communication to an individual’s language proficiency and cultural and linguistic differences.</th>
<th>Candidate provides in-depth evidence of adjusting their communication to an individual’s language proficiency and cultural and linguistic differences.</th>
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<tr>
<td>DPASS II Coursework Fieldwork</td>
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<td>DPASS II Coursework Fieldwork</td>
<td>DPASS II Coursework Fieldwork</td>
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</tbody>
</table>

**Element 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.*

<table>
<thead>
<tr>
<th>Candidate provides insufficient evidence of thoroughly understanding how 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</th>
<th>Candidate provides basic evidence of thoroughly understanding how of the multiple environments that are part of a continuum of services for individuals with gifts and talents,</th>
<th>Candidate provides appropriate evidence of thoroughly understanding how of the multiple environments that are part of a continuum of services for individuals with gifts and talents,</th>
<th>Candidate provides in-depth, exemplary evidence of thoroughly understanding how of the multiple environments that are part of a continuum of services for individuals with gifts and talents,</th>
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<td>DPASS II Coursework Fieldwork</td>
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<td>DPASS II</td>
<td>coursework</td>
<td>Fieldwork</td>
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<td>teach students to adapt to these environments.</td>
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<tr>
<td>Designed for the Gifted and Talented Learners degree program</td>
<td>Wilmington University</td>
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</tbody>
</table>
PROGRAM COMPETENCY Standard 3: Curricular Content Knowledge

CeCRAM STRUCTURED EXTERNAL ASSIGNMENT/RUBRIC

COURSE: MED 7804
TITLE: Curriculum Design and Instructional Strategies for Gifted and Talented

PROGRAM COMPETENCY STANDARD 3: Curricular Content Knowledge:
Beginning gifted education professionals use knowledge of general and specialized curricula to advance learning for individuals with gifts and talents.

EVALUATED ASSIGNMENT:
Candidates use multiple assessments to create a talent development plan to challenge individuals with gifts and talents.

This CeCRAM/Structured External Assignment is to be completed on your MED 6102 E-Folio (the e-Portfolio) under the course MED7802.

<table>
<thead>
<tr>
<th>Scoring Elements PC# 3 Performance Indicators</th>
<th>Emerging (1)</th>
<th>Beginning (2)</th>
<th>Developing (3)</th>
<th>Proficient (4)</th>
<th>Transformative (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Element 3.3</strong> Beginning gifted education professionals use assessments to select, adapt, and create materials to differentiate instruction to challenge individuals with gifts and talents.</td>
<td>Candidate provides insufficient evidence: to use assessments to select, adapt, and create a personalized plan challenge individuals with gifts and talents.</td>
<td>Candidate provides basic evidence: to use assessments to select, adapt, and create a personalized plan to challenge individuals with gifts and talents.</td>
<td>Candidate provides appropriate evidence: to use assessments to select, adapt, and create a personalized plan to challenge individuals with gifts and talents.</td>
<td>Candidate provides in-depth evidence: to use assessments to select, adapt, and create a personalized plan to challenge individuals with gifts and talents.</td>
<td>Candidate provides in-depth, exemplary evidence: to use assessments to select, adapt, and create a personalized plan to challenge individuals with gifts and talents.</td>
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</tbody>
</table>
The purpose of the theory paper is to select one of the affective theories (presented in the book) connected to cognitive processing.

<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>Emerging (1)</th>
<th>Beginning (2)</th>
<th>Developing (3)</th>
<th>Proficient (4)</th>
<th>Transformative (5)</th>
</tr>
</thead>
</table>
| **Graduation Competency:** Written Communication | Candidate shows emerging written communication skills:  
- Write with clarity and precision using correct English grammar: mechanics (punctuation) and usage (sentence structure and vocabulary).  
- Exhibit competence in writing for specific purposes, diverse audiences, and genres.  
- Correctly and ethically presents scholarly writing utilizing the selected citation and writing style deemed appropriate for the student’s program of study. | Candidate shows basic written communication skills:  
- Write with clarity and precision using correct English grammar: mechanics (punctuation) and usage (sentence structure and vocabulary).  
- Exhibit competence in writing for specific purposes, diverse audiences, and genres.  
- Correctly and ethically presents scholarly writing utilizing the selected citation and writing style deemed appropriate for the student’s program of study. | Candidate shows satisfactory written communication skills:  
- Write with clarity and precision using correct English grammar: mechanics (punctuation) and usage (sentence structure and vocabulary).  
- Exhibit competence in writing for specific purposes, diverse audiences, and genres.  
- Correctly and ethically presents scholarly writing utilizing the selected citation and writing style deemed appropriate for the student’s program of study. | Candidate shows proficient written communication skills:  
- Write with clarity and precision using correct English grammar: mechanics (punctuation) and usage (sentence structure and vocabulary).  
- Exhibit competence in writing for specific purposes, diverse audiences, and genres.  
- Correctly and ethically presents scholarly writing utilizing the selected citation and writing style deemed appropriate for the student’s program of study. | Candidate shows exemplary written communication skills:  
- Write with clarity and precision using correct English grammar: mechanics (punctuation) and usage (sentence structure and vocabulary).  
- Exhibit competence in writing for specific purposes, diverse audiences, and genres.  
- Correctly and ethically presents scholarly writing utilizing the selected citation and writing style deemed appropriate for the student’s program of study. |