WILMINGTON UNIVERSITY
COLLEGE OF EDUCATION
SYLLABUS

COURSE NUMBER: MSE 7400
COURSE TITLE: The Gifted and Talented Child
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>
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</thead>
<tbody>
<tr>
<td>35</td>
<td>5</td>
<td>10</td>
<td>0</td>
<td>70</td>
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</tbody>
</table>

TEXTBOOK: No Textbook

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

State Regulations
Regulation 902 : Gifted and Talented Education Plan

PRAXIS II Examination: 5358 Gifted Education Exam

COURSE DESCRIPTION

This is the foundation course in gifted/talented education. Candidates examine historical points of view that continue to influence the field of gifted education and how these concepts have changed over time: nature and nurture of giftedness, the science and politics of intelligence and creativity, issues and challenges for gifted education, and emerging trends in the education of the gifted. Candidates will explore topics such as inclusion, equity, cultural diversity, learning environments, socio-economic issues, identification and assessment, and decision making/problem solving related to the education of and services for individuals with gifts and talents and their families in both school and society. The course requires candidates to complete and document 10 hours of supervised field experiences in an approved setting. The course ensures that candidates (a) know that the NAGC-CEC standards expect teachers of exceptional children to have a professional practice, (b) can explain and reflect on a professional practice, and (c) have identified a plan that will advance their professional practice. A professional practice includes the following activities/behaviors: (a) using ethical principles to guide decisions, (b) developing an awareness of professional learning needs, (c) understanding the significance of life-long learning, (d) participating in professional activities and learning communities, and (e) advancing the profession by engaging in activities such as advocacy and mentoring.

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 /STANDARDS/DEFINITIONS**

**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).


**Delaware Definition of Giftedness** [http://www.doe.k12.de.us/Page/1329](http://www.doe.k12.de.us/Page/1329).

III. **PROGRAM COMPETENCIES/STANDARDS**

**PROGRAM COMPETENCY Standard 4: Assessment**
Beginning gifted education professionals use multiple methods of assessment and data sources in making educational decisions about identification of individuals with gifts and talents and student learning.

4.1. Beginning gifted education professionals understand that some groups of individuals with gifts and talents have been underrepresented in gifted education programs and services. (IDENTIFICATION), (ISTE Standard 4. Element 4.1, INTASC Standard 6. Element 6.8, Standard 7. Element 7.9)

4.3 Beginning gifted education professionals collaborate with colleagues and families in using multiple types of assessment information to make identification and learning progress decisions and to minimize bias in assessment and decision-making. (IDENTIFICATION), (INTASC Standard 6. Element 6.5, 6.8)

**PROGRAM COMPETENCY Standard 6: Professional Learning and Ethical Practice**
Beginning gifted education professionals use foundational knowledge of the field and professional ethical principles and programming standards to inform gifted education practice, to engage in lifelong learning, and to advance the profession.
6.1 Beginning gifted education professionals use professional ethical principles and specialized program standards to guide their practice. (DPASS II Fieldwork), (ISTE Standard 4. Element 4.1; INTASC Standard 9. Element 9.5, 9.12)

6.2. Beginning gifted education professionals understand how foundational knowledge, perspectives, and historical and current issues influence professional practice and the education and treatment of individuals with gifts and talents both in school and society. (DPASS II Fieldwork), (ISTE Standard 4. Element 4.4; INTASC Standard 9. Element 9.5, 9.12)

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. (DPASS II Fieldwork), (ISTE Standard 4. Element 4.2, INTASC Standard 9. Element 9.2, 9.5)

6.4 Beginning gifted education professionals are aware of their own professional learning needs, understands the significance of lifelong learning, and participate in professional activities and learning communities. (DPASS II Fieldwork), (ISTE Standard 5. Element 5.4,); INTASC Standard 9. Element 9.13, 9.14)

6.5 Beginning gifted education professionals advance the profession by engaging in activities such as advocacy and mentoring. (DPASS II Fieldwork), (ISTE Standard 4.); INTASC Element 10. Standard 10.10, 10.11)

Program Competency Standard 7. Collaboration
Beginning gifted education professionals collaborate with families, other educators, related-service providers, individuals with gifts and talents, and personnel from community agencies in culturally responsive ways to address the needs of individuals with gifts and talents across a range of learning experiences.

7.1 Beginning gifted education professionals apply elements of effective collaboration.

7.2 Beginning gifted education professionals serve as a collaborative resource to colleagues. (DPASS II Fieldwork); INTASC Standard 9. Element 9d, Standard 10. Element 10i)

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. (DPASS II Fieldwork); (ISTE Standard 1. Element 1d, and Standard 5. Element 5a); INTASC Standard 1. Element 1c., Standard 7. Element 7e, Standard 9. Element 9k, Standard 10. Element 10B)

III. 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.

IV. ATTENDANCE POLICIES: College of Education Policy
In the College of Education, faculty members must approve all requests 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.

V. PROGRAM COMPETENCY PROJECTS /STRUCTURED EXTERNAL ASSIGNMENT
1. PROGRAM COMPETENCY Standard 4. Assessment (4.1 and 4.2)
2. PROGRAM COMPETENCY Standard 6: Professional Learning and Ethical Practice
3. Graduation Competencies:
   a. Graduation Competency 5. Ethics • Demonstrate knowledge and application of prescribed ethical code(s) and/or behaviors promoted by the profession
   b. Graduation Competency 2. Written Communication: Educators will • write clearly, concisely and appropriately using correct English grammar, punctuation, usage, mechanics, sentence structure, and vocabulary while utilize appropriate APA format for scholarly writings.
4. Individual Development and Educational Assessment (IDEA) Learning Objectives:
   a. Essential objective: #1. Gaining factual knowledge
   b. Important objective: #2 Learning fundamental principles, generalizations and theories.

Note: Candidates in the M.Ed. Instruction: Gifted and Talented degree program: This CeCRAM/Structured External Assignment is to be completed on your MED 6102 E-Folio (the e-Portfolio) under the course MSE 7400. 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.

VI. PROGRAM PORTFOLIO REQUIREMENT
There is a portfolio requirement in this course. Educators are asked to demonstrate their knowledge and skills of the National Gifted Education Standards. The purpose of the portfolios is to serve as a chronicle of your experiences documenting your strengths and accomplishments. Upon completion of each course, the educator needs to select products that show that they have meet specific competencies of that course to place in his/her portfolio and write a narrative. For each standard, there must be a clear, concise narrative that reveals the connection between the product and competency. The narrative format is based on the D.A.R. model. The assignment will be uploaded into Taskstream. Procedures and directions for completing the project are located in Appendix C.
1. Program Competency Standard 4. Assessment
2. Program Competency 6. Professional Learning and Ethical Practice
3. Program Competency 7. Collaboration

VIII. Clinical or Field Experiences
The Practicum Field Placement for MSE 7400
There is a required 10-hour practicum field placement for this course. The practicum is completed in a classroom setting in which you are teaching. The practicum is for all candidates enrolled in the Gifted and Talented WilmU graduate certificate or program degree.

VII. COURSE INFORMATION AND WEEKLY SCHEDULE
It is expected that candidates will read the appropriate materials and assessments and scoring rubrics to understand and be informed about the expectations for the assignments. The instructor reserves the right...
to change the syllabus, assignments, and point values during the course. Late assignments are not accepted.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Assignments, Assessments, and Due Dates</th>
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<tbody>
<tr>
<td>Week 1.</td>
<td>Characteristics of individuals • Identification of gifted learners • District Philosophy and Guidelines</td>
<td>1. Readings 2. District Philosophy and Guidelines: (Due) 3. Introduction Discussion Board Forum 4. Activate Taskstream account 5. Complete the Taskstream Practicum/Internship Form under the course MSE 7400. 6. Identification Chart and Resource Guidebook o Identification Chart (Due Week 2.) (General Intelligence, Specific Academic, and Creativity)</td>
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<tr>
<td>Week 2.</td>
<td>Gifted education over time • Equity vs. Excellence • Intelligence and IQ tests</td>
<td>1. Readings: 2. IQ and Identification Assignment (Due) 3. Identification Chart: General Intelligence, Specific Academic, and Creativity Domains (Due) o Resource Guidebook (Due Week 5) 4. Collaborative Timeline assignment (Due Week 3.)</td>
</tr>
<tr>
<td>Week 3.</td>
<td>Theories of intelligence and giftedness • Gifted education over time</td>
<td>1. Readings 2. Collaborative Timeline assignment (Due) 3. Identification Chart: Leadership, Performing Arts, and Psychomotor (Due Week 4) a. Resource Guidebook (Due Week 5) 4. Personal Professional Philosophy of Gifted Education (Due Week 6.) 5. Discussion Board Forum: Identification</td>
</tr>
<tr>
<td>Week 4.</td>
<td>Ideas about instruction • Developing a longitudinal plan for a gifted student • Collaborate with others for the benefit of gifted students</td>
<td>1. Readings 2. VoiceThread (Due) 3. Identification Chart: The entire chart is due this week. Leadership, Performing Arts, and Psychomotor Domains (Due) a. Resource Guidebook (Due Week 5) 4. Professional Learning and Ethical Practice Digital Product and Collaborative Field Experience Verification Form (Due Week 7.) 5. Discussion Board Forum</td>
</tr>
<tr>
<td>Week 5.</td>
<td>Twice exceptional students • Types and functions of professional organizations and publication • Community resources, programs, and services for students with gifts and talents • Non-traditional methods of servicing gifted students (e.g.: summer programs)</td>
<td>1. Readings 2. Resources Guidebook (Due) 3. D.A.R. Standard 4. Assessment Narrative (Due) 4. Blog (first entry Due) 5. Personal Professional Philosophy of Gifted Education (Due Week 6.) 6. Professional Learning and Ethical Practice Digital Product and Collaborative Field Experience Verification Form (Due Week 7.) 7. Discussion Forum: Identification Chart and Resource Guidebook Posting in the Discussion Board)</td>
</tr>
</tbody>
</table>
- Parents, family and community resources

Week 6.
- Cluster Grouping
- Counseling: Students, Parents, Family and Community
- Personal Professional philosophy

| 1. Readings |
| 2. Personal Professional Philosophy of Gifted Education (Due) |
| 3. Blog (Due) |
| 4. Professional Learning and Ethical Practice Digital Product and Collaborative Field Experience Verification Form (Due Week 7.) |
| 5. Professional Learning and Ethical Practice Narrative (Portfolio) (Due Week 7) |

Week 7.
- Professional Practice
- Code of Ethics

| 1. Readings |
| 2. Professional Learning and Ethical Practice Digital Product |
| 3. Collaborative Field Experience Verification Form Assignment |
| 4. Professional Learning and Ethical Practice Narrative (Portfolio) (Due) |
| 5. Blog |
| 7. Taskstream Assignments |

<table>
<thead>
<tr>
<th>Assessments</th>
<th>Points</th>
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<tbody>
<tr>
<td>District Philosophy and Guidelines (Week 1.)</td>
<td>10 points</td>
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<tr>
<td>Chapter 3. IQ and Identification (Week 2.)</td>
<td>10 points</td>
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<tr>
<td>Collaborative Timeline (Tribbit) (Week 3.)</td>
<td>17 points</td>
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<tr>
<td>Case Study Voice Thread Assignment (Week 4.)</td>
<td>10 points</td>
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<tr>
<td>Program Competency Standard 4. Assessment</td>
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<td>- Identification Chart (Components are due Week 2, the entire chart is Due Week 4.)</td>
<td>30 points</td>
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<td>- Guide Book (Week 5.)</td>
<td>30 points</td>
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<td>Personal Philosophy (Week 6.)</td>
<td>50 points</td>
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<td>Graduation Competency 2. Written Communications</td>
<td>5 Points</td>
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<td>Journal (Week 6.)</td>
<td>5 points</td>
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<tr>
<td>Program Competency 6. Professional Learning and Ethical Practice (Week 7.)</td>
<td>25 points</td>
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<tr>
<td>Graduation Competency 5. Ethics</td>
<td>5 Points</td>
</tr>
<tr>
<td>Collaborative Fieldwork Verification Form: Included Program Competency 7. Collaboration.</td>
<td>15 Points</td>
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<tr>
<td>D.A.R. Reflective Narrative Program Competency 4. Assessment (Week 7.)</td>
<td>5 points</td>
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<tr>
<td>D.A.R. Reflective Narrative Program Competency 6. Professional Learning and Ethical Practice (Week 7.)</td>
<td>5 points</td>
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<tr>
<td>Discussion Board Forums</td>
<td>5 points each</td>
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<tr>
<td>Research Discussion Board Forum (Optional)</td>
<td>10 points</td>
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<tr>
<td>Blog (2) 5 Points (Week X and Week 7.)</td>
<td>10 points</td>
</tr>
</tbody>
</table>

VIII. REFERENCES:


Kratwohl, XXXX


**http://www.cagifted.org**

**http://www.txgifted.org/tempo**
PROGRAM COMPETENCY 4. Assessment

COURSE: MSE 7400
TITLE: The Gifted and Talented Child

PROGRAM COMPETENCY 4. Assessment (4.1 and 4.3)

Beginning gifted education professionals use multiple methods of assessment and data sources in making educational decisions about identification of individuals with gifts and talents and student learning.

- **4.1** Beginning gifted education professionals understand that some groups of individuals with gifts and talents have been underrepresented in gifted education programs and select and use technically sound formal and informal assessments that minimize bias in identifying students for gifted education programs and services (IDENTIFICATION).

- **4.3** Beginning gifted education professionals collaborate with colleagues and families in using multiple types of assessment information to make identification and learning progress decisions and to minimize bias in assessment and decision-making. (IDENTIFICATION)

EVALUATED ASSIGNMENT: Identification Chart and Resource Guidebook

Candidates will produce an Identification Chart and a Resources Guidebook that shows evidence to (1) select multiple assessments multiple assessment methods and data sources to identify individuals with gifts and talents, and (2) create a resource guidebook that can be used as a resource for providing information about the Identification process for one of the domains of giftedness.

This assignment is to be submitted into the MSE 7400 component of the Taskstream e-folio. Failure to submit 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 assignment is reported on the NAGC SPA report as Assessment 8. (Assessment 8. is Identification)

<table>
<thead>
<tr>
<th>Scoring Elements PC# 4</th>
<th>Unsatisfactory (1)</th>
<th>Developing (2)</th>
<th>Acceptable (3)</th>
<th>Proficient (4)</th>
<th>Distinguished (5)</th>
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<tbody>
<tr>
<td>4.1 Beginning gifted education professionals understand that some groups of individuals with gifts and talents have been underrepresented in gifted education programs and select and use technically sound formal and informal assessments that minimize bias in identifying students for gifted education programs and services</td>
<td>Candidate creates an identification guide with insufficient information about the identification processes: (1) definitions of gifted and talented, (2) characteristics of students with gifts and talents, and (3) assessments information.</td>
<td>Candidate creates a basic identification guide that provides minimal information about the identification processes: (1) definitions of gifted and talented, (2) characteristics of students with gifts and talents, and (3) multiple assessments. Information is</td>
<td>Candidate creates an appropriate identification guide that provides accurate information about the identification processes: (1) definitions of gifted and talented, (2) characteristics of students with gifts and talents, and (3) multiple assessments, that provide basic</td>
<td>Candidate creates a detailed and appropriate identification guide that provides accurate information about the identification processes: (1) definitions of gifted and talented, (2) characteristics of students with gifts and talents, and (3) multiple assessments, that provide evidence for different constructs and characteristics, appropriate</td>
<td>Candidate creates a comprehensive, thorough, and appropriate identification guide that provides accurate information about the identification processes: (1) Definitions of gifted and talented, (2) Characteristics of students with gifts and talents, and (3) Multiple</td>
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<tr>
<td>ISTE Standard 4, Element 4.1</td>
<td>INTASC Standard 6, Element 6.8</td>
<td>Standard 7, Element 7.9</td>
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<td>The plan includes a brief explanation about how assessments are selected.</td>
<td>The plan includes minimal information about how assessments. Information is lacking about selection components and use for identification.</td>
<td>The plan includes a detailed explanation about how assessments are selected (i.e., sensitive, culturally appropriate and minimizes bias for inclusion of students from different cultures, races, minorities, genders, and economic circumstances) for identifying students for gifted education programs and services.</td>
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<td>for collecting evidence and making sound decisions for students with gifts and talents.</td>
<td>for collecting evidence and making sound decisions for students with gifts and talents.</td>
<td>for collecting evidence and making sound decisions for students with gifts and talents.</td>
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<td>The plan includes minimal information about the different constructs and characteristics, appropriate for collecting evidence and making sound decisions for students with gifts and talents.</td>
<td>The plan includes basic explanation about how assessments are selected (i.e., sensitive, culturally appropriate and minimizes bias for inclusion of students from different cultures, races, minorities, genders, and economic circumstances) and used for identifying students for gifted education programs and services.</td>
<td>The plan includes a detailed, thorough, and accurate explanation about the selection and how the formal and informal assessments are technically sound: (i.e., sensitive, culturally appropriate and minimizes bias for inclusion of students from different cultures, races, minorities, genders, and economic circumstances) for identifying students for gifted education programs and services.</td>
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<td>Research-based practices are evidenced in the plan.</td>
<td>Creativity and original thought is evidenced.</td>
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</table>

4.3 Beginning gifted education professionals collaborate with colleagues and families in using multiple types of assessment information to make identification and

| Candidate provides a insufficient guidebook that can be used to collaborate with multiple stakeholders to ensure that the assessments and | Candidate provides a guidebook with minimal information that can be used to collaborate with multiple stakeholders to ensure that the assessments and | Candidate provides a basic guidebook that can be used to collaborate with multiple stakeholders to ensure that the assessments and practices for identification lead to fair, equitable and consistent | Candidate provides a detailed guidebook that can be used to collaborate with multiple stakeholders to ensure that the assessments and practices for identification lead to fair, equitable and consistent |
| Candidate provides an original, detailed, comprehensive guidebook that can be used to collaborate with multiple stakeholders to ensure that the assessments, that provides evidence for different constructs and characteristics, appropriate for collecting evidence and making sound decisions for students with gifts and talents. | | | |

Professional Partners
Creating Environments for Learning
Syllabus is the sole property of Wilmington University
| learning progress decisions and to minimize bias in assessment and decision-making. (IDENTIFICATION) (IDENTIFICATION) INTASC Standard 6. Element 6.5, 6.8 | practices for identification lead to fair, equitable and consistent measures, minimizes bias, and ensures appropriate decision-making. | assessments and practices for identification lead to fair, equitable and consistent measures, minimizes bias, and ensures appropriate decision-making. | practices for identification lead to fair, equitable and consistent measures, minimizes bias, and ensures appropriate decision-making. | measures, minimizes bias, and ensures appropriate decision-making. | assessments and practices for identification lead to fair, equitable and consistent measures, minimizes bias, and ensures appropriate decision-making. | Research-based practices are evidenced in the plan. Original and thoughtful work is exhibited. |
PROGRAM COMPETENCY STANDARD 6. Professional Learning and Ethical Practice

COURSE: MSE 7400  TITLE: The Gifted Child

PROGRAM COMPETENCY Standard 6. Professional Learning and Ethical Practice
Beginning gifted education professionals use foundational knowledge of the field and professional ethical principles and programming standards to inform gifted education practice, to engage in lifelong learning, and to advance the profession. (Field experience of 10 hours)

PROGRAM COMPETENCY Standard 7. Collaboration
Beginning gifted education professionals collaborate with families, other educators, related-service providers, individuals with gifts and talents, and personnel from community agencies in culturally responsive ways to address the needs of individuals with gifts and talents across a range of learning.

GRADUATION COMPETENCY 5. Ethics
The educator demonstrates knowledge and application of prescribed ethical code(s) and/or behaviors promoted by the profession. This assignment demonstrates their skills for the field experience.

EVALUATED ASSIGNMENT
Candidates produce a digital product that depicts the story of one’s professional and ethical practice that includes a field placement of 10 hours in which candidates collaborate with other educators, related-service providers, individuals with gifts and talents, and personnel from community agencies in culturally responsive ways to address the needs of individuals with gifts and talents across a range of learning experiences. Address each element of the standard in the context of collaborating and sharing with others assignment shows evidence of completing a 10-hour field experience.

This assignment is to be submitted into the MSE 7400 component of the Taskstream e-folio. Failure to submit 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. The assignment can be reported on the NAGC SPA report.

<table>
<thead>
<tr>
<th>Standard #6 Elements</th>
<th>Unsatisfactory (1)</th>
<th>Developing (2)</th>
<th>Acceptable (3)</th>
<th>Proficient (4)</th>
<th>Distinguished (5)</th>
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<tr>
<td>Element 6.1.</td>
<td>Candidate’s practice displays no evidence or knowledge of ethical expectations of the profession and relevant federal and state</td>
<td>Teachers’ practice attempts to display methods that these principles and (CEC Ethical Principles), relevant federal and state mandates, laws, and policies that guide his/her practice</td>
<td>Teachers’ practice displays an ethical practice (there is some non-research-based beliefs) based on one of these principles and (CEC Ethical Principles), relevant federal and state mandates, laws, and policies to guide his/her practice.</td>
<td>Teachers’ practice displays (through knowledge and evidence) an ethical practice (CEC Ethical Principles), and relevant federal and state mandates, laws, and policies are provided that guided his/her practice.</td>
<td>Teachers’ practice displays (through knowledge and substantial evidence) an ethical practice that includes information from professional organizations (synthesize practices of these principles for</td>
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<tr>
<td>Beginning gifted education professionals use professional ethical principles and specialized program standards to guide their practice. (Skill) (DPASS II Professional)</td>
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<td>Responsibilities</td>
<td>mandates, laws, and policies to guide his/her practice.</td>
<td>practice.</td>
<td>personal practice from these organizations: NEA/AAE Codes of Ethics, the CEC Ethical Principles and Model Code of Ethics for Educators, and information from relevant federal and state mandates, laws, and policies that guide his/her practice.</td>
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<td>Field Experience INTASC Standard 9. ISTE Standard 5.</td>
<td>Candidate displays no knowledge of the history of gifted education its foundations, and its influence and impact on the field.</td>
<td>Candidate provides evidence (strategies or resources) that is loosely linked to the history of gifted education its foundations, but attempts to share strategies that might be used to advocate for all individual who have the potential of being identified gifted/talents, across all social institutions.</td>
<td>Candidate provides evidence of (connect two strategies and one resources to the historical, foundation roots and its influence and impact on the field) advocating equal treatment to all students who have the potential of being identified gifted/talents and building strong relationships with others (professional, administrators, and families).</td>
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<td>ISTE Standard 4. Element 4.1 INTASC Standard 9 Element 9.5, 9.12</td>
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<td>Candidate provides basic evidence of (connect two strategies and one resources to the historical, foundation roots and its influence and impact on the field) advocating equal treatment to all students who have the potential of being identified gifted/talents and building strong relationships with others (professional, administrators, and families).</td>
<td>Candidate provides satisfactory evidence of (connect three strategies and two resources to the historical, foundation roots and its influence and impact on the field) advocating equal treatment to all students who have the potential of being identified gifted/talents and building strong relationships with others (professional, administrators, and families).</td>
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<td>Element 6.2. Beginning gifted education professionals understand how foundational knowledge, perspectives, and historical and current issues influence professional practice and the education and treatment of individuals with gifts and talents both in school and society. (Knowledge)</td>
<td>Candidate show no evidence of understanding and demonstrating appropriate frames of reference (e.g., culture, gender, language, abilities, ways of knowing).</td>
<td>Candidate provides a strategy that promotes diversity (e.g., culture, gender, language, abilities, ways of knowing), a strategy and/or activity that integrates community</td>
<td>Candidate provides exemplary evidence of (connect three strategies and two resources to the historical, foundation roots and its influence and impact on the field) advocating equal treatment to all students who have the potential of being identified gifted/talents and building strong relationships with others (professional, administrators, and families).</td>
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<tr>
<td>ISTE Standard 4. Element 4.4 INTASC Standard 9 Element 9.5, 9.12,</td>
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<td>Element 6.3. Beginning gifted education professionals model respect for diversity, understanding that it is an integral part of society’s institutions</td>
<td>Candidate show no evidence of understanding and demonstrating appropriate frames of reference (e.g., culture, gender, language, abilities, ways of knowing).</td>
<td>Candidate provides a strategy that promotes diversity (e.g., culture, gender, language, abilities, ways of knowing), a strategy and/or activity that integrates community</td>
<td>Candidate provides exemplary multiple strategies that promote diversity (e.g., culture, gender, language, abilities, ways of knowing), multiple</td>
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and impacts learning of individuals with gifts and talents in the delivery of gifted education services. (Skill)

Field Experience
INTASC Standard 9.
ISTE Standard 5.
ISTE Standard 4.
Element 4.2
INTASC Standard 9.
Element 9.2, 9.5,
Element 6.4.
Beginning gifted education professionals are aware of their own professional learning needs, understands the significance of lifelong learning, and participate in professional activities and learning communities. (Skill)

DPASS II
Domain 4. Professional Responsibilities

Field Experience
INTASC Standard 9.
ISTE Standard 5.

DPASS II
Coursework
Field work
ISTE Standard 5.
Element 5.4
INTASC Standard 9.

<table>
<thead>
<tr>
<th>Candidate shows no professional growth or willingness to assess professional growth.</th>
<th>Candidate provides evidence of awareness of professional learning, but does not explain professional activities or involvement with others to promote personal professional growth.</th>
<th>Candidate provides evidence (short list of one of these: strategies, activities, and events) that show engagement in professional learning, collaboration with others, and involvement in professional activities and learning communities.</th>
<th>Candidate provides exemplary evidence (list of strategies, activities, and events that are linked to an ethical practice) that show engagement in professional activities and learning, collaboration with others, and involvement in professional activities and learning communities.</th>
</tr>
</thead>
<tbody>
<tr>
<td>but does not incorporates learner experiences, cultures, and community resources into instruction to meet learner needs (e.g., culture, interest, language, family background, ability, and talent) to establish strong relationships with learners and their families.</td>
<td>resources into instruction to meet learner needs (e.g., culture, interest, language, family background, ability, and talent) to establish strong relationships with learners and their families.</td>
<td>integrates community resources into instruction to meet learner needs (e.g., culture, interest, language, family background, ability, and talent) to establish strong relationships with learners and their families.</td>
<td>integrates community resources into instruction to meet learner needs (e.g., culture, interest, language, family background, ability, and talent) to establish strong relationships with learners and their families.</td>
</tr>
<tr>
<td>Element 9.13, 9.14</td>
<td>Candidate provides insufficient evidence engaging in activities such as advocacy and mentoring.</td>
<td>Candidate provides basic evidence and an explanation of an advocacy and mentoring activity (i.e., curriculum planning, social emotional needs, assessment methods, instructional practices). The activity does not mention collaborating with other professionals.</td>
<td>Candidate provides acceptable evidence and an explanation of an advocacy and mentoring activity that involve other professionals (i.e., curriculum planning, social emotional needs, assessment methods, instructional practices).</td>
</tr>
</tbody>
</table>

| Element 7.1. | Candidate displays no evidence of promoting a collaborative community. | Candidate displays willingness to share information by mentioning one activity. | Candidate displays willingness to share information by mentioning several activities. | Candidate displays a commitment to engage with others for the purpose collaborating by mentioning several activities (i.e., inquiring, researching, or creating a shared understanding). | Candidate displays a commitment to engage with others for the purpose of effective collaboration. |

| Element 7.2. | Candidate displays no evidence of sharing with one other | Candidate displays evidence of sharing (different than | Candidate displays evidence of being a collaborator (resource | Candidate displays leadership roles in his/her school to be a collaborator (resource person |

This rubric was placed in the Verification form, not the Professional Learning and Ethical Practice assignment document. Standard 7. Collaboration |
| Element 7.3. | Candidate displays of not using collaboration to advance individuals with gifts and talents. | Candidate displays evidence of being a sharing with other professionals (general and special education professional); by mentioning one activity and/or event that can be planned to promote the well-being of children, advocate, or mentor individuals with gifts and talents. | Candidate displays evidence of being a sharing with other professionals (general and special education professional); by mentioning future activities and events that can be planned to promote the well-being of children, advocate, or mentor individuals with gifts and talents. | Candidate displays evidence of being a collaborator (resource person) by mentioning future activities and events that can be planned to promote the well-being of children, advocate, or mentor individuals with gifts and talents. | Candidate displays a commitment to a leadership role: collaborate with professionals (general and special education professional); by mentioning future activities and events that can be planned to promote the well-being of children, advocate, or mentor individuals with gifts and talents. |

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. (Skill) Fieldwork (DPASS II Professional Responsibilities)
PROGRAM COMPETENCY Standard 4: Assessment
CeCRAM STRUCTURED EXTERNAL ASSIGNMENT/RUBRIC

COURSE: MSE 7400
TITLE: The Gifted Child

PROGRAM COMPETENCY STANDARD 4. Assessment (4.1)
Beginning gifted education professionals use multiple methods of assessment and data sources in making educational decisions about identification of individuals with gifts and talents and student learning.

4.1 Beginning gifted professional understand that some groups of individuals with gifts and talents have been underrepresented in gifted education programs and select and use technically sound formal and informal assessments that minimize bias in identifying students for gifted education programs and services.

EVALUATED ASSIGNMENT:
The candidate writes a reflective narrative for the appropriate knowledge-based National Gifted Education Standard (NAGC, CEC, TAG, 2013) using the D.A.R. model.

This assignment is to be submitted into the MSE 7400 component of the Taskstream e-folio. Failure to submit 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.
The assignment is reported on the NAGC SPA report for the Portfolio.

<table>
<thead>
<tr>
<th>D.A. R. Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unsatisfactory (1)</strong></td>
</tr>
<tr>
<td>Beginning gifted education professionals are able to describe:</td>
</tr>
<tr>
<td>gifted education programs and select and use technically sound formal and informal assessments that minimize bias in identifying students for gifted education programs and services.</td>
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<tr>
<td>---</td>
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<tr>
<td>Beginning gifted education professionals can analyze</td>
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<tr>
<td>Beginning gifted education professionals are reflective</td>
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<td></td>
</tr>
<tr>
<td>Professionally written paper</td>
</tr>
<tr>
<td>Scholarly Paper</td>
</tr>
</tbody>
</table>

**Reference for Reading**


PROGRAM COMPETENCY Standard 6: Professional Learning and Ethical Practice
CeCRAM STRUCTURED EXTERNAL ASSIGNMENT/RUBRIC

COURSE: MSE 7400       TITLE: The Gifted Child

PROGRAM COMPETENCY STANDARD 6. Professional Learning and Ethical Practice
Beginning gifted education professionals use foundational knowledge of the field and professional ethical principles and programming standards to inform gifted education practice, to engage in lifelong learning, and to advance the profession.

EVALUATED ASSIGNMENT:
The candidate writes a reflective narrative for the appropriate knowledge-based National Gifted Education Standard (NAGC, CEC, TAG, 2013) using the D.A.R. model.

6.2. Beginning gifted education professionals understand how foundational knowledge, perspectives, and historical and current issues influence professional practice and the education and treatment of individuals with gifts and talents both in school and society.

This assignment is to be submitted into the MSE 7400 component of the Taskstream e-folio. Failure to submit 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. The assignment is reported on the NAGC SPA report for the Portfolio.

<table>
<thead>
<tr>
<th>Portfolio Elements 6.2</th>
<th>Unsatisfactory (1)</th>
<th>Developing (2)</th>
<th>Acceptable (3)</th>
<th>Proficient (4)</th>
<th>Distinguished (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning gifted education professionals are able to describe:</td>
<td>The description is a poorly written explanation: some information may be inaccurate.</td>
<td>Description provides a rudimentary explanation showing a basic understanding of the principles and ideas of the core concept(s). Some information maybe inaccurate.</td>
<td>Description provides a basic explanation with accurate information showing a basic understanding of the principles and ideas of the core concept(s).</td>
<td>Description provides a satisfactory explanation with accurate information showing an understanding of the principles and ideas of the core concept(s).</td>
<td>Description provides an in-depth explanation with accurate information showing a thorough understanding of the principles and ideas of the core concept(s).</td>
</tr>
<tr>
<td>Understand how foundational knowledge, perspectives, and historical and current issues influence professional practice and the education and</td>
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</tbody>
</table>

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### Treatment of Individuals with Gifts and Talents Both in School and Society

<table>
<thead>
<tr>
<th>Treatment of Individuals with Gifts and Talents Both in School and Society</th>
<th>Beginning Gifted Education Professionals Can Analyze</th>
<th>Beginning Gifted Education Professionals Are Reflect</th>
<th>Professionally Written Paper</th>
</tr>
</thead>
<tbody>
<tr>
<td>A poorly, written analysis is provided: some information may be inaccurate.</td>
<td>An analysis is provided: lacks substance of information and critical thought.</td>
<td>Analysis is a basic explanation of the core concepts’ role in a professional practice.</td>
<td>A poorly, written analysis is provided: some information may be inaccurate.</td>
</tr>
<tr>
<td>A poorly, written reflection is provided: some information may be inaccurate.</td>
<td>A weak reflection is provided: lacks substance of information and reflective thought.</td>
<td>Reflection includes a basic explanation: linking core concepts to pedagogical practice or personal professional development.</td>
<td>A weak reflection is provided: lacking comprehensive understanding of important</td>
</tr>
</tbody>
</table>

**Policies and Legislation for Gifted Education Began and the Trends that Have Influenced the Evolution of Gifted Education Over Time.**

The analysis should include information about the way that cultural trends and the definition of gifted have impacted the gifted education.

### Beginning Gifted Education Professionals Can Analyze

- **A poorly, written analysis is provided: some information may be inaccurate.**
- **An analysis is provided: lacks substance of information and critical thought.**
- **Analysis is a basic explanation of the core concepts’ role in a professional practice.**
- **Analysis is a satisfactory explanation of the core concepts’ role in a professional practice.**

### Beginning Gifted Education Professionals Are Reflect

- **A poorly, written reflection is provided: some information may be inaccurate.**
- **A weak reflection is provided: lacks substance of information and reflective thought.**
- **Reflection includes a basic explanation: linking core concepts to pedagogical practice or personal professional development.**
- **Reflection is a satisfactory explanation: linking core concepts to pedagogical practice or personal professional development (explanation reveals a disposition for furthering professional development).**

### Professionally Written Paper

- **Not a professionally written paper. There is no.**
- **The paper reveals an emerging perspective and understanding (lacking comprehensive understanding) of important.**
- **A basic paper reveals a developing perspective and understanding (lacking important.**
- **A well-written paper that provides evidence of a professional perspective and sound understanding.**
- **A professionally written paper that provides exemplary knowledge, understanding, and a**
Scholarly Paper | Very little or no appropriate references and APA is incorrect or not used. | Appropriate references and APA citations (over 5 mistakes). | Appropriate references and APA citations. (3-4 errors) | Appropriate references and APA citations. (1-2 errors) | Appropriate references and APA citations are correctly used.


Professional Philosophy Paper

COURSE: MSE 7400
TITLE: The Gifted and Talented Child

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 6. Professional Learning and Ethical Practice
Beginning gifted education professionals use foundational knowledge of the field and professional ethical principles and programming standards to inform gifted education practice, to engage in lifelong learning, and to advance the profession.

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

6.2 Beginning gifted education professionals understand how foundational knowledge, perspectives, and historical and current issues influence professional practice and the education and treatment of individuals with gifts and talents both in school and society.

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, understands the significance of lifelong learning, and participate in professional activities and learning communities.

6.5 Beginning gifted education professionals advance the profession by engaging in activities such as advocacy and mentoring.

Description and Goals of the Professional Philosophy Paper

The Professional Philosophy assessment is a written narrative paper used to measure candidate’s ability to (a) explain professional decisions (ethical behavior) for a group of students with gifts and talents who have different developmental patterns (i.e., human development and individual learning differences related to language, culture, economic status, family background, and/or area of disability); (b) explain their personal teaching philosophy and practices that respond to teaching individuals with differences in respect to the role of culture, literature, and cross-disciplinary content for learning, and (c) discuss personal and collaborative professional development and growth activities and their involvement in learning communities. The assessment is the candidate’s first endeavor in examining personal beliefs that may impact their relationship with teaching students with gifts and talents and their families as well as working with fellow colleagues.

Description of Professional Philosophy Paper Assessment specifically aligned with the Standards

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During the first course of the five-concentration courses, candidates write the Professional Philosophy paper that is a self-reflective narrative of the candidate’s thinking, personal beliefs, attitudes, and commitment (ethical behavior: Element 6.1) that a beginning professional educator has towards teaching students with gifts and talents, modeling respect for diversity, and working with families and fellow colleagues in the delivery of gifted education services (Element 6.4). The Professional Philosophy paper provides candidates the opportunity to articulate their thoughts and reflect on their understanding of the variations in learning and development in cognitive and affective areas and the impact that language, culture, economic status, family background, and/or area of disability (Element 1.1) may have for students with gifts and talents for whom they are planning meaningful and challenging programs, curriculum, instruction, assessment, and learning environments, with special attention to role of culture, literature, and cross-disciplinary content for learning (Element 1.2). Additionally, the narrative enables candidates to explain professional goals and identify professional growth topics while making connections between how historical milestones and current trends in gifted education (Element 6.2) have shaped their disposition toward a professional development and growth that influences/supports an ethical practice and enables them to remain informed of current trends and share these current trends to others (Element 6.4). Additional topics include collaboration with others, involvement in learning communities, and the advocacy of gifted and talented programs and mentoring activities and events (Element 6.5).

General Information: Read the expectations that are aligned with the standards.

**Standard 1. Standard 1: Learner Development and Individual Learning Differences**

Historically, gifted education professionals have placed the learning needs of the individual at the center of gifted education instruction. Gifted education professionals have altered instructional practices to optimize learning for individuals with gifts and talents. Development of expertise begins with a thorough understanding of and respect for similarities and differences in all areas of human growth and development. Like all educators, beginning gifted education professionals first respect individuals with gifts and talents within the context of human development and Individual learning differences. Not only do beginning gifted education professionals understand advanced developmental milestones of individuals with gifts and talents from early childhood through adolescence, but they also understand how exceptionalities can interact with development and learning, and create developmentally appropriate learning environments to provide relevant, meaningful, and challenging learning experiences for individuals with gifts and talents.

Beginning gifted education professionals understand the variation in characteristics between and among individuals with and without gifts and talents. They know exceptionalities can interact with multiple domains of human development to influence an individual’s learning in school, community, and throughout life. Moreover, they understand that the beliefs, traditions, and values across and
within cultures can influence relationships among and between students, their families, and the school community. Furthermore, these experiences of individuals with exceptionalities can influence the individual’s ability to learn, interact socially, and live as fulfilled contributing members of the community. Educators of the gifted understand the phenomenon of underachievement and how it manifests itself in males and females. They understand techniques for reversing underachievement.

Beginning gifted education professionals are active and resourceful in seeking to understand how the primary language, culture, family, and areas of disability interact with the gifts and talents to influence the individual’s academic and social abilities, attitudes, values, interests, and career and post-secondary options. These learning differences and their interactions provide the foundation upon which beginning gifted education professionals differentiate instruction to provide developmentally meaningful and challenging learning for individuals with exceptionalities.

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. Beginning gifted education professionals use understanding of development and individual differences to respond to the needs of individuals with gifts and talents.

**Standard 6. Professional Learning and Ethical Practice**
Beginning gifted education professionals practice in multiple roles and complex situations across wide age and developmental ranges that requires ongoing attention to legal matters and serious consideration of professional and ethical issues. Ethical principles and Program Standards guide beginning gifted education professionals. These principles and standards provide benchmarks by which gifted education professionals practice and professionally evaluate each other.

Beginning gifted education professionals understand gifted education as an evolving and changing discipline based on philosophies, evidence-based principles and theories, policies, historical points of view that continue to influence the field of gifted education and the education of and services for individuals with gifts and talents and their families in both school and society. Beginning gifted education professionals understand how these factors influence professional practice, including assessment, instructional planning, services, and program evaluation.

Beginning gifted education professionals understand the aspects of human diversity and equity as related to academic diversity. They understand aspects of human diversity and equity regarding individuals identified as gifted and talented as well as those who have potential of being identified gifted and talented.

Beginning gifted education professionals are sensitive to the aspects of diversity of individuals with gifts and talents and their families, how human diversity can influence families, cultures, and schools, and how these complex issues can each interact with the delivery
of gifted education services. Of special significance is the growth in the number and prevalence of English Language Learners (ELL) and economically disadvantaged (ED) and the provision of effective gifted education services for ELL and ED learners with exceptionalities and their families. Beginning gifted education professionals also understand historical relationships of gifted education services related to diversity and equity and the organization of schools, school systems, and education-related agencies within the culture in which they practice.

Beginning gifted education professionals also understand the relationships of the organization of gifted education services to the organization of schools, school systems, and education-related agencies within cultures in which they practice. They are aware of how their own and others’ attitudes, behaviors, and ways of communicating can influence their practice, and use this knowledge as a foundation to inform their own personal understandings and philosophies of special education.

Beginning gifted education professionals engage in professional activities and participate actively in professional learning communities that benefit individuals with gifts and talents, their families, colleagues, and their own professional growth. They view themselves as lifelong learners and regularly reflect on and adjust their practice, and develop and use personalized professional development plans. They plan and engage in activities that foster their professional growth and keep them current with evidence-based practices and know how to recognize their own skill limits and practice within them. They place particular emphasis on professional activities that focus on human diversity and academic diversity in all of its manifestations. Moreover, educators of the gifted embrace their special role as advocates for individuals with gifts and talents. They promote and advocate for the learning and well-being of individuals with gifts and talents across multiple and varied settings through diverse learning experiences.

**Directions:** Information that you need to know prior to writing a professional philosophy paper.

- Read the standards.
- Read and learn about three topics: (a) professional codes of ethics, (b) historical events of gifted education which is known as foundational knowledge and (c) asynchronous learning and development. There are resources listed at the end of this document.
- Know and read about Marland report or the current definition of giftedness
- Understanding professional development and growth and identify activities that related to teaching gifted and talented students
- Culturally responsive learning environments.
- Explain your practice for integrating literature and cross-disciplinary content for learning for individuals with gifts and talents while accounting for individual’s language, culture, economic status, family background, and diverse learning differences in the delivery of gifted education services.

**Assignment Due:** Week 6.
Scoring: 55 Points that includes 5 points for writing.

EVALUATED ASSIGNMENT:
Assignment: Write a professional philosophy paper about teaching learners with gifts and talents. Use the philosophy rubric to guide you as you write. A well-written professional philosophy is self-reflection narrative. Use the bolded text as headings for the narrative that addresses these topics. The rubric provides detailed information about the criteria for the professional philosophy paper. The candidate must provide exemplary writing to earn a distinguish score.

The assignment satisfies the Professional Philosophy Paper assessment under the course MSE 7400. 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.

Criteria for Professional Philosophy Paper:
A. Teaching Philosophy for Culturally Respectful Classrooms ((This component shows how you execute your philosophy.) Use the following heading in your paper

1. Philosophy Statement: Teaching Gifted and Talented Students: Explain what teaching gifted and talented students means to you

2. Theory: Explain in-detail how you implement your teaching philosophy: Explain your pedagogy/methodology and learning theories (theory-based) you commonly use in the classroom.

3. Practice: Explain how ethics guides your conduct and decision-making of your practice in the classroom:

   • An Ethical Practice: Learner Development and Individual Learning Differences. Explain ethical principles and standards that guide your practice (a practice has these four elements: (a) conduct (decision-making); (b) interactions (relations and exchanges); (c) disposition (temperament, approach, and daily attitude) and (d) professional development and growth connect to professional codes of ethics) (Standard 6. Element 6.1) for meeting learner development and individual learning differences. Use the above four elements to make connections to these core concepts: (1) the use of foundational (historical) knowledge of the field to informs your practice (Standard 6. Element 6.2); and (2) your respect for diversity (i.e., learning differences, learning developmental characteristics, culturally, language, family background, and economic status) (Standard 1. Element 1.2, Standard 6. Element 6.3) for understanding 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.

   o For example, create a matrix in which you discuss the use of foundation knowledge in terms of decision-making, interactions with others, your disposition, and professional development for promoting academic achievement/intellectual growth for various ranges of learner development (i.e., asynchronous development) and various individual differences (i.e., twice-exceptionalities). The next component is to discuss your respect for diversity in terms of decision-making, interactions with others, your disposition, and professional
development for promoting academic achievement/intellectual growth for various ranges of learner development (i.e., asynchronous development) and various individual differences (i.e., twice-exceptionalities).

- **Culturally Responsive Learning Experiences:** Integration of Knowledge of Other Disciplines, Recognizing the Value of Culture and Literature. Explain and provide examples of meaningful and challenging learning experiences that integrates these three areas: (1) cross-disciplinary content, (2) the role of culture, and (3) various types of literature for individuals with different learning and developmental differences and address how these learning experience are modified to accommodate for student’s language, culture, economic status, family background, beliefs, family traditions, ethnicity, and diverse learning differences. Also, consider ways these learning experiences influence an individual’s ability to learn, interact socially, and live as fulfilled contributing members of the community.

4. **Professional Code of Ethics:** Based on the information you provide for the practice component of the professional philosophy paper, complete these two components.
   - **Teaching Goals and Continued Professional Growth:** List and explain professional goals and practices for advocating for gifted education and mentoring other professionals. Explain ways you identify professional development topics to study and identify activities that you have participated in or collaborated with others educators, families, and the members of the community to advocate for continued learning and mentoring of others. Explain how these activities are connected to your professional code of ethics: (a) conduct (decision-making); (b) interactions (relations and exchanges); (c) disposition (temperament, approach, and daily attitude) and (d) professional development and growth connect to professional codes of ethics (Standard 6. Element 6.4).
   - **Mentoring and Advocacy:** Explain activities that you engage in to advocate and mentor the profession and gifted students (Standard 6. Element 6.5). Explain how these activities are connected to your professional code of ethics: (a) conduct (decision-making); (b) interactions (relations and exchanges); (c) disposition (temperament, approach, and daily attitude) and (d) professional development enable you to mentor and advocate for gifted education?

The assignment satisfies the Professional Philosophy Paper assessment under the course MSE 7400. 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.

The assessment is reported for NAGC: SPA report or the Delaware of Education Higher Education report, Assessment #2. Content Assessment (Philosophy)

<table>
<thead>
<tr>
<th>NAGC Standard 1. Learner Development and Individual Learning</th>
<th>Unsatisfactory (1)</th>
<th>Developing (2)</th>
<th>Acceptable (3)</th>
<th>Proficient (4)</th>
<th>Distinguished (5)</th>
</tr>
</thead>
</table>
|   | 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. | Candidate reflective narrative 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. The narrative lacks substance of planning instruction and learning activities that integrate one of these: (1) cross-disciplinary content, (2) the role of culture, and (3) various types of literature that includes approaches that accommodate one of these factors affecting learning: individual’s learning developmental and differences: language, culture, academic interest, economic status, family background, and and/or area of disability. | Candidate reflective narrative provides somewhat understanding of practices for teaching and learning that describes accommodations for various ranges of learner development and individual differences: planning instruction and learning activities that integrate one of these components: (1) cross-disciplinary content, (2) the role of culture, and (3) various types of literature that includes approaches that accommodate factors affecting learning: individual’s learning developmental and differences: language, culture, academic interest, economic status, family background, and and/or area of disability. | Candidate reflective narrative provides evidence basic understanding of practices for teaching and learning that describes accommodations for various ranges of learner development and individual differences: planning instruction and learning activities that integrate some of these components: (1) cross-disciplinary content, (2) the role of culture, and (3) various types of literature that includes approaches that accommodate factors affecting learning: individual’s learning developmental and differences: language, culture, academic interest, economic status, family background, and and/or area of disability. | Candidate’s reflective narrative provides in-depth explanations of practices (advanced knowledge) for teaching and learning that acknowledges and accommodates various ranges of learner development and individual differences: planning differentiated instruction and learning activities that integrate all components: (1) cross-disciplinary content, (2) the role of culture, (3) various types of literature and (4) instruction for pacing, content/depth, or complexity of thinking that includes approaches that accommodate factors affecting learning: individual’s language, culture, academic interest, economic status, family background, and and/or area of disability. |}

|   | 1.2 Beginning gifted education professionals use | Candidate’s reflective narrative practice displays no evidence | Candidate’s reflective narrative provides satisfactory | Candidate’s reflective narrative provides satisfactory | Candidate’s reflective narrative provides satisfactory | Candidate’s reflective narrative provides in-depth information |
Scoring Rubric for the Professional Philosophy Paper

<table>
<thead>
<tr>
<th>NAGC Standard 1. Learner Development and Individual Learning 1.1 and 1.2</th>
<th>Unsatisfactory (1)</th>
<th>Developing (2)</th>
<th>Acceptable (3)</th>
<th>Proficient (4)</th>
<th>Distinguished (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain what teaching gifted and talented students means to you: Understanding of development and individual differences to respond to the needs of individuals with gifts and talents based on these characteristics:</td>
<td>Candidate’s reflective narrative practice displays no evidence or accurate knowledge of teaching gifted and talented students in the context of human development and individual differences.</td>
<td>Candidate’s reflective narrative provides satisfactory information about promoting cognitive learning and affective development: (1) teaching gifted individuals (understanding of some of the 6 domains of giftedness).</td>
<td>Candidate’s reflective narrative provides satisfactory information about promoting cognitive learning and affective development: (1) teaching gifted individuals (understanding of some of the 6 domains of giftedness).</td>
<td>Candidate’s reflective narrative provides in-depth information about promoting cognitive learning and affective development: (1) teaching gifted individuals (provides evidence of understanding all 6 domains of giftedness).</td>
<td>Candidate’s reflective narrative provides in-depth information about promoting cognitive learning and affective development: (1) teaching gifted individuals (provides evidence of understanding all 6 domains of giftedness).</td>
</tr>
<tr>
<td>Element 1.1 Explain in-detail how you implement your teaching philosophy: Explain the pedagogy or methodology and learning theories (theory-based) commonly use in the classroom. Theory of learning and philosophy of differentiated instruction are both required.</td>
<td>Candidate’s reflective narrative practice displays no evidence or accurate knowledge to support a teaching philosophy.</td>
<td>Candidate’s reflective narrative provides a basic explanations that links theory of learning, and philosophy of differentiated instruction to one’s practice, including (some of these are explained) an (a) explanation that instruction and learning activities are developmentally appropriate and culturally responsive for diverse learners and (b) an explanation that instruction and learning activities meet the learning needs of individual who have individual differences: language, culture, economic status, family.</td>
<td>Candidate’s reflective narrative provides a basic explanations that links theory of learning, and philosophy of differentiated instruction to one’s practice, including (some of these are explained) an (a) explanation that instruction and learning activities are developmentally appropriate and culturally responsive for diverse learners and (b) an explanation that instruction and learning activities meet the learning needs of individual who have individual differences: language, culture, economic status, family.</td>
<td>Candidate’s reflective narrative provides a satisfactory explanations that links theory of learning, and philosophy of differentiated instruction to one’s practice, including an (a) explanation that instruction and learning activities are developmentally appropriate and culturally responsive for diverse learners and (b) an explanation that instruction and learning activities meet the learning needs of individual who have individual differences: language, culture, economic status, family.</td>
<td>Candidate’s reflective narrative provides in-depth, explanations (advanced knowledge) that links theory of learning, and philosophy of differentiated instruction to one’s practice, including an (a) explanation that instruction and learning activities are developmentally appropriate and culturally responsive for diverse learners and (b) an explanation that instruction and learning activities meet the learning needs of individual who have individual differences: language, culture, economic status, family.</td>
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<td>Element 1.1 Learner Development and Individual Learning Differences: Promote academic achievement/intellectual growth for various ranges of learner development (i.e., asynchronous development) and various individual differences.</td>
<td>Candidate’s reflective narrative practice displays no evidence or accurate knowledge about strategies that promote academic achievement/intellectual growth for various ranges of learner development (i.e., asynchronous development) and various individual differences. Information is missing.</td>
<td>Candidate’s reflective narrative lacks satisfactory explanations about a practice that reveals a commitment to the notion that all students can learn; therefore, acknowledging and accommodating various ranges of learner development and individual differences (diversity) by planning differentiated instruction that addresses some of these components such as pacing, content/depth, or complexity of thinking and considering individual differences (academic, interest, family background, etc.). Information is missing.</td>
<td>Candidate’s reflective narrative provides basic explanations about a practice that reveals a commitment to the notion that all students can learn; therefore, acknowledging and accommodating various ranges of learner development and individual differences (diversity) by planning differentiated instruction that addresses some of these components such as pacing, content/depth, or complexity of thinking and considering individual differences (academic, interest, family background, etc.). Information is limited.</td>
<td>Candidate’s reflective narrative provides in-depth explanations about a practice that reveals a commitment to the notion that all students can learn; therefore, acknowledging and accommodating various ranges of learner development and individual differences (diversity) by planning differentiated instruction that addresses components such as pacing, content/depth, or complexity of thinking and considering individual differences (academic, interest, family background, etc.) All must be included.</td>
<td>Candidate’s reflective narrative provides in-depth explanations (advanced knowledge) about a practice that reveals a commitment to the notion that all students can learn; therefore, acknowledging and accommodating various ranges of learner development and individual differences (diversity) by planning differentiated instruction that addresses components such as pacing, content/depth, or complexity of thinking and considering individual differences (academic, interest, family background, etc.) All must be included.</td>
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<tr>
<td>Element 1.1 Culturally Responsive Learning Experiences: Provide meaningful and challenging learning</td>
<td>The candidate’s reflective narrative practice displays no evidence or accurate knowledge about meaningful and</td>
<td>The candidate’s reflective narrative lacks satisfactory explanations that reveals practices that</td>
<td>The candidate’s reflective narrative provides basic explanations that reveals practices that</td>
<td>The candidate’s reflective narrative provides satisfactory explanations that reveals practices that</td>
<td>The candidate’s reflective narrative provides in-depth, explanation that reveals advanced</td>
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<td>3</td>
<td>background, and/or area of disability, can influence academic success. Information is missing.</td>
<td>background, and/or area of disability, can influence academic success. Information is limited.</td>
<td>influence academic success. All of these elements of the criteria must be addressed</td>
<td>area of disability, can influence academic success. All of these elements of the criteria must be addressed with advanced knowledge.</td>
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<td>candidates with different learning and developmental differences: characteristics: student’s language (i.e., linguistically diverse students); culture (i.e. culturally diverse students); socio-economic status, family background, and diverse learning differences.</td>
<td>challenging learning experiences for individuals with different learning and developmental differences: characteristics: student’s language (i.e., linguistically diverse students); culture (i.e. culturally diverse students); socio-economic status, family background, and diverse learning differences.</td>
<td>reveals practices that are developmentally appropriate learning activities designed for linguistically and culturally diverse students who have diverse learning differences: socio-economic status, family background, and diverse learning differences that influence academic success. Information is missing.</td>
<td>are developmentally appropriate learning activities designed for linguistically and culturally diverse students who have diverse learning differences: socio-economic status, family background, and diverse learning differences that influence academic success.</td>
<td>knowledge of practices that are developmentally appropriate learning activities designed for linguistically and culturally diverse students who have diverse learning differences: socio-economic status, family background, and diverse learning differences that influence academic success.</td>
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**Element 1.1 Integration of Knowledge of Other Disciplines, Recognizing the Value of Culture and Literature:** Provide meaningful and challenging learning experiences that integrates these three areas: (1) cross-disciplinary content, (2) the role of culture, and (3) various types of literature for learning for individuals with gifts and talents while accounting for individual’s language, culture, economic status, family background, and diverse learning differences

Candidate’s reflective narrative practice displays no evidence or accurate knowledge about meaningful and challenging learning experiences that integrates these three areas: (1) cross-disciplinary content, (2) the role of culture, and (3) various types of literature for learning for individuals with gifts and talents while accounting for individual’s language, culture, economic status, family background, and diverse learning differences

Candidate’s reflective narrative lacks satisfactory explanations of practices such as instruction and learning activities (one or the other) that integrate (some of these items): (1) cross-disciplinary content, (2) the role of culture, and (3) various types of literature and consider developmental and individual differences learning experiences (while accounting for individual’s language, culture, economic status, family background, and diverse learning differences).

Candidate’s reflective narrative provides basic explanations of practices such as instruction and learning activities (one or the other) that integrate some of these items: (1) cross-disciplinary content, (2) the role of culture, and (3) various types of literature and consider developmental and individual differences learning experiences (while accounting for individual’s language, culture, economic status, family background, and diverse learning differences).
<table>
<thead>
<tr>
<th>Standard #6 Elements</th>
<th>Emerging (1)</th>
<th>Beginning (2)</th>
<th>Developing (3)</th>
<th>Proficient (4)</th>
<th>Distinguished (5)</th>
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<tr>
<td>Element 6.1. Beginning gifted education professionals use professional ethical principles and specialized program standards to guide their practice. (Skill) (DPASS II Professional Responsibilities) INTASC Standard 9. ISTE Standard 5.</td>
<td>Candidate’s reflective narrative practice displays no evidence or knowledge of ethical expectations of the profession and relevant federal and state mandates, laws, and policies to guide his/her practice. Candidate practice supports some features of at least two components of these principles:</td>
<td>Candidate’s reflective narrative practice displays some evidence or knowledge of ethical expectations of the profession and relevant federal and state mandates, laws, and policies to guide his/her practice (two of these: conduct, interactions, disposition, and professional development).</td>
<td>Candidate’s reflective narrative provides evidence (one strategies is provided and linked to one organization) that show practice (two of these: conduct, interactions, disposition, and professional development) is guided by knowledge of ethical expectations of the profession and relevant federal and state mandates, laws, and policies to guide his/her practice.</td>
<td>Candidate’s reflective narrative provides evidence (two strategies are provided and linked to two organizations) that show practice (all are addressed: conduct, interactions, disposition, and professional development) is guided by knowledge of ethical expectations of the profession and relevant federal and state mandates, laws, and policies to guide his/her practice.</td>
<td>Candidate’s reflective narrative provides in-depth, explanation of three principles that guide practice (all are addressed: conduct, interactions, disposition, and professional development) that is linked to the organization (i.e., the explanation should include knowledge of ethical expectations of the profession and relevant federal and state mandates, laws, and policies to guide his/her practice: (NEA/AAE Codes of Ethics, the CEC Ethical Principles and Professional Standards for Professional Practice and relevant federal and state mandates, laws, and policies).</td>
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<td>Element 6.2.</td>
<td>Candidate’s reflective narrative displays no knowledge of the history of gifted education its foundations, and its influence and impact on the field.</td>
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<td>ISTE Standard 5. INTASC Standard 9.</td>
<td>Candidate’s reflective narrative provides a brief explanation that connects the historical, foundation roots and its influence and impact on the field to current trends and personal practice (some are addressed: conduct, interactions, disposition, and professional development) to advocate equal treatment of individuals with gifts and talents in the school and in society.</td>
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<td>Candidate’s reflective narrative provides a basic explanation of a commitment to promote diversity (e.g., culture, gender, language, abilities, ways of knowing: some of these are addressed), being open-minded to the possibility and validity of different values, beliefs, cultural/ethnic norms, and learning preferences to meet learner needs (e.g., culture, interest, ability, and talent) to</td>
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<tr>
<th>Element 6.3.</th>
<th>Candidate’s reflective narrative shows no evidence of understanding and demonstrating appropriate frames of reference (e.g., culture, gender, language, abilities, ways of knowing), modeling respect for diversity, employing a practice that promotes learning, delivering quality services, and</th>
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<tr>
<td>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. (Skill)</td>
<td>Candidate’s reflective narrative provides a brief explanation of a commitment to promote diversity (e.g., culture, gender, language, abilities, ways of knowing: some of these are addressed), being open-minded to the possibility and validity of different values, beliefs, cultural/ethnic norms, and learning preferences to meet learner needs (e.g., culture, interest, ability, and talent) to</td>
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Candidate’s reflective narrative provides an in-depth explanation of a commitment to promote diversity (e.g., culture, gender, language, abilities, ways of knowing), being open-minded to the possibility and validity of different values, beliefs, cultural/ethnic norms, and learning preferences to meet learner needs (e.g., culture, interest, family background, ability, and talent) to advocate equal treatment of individuals with gifts and talents in the school and in society.
<p>| Establishing strong relationships with learners and their families. | Norms, and learning preferences to meet learner needs (e.g., culture, interest, language, family background, ability, and talent: some are addressed) to establish strong relationships with learners and their families. | Language, family background, ability, and talent: two are addressed) to establish strong relationships with learners and their families. | Must be addressed also: Candidate explains practices that include the delivery of services and the fulfillment and obligation to teach, support, protect, and respect for all learners with gifts and talents regardless of race, color, creed, sex, national origin, religious belief, social status, cultural background, or sexual orientation. |</p>
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<tr>
<th>Element 6.4.</th>
<th>Candidate’s reflective narrative shows no professional growth or willingness to assess professional growth.</th>
<th>Candidate’s reflective narrative provides an in-depth list (2 items) and basic rational of professional development topics, goals, and activities that are linked to an ethical practice (2 are addressed: conduct, interactions, disposition, and professional development).</th>
<th>Candidate’s reflective narrative provides a list (3 items) and strong rational of professional development topics, goals, and activities that are linked to an ethical practice (all are addressed: conduct, interactions, disposition, and professional development).</th>
<th>Candidate’s reflective narrative provides an in-depth list (4+ items) and strong rational of professional development topics, goals, and activities that are linked to an ethical practice (all are addressed: conduct, interactions, disposition, and professional development).</th>
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<tr>
<td>Beginning gifted education professionals are aware of their own professional learning needs, understands the significance of lifelong learning, and participate in professional activities and learning communities. (Skill)</td>
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<td>Domain 4. Professional Responsibilities</td>
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<td>INTASC Standard 9. ISTE Standard 5</td>
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<td>Candidate’s reflective narrative provides no evidence of advocating or mentoring.</td>
<td>Candidate’s reflective narrative provides evidence of actively working with others, either advocating or mentoring to advance the profession.</td>
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<td>Candidate’s reflective narrative provides evidence of being highly committed to the practices of advocating (activities, or events) for learners with gifts and talents in the school and community and mentoring (activities, or events) colleagues, professionals, and community members.</td>
<td>Candidate’s reflective narrative provides in-depth explanation of being highly committed to the practices of advocating (activities, or events) for learners with gifts and talents in the school and community and mentoring (activities, or events) colleagues, professionals, and community members.</td>
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<tr>
<th>Element 6.5.</th>
<th>Candidate’s reflective narrative provides no evidence of advocating or mentoring.</th>
<th>Candidate’s reflective narrative provides evidence of advocating for individuals with gifts and talents, yet there is no evidence of working with others.</th>
<th>Candidate’s reflective narrative provides evidence of being highly committed to the practices of advocating (activities, or events) for learners with gifts and talents in the school and community and mentoring (activities, or events) colleagues, professionals, and community members.</th>
<th>Candidate’s reflective narrative provides in-depth explanation of being highly committed to the practices of advocating (activities, or events) for learners with gifts and talents in the school and community and mentoring (activities, or events) colleagues, professionals, and community members.</th>
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<td>Beginning gifted education professionals advance the profession by engaging in activities such as advocacy and mentoring. (Skill)</td>
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<td>DPASS II (Domain 4. Professional Responsibilities</td>
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<td>Field Experience</td>
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**Must be addressed**
Graduation Competency 2. Written Communication:
Educators will • write clearly, concisely and appropriately using correct English grammar, punctuation, usage, mechanics, sentence structure, and vocabulary while utilize appropriate APA format for scholarly writings

| The educator’s writing lacks unity and specific details. | The educator writes understandably, but writing is minimally unified and may lack transitions. (1 pt.) Writing reveals several errors in the conventions of standard written English and those errors interfere with understanding. References and citations are present, but not necessarily APA style. (1 pt.) | The educator writes clearly and concisely, and appropriately using correct English grammar, punctuation, mechanics, sentence structure, and vocabulary. (2 pts.) Writing contains a few minor errors, but errors do not interfere with understanding. References and citations are appropriately formatted in APA style and reflect recent research-based literature. (2 pts.) | The educator writes clearly, concisely, and appropriately (error-free) using correct English grammar, punctuation, mechanics, sentence structure, and vocabulary. (2.5 pts.) References and citations are appropriately formatted in APA style and reflect recent research-based literature. (2.5 pts.) |

Resources:
- National Education Association Code of Ethics [http://www.nea.org/home/30442.htm](http://www.nea.org/home/30442.htm)
http://www.theedadvocate.org/educators-code-ethics-stem/


http://docs.lib.purdue.edu/cgi/viewcontent.cgi?article=1055&context=giftedchildren

https://www.nage.org/resources-publications/resources/my-child-gifted/common-characteristics-gifted-individuals

http://www.nagc.org/resources-publications/resources/my-child-gifted/common-characteristics-gifted-individuals/traits

http://www.ascd.org/publications/books/107003/chapters/Diverse-Teaching-Strategies-for-Diverse-Learners.aspx


Web of skills http://www.ascd.org/publications/educational-leadership/nov01/vol59/num03/Webs-of-Skill@-How-Students-Learn.aspx
Professional Learning and Ethical Practice
Collaborative Field Experience

Program Competency Standard 6: Professional Learning and Ethical Practice

Beginning gifted education professionals use foundational knowledge of the field and professional ethical principles and programming standards to inform gifted education practice, to engage in lifelong learning, and to advance the profession.

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

6.2. Beginning gifted education professionals understand how foundational knowledge, perspectives, and historical and current issues influence professional practice and the education and treatment of individuals with gifts and talents both in school and society.

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.

6.5. Beginning gifted education professionals advance the profession by engaging in activities such as advocacy and mentoring.

PROGRAM COMPETENCY Standard 7. Collaboration

Beginning gifted education professionals collaborate with families, other educators, related-service providers, individuals with gifts and talents, and personnel from community agencies in culturally responsive ways to address the needs of individuals with gifts and talents across a range of learning.

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.

Overview of the Assignment

Professional Learning and Ethical Practice and Collaboration assignment is a project that will demonstrate expertise of the standard by providing evidence of each of the five elements of the standard. Questions are written to prompt your thinking and assist in the interpreting the element. Read the background information and question prior to determining how you will provide depict your story of the standard. Reflect upon your current practices and past events. The second component of the assignment is to collaborate with others during the process and after the process. It is highly recommended that you share (i.e., advocacy, mentoring, and collaborative resource person) the Identification Chart and Resource Guidebook or your professional ethics project with colleagues since both of these products are quality products, you have the expertise to assist others with understanding gifted education, and as an advocate and mentor of gifted individuals, you are a leader promoting gifted education. Overall, this activity comprised the field experience, which is 10 hours of interaction in the classroom and providing evidence of your professional practice, the digital product.

Evaluated Assignment: There are two components for this project that will be (both) submitted into Taskstream.

- Component A. Digital Professional Leadership and Ethical Practice Product: To produce a product that depicts the story of one’s professional and ethical practice. The directions for the digital product are located in this document.

- Component B. Collaborative Field Experience: The assignment for the field experience is collaborate with others as you produce you digital product and to verify this process by the (1) completion the Practicum/Intern Placement form in Taskstream by providing information about your placement and (2) completion the Verification Form, which has questions about your collaborative
practice. The field experience is 10 hours. The field experience is completed in a classroom setting. The field experience is a collaborative endeavor as you interact with members in your school to demonstrate and provide evidence of your professional learning and ethical practice that provides benchmarks by which gifted education professionals practice and professionally evaluate each other. You must be mentored/supervised by a high quality educator in the school setting. This individual may be another educator or an administrator (see definition below).

“High Quality Cooperating Teacher” means an educator employed by a Local Education Agency or private school, collaboratively selected by the employer and the Educator Preparation Program, who oversees the Candidates’ Capstone Clinical Residency and who has:

- At minimum received a Satisfactory rating on all five components of the DPAS-II educator evaluation system or has an equivalent rating on a state, LEA- or private-school approved educator evaluation system in his or her most recent summative evaluation; and
- Satisfactorily completed training in teacher mentoring or supervision.

Topics:

- Professional ethical principles and specialized program standards
- Foundational knowledge, perspectives, and historical and current issues influence professional practice
- 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
- Professional learning needs, understands the significance of lifelong learning, and participate in professional activities and learning communities
- Advocacy and mentoring

Assignment Due: Week 7.

Scoring: The rubric for the digital product is worth 25 points. The rubric for the collaborative field experience verification form is 15 points.

**General information about the Standard and Assignment**

One’s philosophy is one’s way of life. The main field of philosophy is ethics. Therefore, ethical principles should guide your professional practice. The adoption of principles of ethical codes and codes of behavior requires that a personal understand what? Principles of ethical codes capture a vision of excellent, of what individuals and societies should be striving for and what they can achieve. The codes articulate a special sense of responsibility to the profession in which the person is practicing. Personal ethics are based on values and principles. Codes are the ultimate terms of reference. They are the frameworks upon which professional are built. They are identified as a set of behaviors to act ethically.

Understanding the role of ethics requires that individuals focus on the character of their actions and how their behavior can be detrimental or harmful to others. Ethical behavior should become a habit and be enacted as a result of wanting to do the right thing for the right reason. Ethical behaviors should become a habit and effective codes enable the professional to test their actions against expected standards. Repeatedly enacting these actions, behaviors become inculcated in the individual and ingrained in oneself. It is this type of individual who then becomes a leader. Leadership is at the heart of sound ethics and one’s action show their commitment to sound personal ethics.

What is the difference between principles and values? Justice is a value, but without a principle of justice, there is no action associated with justice, it is only a belief. If person’s principle of justice is treat equals equally and unequals unequally, this principle can be interpreted and acted on accordingly (Ciulla, 1998).

**Directions for the Digital Product for the Professional Learning and Ethical Practice Assignment**
• For this assignment, create and produce a product that depicts your philosophy and expertise of the standard by providing evidence of each of the five elements of Standard 6. Professional learning and Ethical Practice. The name of the project is “Professional Learning and Ethical Practice”.
• This is a differentiated assignment. The candidates are provided choices for ways to provide evidence of learning the performance indicators or learning outcomes. You can create your own product assignment as long as the assignment as the require element of the performance indicator.
• For each element, there is background information and questions to assist you in determining how you will provide depict your story of the standard. You will reflect upon your current practices and past events. If possible, identify artifacts that will provide evidence of your professional learning and ethical practice.
  • For example, you may create video or podcast or screencast, design a PowerPoint presentation, design a brochure or create a wiki, blog, or website. If you want to write a paper, you must get approval from your instructor. Writing a paper is the least preferred method as creating and producing a product will demonstrate your creativity and provide options to demonstrate the learning outcome based on your learning preferences. Pictures, images, text, products, video, podcasts, or any social media can be used in the project. Weebly (http://www.weebly.com) is a free web-based web application. Creating this site will provide your practice with web presence. The site is easy to create and fun to design. Depict your practice through detailed, relevant media and documented events.
• A list of resources is provided to assist in the interpretation of words used in the performance indicators.
  • The Professional Ethical Principles (CEC) http://www.cec.sped.org/Standards/Ethical-Principles-and-Practice-Standards?sc_lang=en
  • Sternberg’s Eight Steps Toward Ethical Action http://ethicsalarms.com/2011/01/12/the-ethical-failings-of-higher-education/
  • National Education Association Code of Ethics http://www.nea.org/home/30442.htm
  • Professional Standards on Diversity http://www.cec.sped.org/About-Us/Diversity/Professional-Standards-on-Diversity?sc_lang=en
  • Model Code of Ethics for Educators: http://www.nasdtec.net/?page=MCEE_Doc
• The URL (digital product) and the Verification form will be submitted into Taskstream.

**Introductory Information for Performance Indicator 6.1.**

Beginning gifted education professionals practice in multiple roles and complex situations across wide age and developmental ranges that requires ongoing attention to legal matters and serious consideration of professional and ethical issues. Ethical principles and Program Standards guide beginning gifted education professionals. These principles and standards provide benchmarks by which gifted education professionals practice and professionally evaluate each other.

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

**Question**

How do you model the professional ethical principles and the NAGC standards that guide your practice?

• Consider how to demonstrate current strategies implemented in your classroom, school, district, or across the state that shows the application of professional ethical principles and standards.
• Consider how to demonstrate practices or strategies that show that students with gifts and talents develop
their gifts and talents as a result of interacting with educators who create policies and procedures to guide and sustain all components of the program, including assessment, identification, acceleration practices, and grouping practices, that is built on an evidence-based foundation in gifted education.

**Introductory Information for Performance Indicator 6.2.**

Beginning gifted education professionals understand gifted education as an evolving and changing discipline based on philosophies, evidence-based principles and theories, policies, historical points of view that continue to influence the field of gifted education and the education of and services for individuals with gifts and talents and their families in both school and society. Beginning gifted education professionals understand how these factors influence professional practice, including assessment, instructional planning, services, and program evaluation.

6.2. Beginning gifted education professionals understand how foundational knowledge, perspectives, and historical and current issues influence professional practice and the education and treatment of individuals with gifts and talents both in school and society.

**Question**

How do you use foundational knowledge and historical and current issues to inform your practice and interactions with individuals with gifts and talents both in school and in the community?

- Consider how to demonstrate practices or strategies, that are grounded in foundational knowledge, professional perspectives, and historical and current issues, as a basis for your teaching practice and treatment of individuals with gifts and talents both in school and the community.

**Introductory Information for Performance Indicator 6.3.**

Beginning gifted education professionals understand the aspects of human diversity and equity as related to academic diversity. They understand aspects of human diversity and equity regarding individuals identified as gifted and talented as well as those who have potential of being identified gifted and talented.

Beginning gifted education professionals are sensitive to the aspects of diversity of individuals with gifts and talents and their families, how human diversity can influence families, cultures, and schools, and how these complex issues can each interact with the delivery of gifted education services. Of special significance is the growth in the number and prevalence of English Language Learners (ELL) and economically disadvantaged (ED) and the provision of effective gifted education services for ELL and ED learners with exceptionalities and their families. Beginning gifted education professionals also understand historical relationships of gifted education services related to diversity and equity and the organization of schools, school systems, and education-related agencies within the culture in which they practice.

Professional educators shall exhibit consistent and equitable treatment of students, fellow educators and parents. They shall respect the civil rights of all and not discriminate on the basis of race, national or ethnic origin, culture, religion, sex or sexual orientation, marital status, age, political beliefs, socioeconomic status, disabling condition or vocational interest.

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.

**Question:**

How do you model respect for diversity and use appropriate strategies to enable learning for all students?

Consider:
• Explain or present strategies that provide evidence of the consistent and equitable treatment of students, fellow educators and parents, in term of ethnic, gender, and cultural diversity, manifests in your classroom setting.
• Explain or present strategies that provide evidence of practices that are used to keep informed, to understand, and to effectively meet a student’s needs to insure that classrooms are free from inadvertent or overt discrimination?
• Explain or present strategies that provide evidence that in your practice you model and respect diversity?
• Explain or present information about the delivery of gifted education services to individuals with gifts and talents.

**Introductory Information for Performance Indicators 6.4. and 6.5.**

Beginning gifted education professionals engage in professional activities and participate actively in professional learning communities that benefit individuals with gifts and talents, their families, colleagues, and their own professional growth. They view themselves as lifelong learners and regularly reflect on and adjust their practice, and develop and use personalized professional development plans. They plan and engage in activities that foster their professional growth and keep them current with evidence-based practices and know how to recognize their own skill limits and practice within them.

They place particular emphasis on professional activities that focus on human diversity and academic diversity in all of its manifestations. Moreover, educators of the gifted embrace their special role as advocates for individuals with gifts and talents. They promote and advocate for the learning and well-being of individuals with gifts and talents across multiple and varied settings through diverse learning experiences.

Advocacy and mentoring are both types of service-oriented tasks. An educator deeply interested in ethical issues of mentoring will advocate by becoming an activist for the cause.

**Question**

How do the professional ethical principles, the NAGC standards, and the Pre-K-Grade 12 Gifted Programming Standards guide your professional learning needs over your career and influence the professional activities and learning communities in which you participate?

Consider:

• Explain or present evidence of a recent professional activity you participated in to (a) enrich your professional development or (b) support for you and others’ professionally. What topics did you address? What was the purpose of the meeting? How did this activity support your online, voluntary, and self-motivated pursuit of knowledge for gifted education?

**Introductory Information for Performance Indicators 6.5.**

6.5. Beginning gifted education professionals advance the profession by engaging in activities such as advocacy and mentoring

**Question**

How have you advance the profession with advocacy or mentoring?

Consider:
• Explain or present evidence of an event in which you became a mentor by supporting a particular cause or program.
• Explain or present evidence when you identify an issue that needed to be advocated.

Verification Form

**GIFTED AND TALENTED**

**Verification Form of Experiences**

If the School District does not have these forms on file, you must provide the information in Taskstream.

1. Download the Child Protective Registry form, complete and sign, scan and upload into this application.
2. Criminal Background Check - sealed and delivered to the instructor
3. Upload a scanned image of your PPD (TB Test)

Field Experience Information and Goals

The field experience is 10 hours. The field experience is completed in a classroom setting. The field experience is a collaborative endeavor as you interact with members in your school to demonstrate and provide evidence of your professional learning and ethical practice that provides benchmarks by which gifted education professionals practice and professionally evaluate each other.

A high quality educator in the school setting supervises the field experience. This individual may be another educator, high quality (see definition below). You need to share the Resource Guide with your colleagues and peers.

<table>
<thead>
<tr>
<th>Professional Information</th>
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</thead>
<tbody>
<tr>
<td>Candidate Name</td>
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<td>Candidate ID</td>
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<td>Candidate Address</td>
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<td>Street</td>
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<td>Zip Code</td>
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<tr>
<td>Candidate WilmU email address</td>
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<tr>
<td>Candidate personal email address</td>
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<td>Cell phone Number</td>
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<tr>
<th>Location of Practicum or Fieldwork Experience</th>
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<tbody>
<tr>
<td>School District</td>
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<tr>
<td>Name of School</td>
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<tr>
<td>School Address</td>
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<tr>
<td>Principal</td>
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<td>School Phone Number</td>
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<th>Clinical Experience Classroom Information</th>
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<tbody>
<tr>
<td>Clinical Experience Classroom Information</td>
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<tr>
<td>Primary Teacher in Classroom</td>
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<tr>
<td>Grade</td>
</tr>
<tr>
<td>High Quality Mentor</td>
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<td>Signed by Mentor</td>
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</tbody>
</table>
The mentor provides a statement about you collaborating with others.

Classroom Profile and Learning Environment Description

Student grade
Student Profile
Age:
Demographics:
Student Achievement Data: Provide data results that describe the achievement levels of the students in the classroom. Data results should describe abilities for the classroom that is to be observed (i.e., STAR reading scores as a range).

Collaboration Component: See the rubric for specific criteria that will be used to score this section of your practicum.

1. Explain different practices you implemented to collaborate with your colleagues to inform them of (1) identification guidelines and policies (Identification Chart and Resource Guidebook assignment) and (2) professional learning activities (Professional Learning and Ethical Practice assignment).
   a. Consider topics that helps others (i.e., professionals, families, or communities) to understand trends and issues in gifted education (i.e., issues focused on (a) identifying diverse populations, (b) traditional perspectives about gifted education, (c) understanding ways to respect diversity in gifted education, (d) acknowledging the need to study about gifted education, (e) having a professional ethic perspective about gifted education, (f) knowing about appropriate instruction for gifted students, and (g) supporting gifted education due to equity issues such as all individuals desire a quality, academic program that will help them reach their potential.
   b. Collaborative learning activities can include collaborative discussions, collaborative writing, group projects, group study, exploring curriculum and instruction, sharing information about gifted characteristics, talking with district personnel, sharing your Identification Chart and Resource Guidebook, sharing articles, sharing information about learning and assessment, and other activities.

2. Explain several ways that you can be a resource person (leadership role) for gifted education in your school or district for to provide recommendation for identification polices or guidelines or to help others learn about gifted education (professional development practice) or to advocate for gifted education or mentor others.

3. Explain different activities you can implement to collaborated with others (peers, colleagues, families, and/or students) to promote well-being of individuals with gifts and talents, for the purpose of one of theses: strengthen the learning environment, and to enact systematic change; to assume leadership roles at the school, district, state, and/or national level and to advocate for learners, the school, the community, and the profession.
D. 
Plagiarism Clause
I understand that if I plagiarize under any of the following conditions, I will receive a failing grade in the course:

- Submitting work as my original thought rather than acknowledging another’s ideas or creative thought,
- Submitting assignments that were taken from the Internet and acknowledging the work as my original thoughts,
- Submitting partial work that is copied directly from the Internet and acknowledged as my original thoughts,
- Paying another person to complete my assignments and submitting the work as my original thoughts
- Not documenting or citing the work correctly (for example, using other’s words as my own)

Responding to this email indicates that you have read and agree to the terms of the Plagiarism Clause. Please write in the comment box that you (1) agree to the Plagiarism Clause.