

Syllabus – Summer 2017
Course and Instructor Information

Course Title: Introduction to Gifted Education and Talent Development

Credits: 3

Professors: E. Jean Gubbins

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Office Hours/Availability: June 26-30, 2017 after class; July 3-7, 2017 anytime (E. Jean Gubbins)

Course Materials

Required course materials should be obtained before the first day of class.

Texts are available through a local or online bookstore of your choice. The [UConn Bookstore](#) carries the required text(s), which can be shipped ([fees apply](#)).

***Required Material:**

Rimm, S. B., Siegle, D., & Davis, G. A. (2018). *Education of the gifted and talented* (7th ed.). Upper Saddle River, NJ: Pearson. ISBN-13: 9780134778594

***Note: You are required to read the assigned chapters in the Rimm, Siegle, and Davis book before the course begins this summer.**

Required Material for Majors in the Creativity, Gifted Education, and Talent Development and Optional Material for Non-Majors:

Renzulli, J. S., Gubbins, E. J., McMillen, K. S., Eckert, R. D., & Little, C. A. (2009). *Systems & models for developing programs for the gifted & talented* (2nd ed.). Waco, TX: Prufrock Press. ISBN: 978-0-93638-644-7

Course Description

Course Description from Course Catalog

Issues encountered in developing giftedness and talents in students: the nature of exceptional abilities, the history of special provisions, major scientific studies dealing with superior abilities, and contemporary educational systems and models.

Additional faculty description

EPSY 5710—Introduction to Gifted Education and Talent Development is a graduate course designed for teachers and administrators interested in an overview of the critical topics in the education of students with gifts and talents. This course focuses on the academic, social, and emotional needs of bright youngsters, as well as the components of programs specifically designed to meet these needs. You will become familiar with a variety of teaching strategies and curriculum approaches that can be adopted or adapted for students involved in programs and services in various settings.

Course Objectives

By the end of the semester, students should be able to:

1. explain the historical and contemporary events that influenced the history of gifted education locally, regionally, or nationally;
2. compare and contrast current theories of intelligence to create an operational definition of giftedness that will guide the development defensible programs and services;
3. describe the strengths and weaknesses of various screening and identification plans used to determine which students need additional programs and services to develop their gifts and talents;
4. analyze the effectiveness of enrichment and acceleration programming options to enhance and extend learning opportunities for students with gifts and talents; and
5. evaluate the components of existing curricular systems and models tailored to meeting the needs of students with gifts and talents.

Course Outline and Calendar

Historical & Contemporary Perspectives		
Date	Rimm, Siegle, & Davis Chapters	Activities/Objectives
Monday, June 26, 2017 AM 8:30-12:00	Chapter 1	<p>Activities</p> <ul style="list-style-type: none"> • Introduce class members. • Provide overview of course content and requirements. <p>Objectives</p> <ul style="list-style-type: none"> • Explore historical and contemporary events or practices that affect attitudes and practices in gifted and talented education. <i>(Sally M. Reis)</i> • Evaluate historical and current theories of intelligence and definitions of giftedness. <i>(Sally M. Reis)</i>
Monday, June 26, 2017 PM 1:00-4:30		<p>Objectives</p>

Historical & Contemporary Perspectives		
Date	Rimm, Siegle, & Davis Chapters	Activities/Objectives
		<ul style="list-style-type: none"> Recognize how policies and issues affect the level of interest in the field of gifted and talented education. <p>Activities</p> <ul style="list-style-type: none"> Construct and share your personal definition of giftedness. Review peers' definitions and provide feedback on 2 definitions. Develop two annotated PowerPoint slides on theories of intelligence or definitions of giftedness. <i>(choices based on list to be provided in class)</i>

Characteristics of Gifted and Talented Students & Identification Techniques		
Date	Rimm, Siegle, & Davis Chapters	Objectives
Tuesday, June 27, 2017 AM 8:30-12:00	Chapters 2-3	<p>Objectives</p> <p>Understand the value and purpose of major components of programs and services for students with gifts and talents.</p> <p>Activities</p> <ul style="list-style-type: none"> Review the list of goals of educational programs for gifted and talented students in the preface (p. v) of the Rimm, Siegle, and Davis text. Rank the goals (1=high; 7=low) according to your personal perceptions. Share rankings of goals of educational programs for gifted and talented students. Compare and contrast your peers' rankings and determine which goals are most applicable to your current roles and responsibilities. Develop a rationale as to why it is important to screen and identify the potential gifts and talents of students.
Tuesday, June 27, 2017 PM 1:00-4:30		<p>Objectives</p> <ul style="list-style-type: none"> Develop an understanding of the cognitive, affective and social and emotional characteristics of students with gifts and talents. Understand the importance of developing research-based screening, nomination, identification, and placement system. Establish criteria for evaluating screening, nomination, identification, and placement system.

Characteristics of Gifted and Talented Students & Identification Techniques		
Date	Rimm, Siegle, & Davis Chapters	Objectives
		<p>Activities</p> <ul style="list-style-type: none"> • Review descriptions of screening, nomination, identification, and placement system. • Create a diagram (e.g., flow chart, list of steps, PowerPoint) of a defensible screening, nomination, identification, and placement system. • Prepare a written description of the screening nomination, identification, and placement system. • Create a profile of a student who would qualify for programs and services based on your screening nomination, identification, and placement system.

Research-based Programs and Services		
Date	Rimm, Siegle, & Davis Chapters	Objectives
Wednesday, June 28, 2017 AM 8:30-12:00	Chapters 4-6	<p>Objectives</p> <ul style="list-style-type: none"> • Analyze your current programs and services. • Describe major components of program and services for students with gifts and talents. • Discuss advantages and disadvantages of three acceleration techniques. • Create a rationale for implementing three acceleration techniques.
Wednesday, June 28, 2017 PM 1:00-4:30		<p>Objectives</p> <ul style="list-style-type: none"> • Discuss advantages and disadvantages of three enrichment techniques. • Create a rationale for implementing three enrichment techniques. • Highlight the advantages and disadvantages of grouping practices. • Explain grouping practices to an audience of your choice (e.g., researchers, administrators, teachers, parents). <p>Activities</p> <ul style="list-style-type: none"> • Review completed Appendix A—Case Study Profile for one student and complete Appendix B—Case Study Educational Plan.

Research-Based Systems & Models for Developing Programs & Services		
Date	Rimm, Siegle, & Davis Chapters	Objectives
Thursday,	Chapter 7	Objectives

Research-Based Systems & Models for Developing Programs & Services		
Date	Rimm, Siegle, & Davis Chapters	Objectives
June 29, 2017 AM 8:30-12:00	Majors in Creativity, Gifted Education, and Talent Development: Chapters 3, 10, 13, 22, and 24 in the Renzulli, Gubbins, McMillen, Eckert, & Little book	<ul style="list-style-type: none"> Introduce a selection of systems & models for developing gifted programs and services Activities <ul style="list-style-type: none"> Review summaries and evaluations of systems and models (https://sites.google.com/site/modelsforthegifted/) for additional information. Search the Internet for additional information on your selected models to complete the Analytical Chart—Part I (see Appendix C). Complete the Analytical Chart on four selected systems and models from the Rimm, Siegle, and Davis book (see Appendix C).
Thursday, June 29, 2017 PM 1:00-4:30	Chapter 14	Objectives Introduce historical and contemporary perspectives on the gifts and talents of gifted women and gifted girls. <i>(Sally M. Reis)</i>

Leadership, Underachievement, and Special Populations		
Date	Rimm, Siegle, & Davis Chapters	Objectives
Friday, June 30, 2017 AM 8:30-12:00	Chapters 11-13, 15	Activities <ul style="list-style-type: none"> Use PowerPoint or Google Slides to create one slide of a system or model. Share your slide with class participants.
Friday, June 30, 2017 PM 1:00-4:30		Objectives <ul style="list-style-type: none"> Examine potential reasons why language, culture, economic status, family background, and/or disability might influence the development of characteristics associated with giftedness. <i>(Ashley Carpenter)</i> Explore barriers to developing the gifts and talents of students from historically underrepresented and underserved groups, underachievers, and special populations in gifted and talented programs and services. <i>(Ashley Carpenter)</i>

NAGC & CEC Teacher Preparation Standards in Gifted and Talented Education

The following is a list of the Learning Module Goals and corresponding programming standards from two of our national associations: National Association for Gifted Children (NAGC) and Council for Exceptional Children (CEC). In states with mandates for identification and programming for students with gifts and talents, these standards are used as part of the

accreditation process through the Council for Accreditation of Educator Preparation (CAEP) for universities offering graduate programs in this field. CAEP represents a merger of the National Council for Teacher Education (NCATE) and the Teacher Education Accreditation Council (TEAC).

The standards also serve as a guide for all university personnel as they design, develop, and implement courses of study in this field. For a complete list of Teacher Preparation Standards in Gifted and Talented Education standards, please use the following link:
([http://www.nagc.org/sites/default/files/standards/NAGC-CEC CAEP standards \(2013 final\).pdf](http://www.nagc.org/sites/default/files/standards/NAGC-CEC%20CAEP%20standards%20(2013%20final).pdf)).

You may also be interested in reviewing the NAGC Pre-K-Grade 12 Gifted Programming Standards: A Blueprint for Quality Gifted Education Programs
([http://www.nagc.org/sites/default/files/standards/K-12 standards booklet.pdf](http://www.nagc.org/sites/default/files/standards/K-12%20standards%20booklet.pdf)).

National Association for Gifted Children (NAGC) and Council for Exceptional Children (CEC) Teacher Preparation Standards in Gifted and Talented Education

Historical and Contemporary Perspectives

NAGC-CEC Standard 6: Professional Learning and Ethical 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.

Characteristics of Gifted and Talented Students & Identification Techniques

NAGC-CEC Standard 1: Learner Development and Individual Learning Differences

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

NAGC-CEC Standard 4: Assessment

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.

4.2—Beginning gifted education professionals use knowledge of measurement principles and practices to differentiate assessments and interpret results to guide educational decisions for individuals with gifts and talents.

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.

Research-based Programs and Services

NAGC-CEC Standard 2: Learning Environments

2.1—Beginning gifted education professionals create safe, inclusive, culturally responsive learning environments that engage individuals with gifts and talents in meaningful and rigorous learning activities and social interactions.

2.4—Beginning gifted education professionals demonstrate understanding of the multiple environments that are part of a continuum of services for individuals with gifts and talents, including the advantages and disadvantages of various settings and teach students to adapt to these environments.

NAGC-CEC Standard 3: Curricular Content Knowledge

3.2—Beginning gifted education professionals design appropriate learning and performance modifications for individuals with gifts and talents that enhance creativity, acceleration, depth, and complexity in academic subject matter and specialized domains.

3.3—Beginning education professionals use assessment to select, adapt, and create materials to differentiate instructional strategies and general and specialized curricula to challenge individuals with gifts and talents.

3.4—Beginning gifted education professional understand that individuals with gifts and talents demonstrate a wide range of advanced knowledge and performance levels and modify the general or specialized curriculum appropriately.

NAGC-CEC: Standard 5: Instructional Planning and Strategies

5.1—Beginning education professionals know principles of evidence-based, differentiated, and accelerated practices and possess a repertoire of instructional strategies to enhance the critical and creative thinking, problem-solving, and performance skills of individuals with gifts and talents.

Research-Based Systems & Models for Developing Programs & Services

NAGC-CEC Standard 2: Learning Environments

2.1—Beginning gifted education professionals create safe, inclusive, culturally responsive learning environments that engage individuals with gifts and talents in meaningful and rigorous learning activities and social interactions.

2.4—Beginning gifted education professionals demonstrate understanding of the multiple environments that are part of a continuum of services for individuals with gifts and talents, including the advantages and disadvantages of various settings and teach students to adapt to these environments.

Leadership, Underachievement, and Special Populations

NAGC-CEC Standard 1: Learner Development and Individual Learning Differences

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.

Course Requirements and Grading

Course Requirements:

There are three course requirements for non-majors in Creativity, Gifted Education, and Talent Development and four course requirements for students who are majors in Creativity, Gifted Education, and Talent Development:

1. Read assigned chapters in the Rimm, Siegle, and Davis book on *Education of the Gifted and Talents*
2. Students who are majors in Creativity, Gifted Education, and Talent Development are required to read Chapters 3, 10, 13, 22, and 24 in the Renzulli, Gubbins, McMillen, Eckert, & Little book on *Systems & Models for Developing Programs for the Gifted & Talented*

3. The Autonomous Learner Model for the Gifted & Talented
George T. Betts & Jolene J. Kercher

10. The Grid: A Model to Construct Differentiated Curriculum for the Gifted
Sandra N. Kaplan

13. The Schoolwide Enrichment Model: A Focus on Student Strengths & Interests
Sally M. Reis & Joseph S. Renzulli

22. Differentiation: Making Curriculum Work for All Students Through Responsive Planning & Instruction
Carol Ann Tomlinson & Jane M. Jarvis

24. The Integrated Curriculum Model
Joyce VanTassel-Baska & Susannah M. Wood

3. **Assignment 1:** Complete Appendix B—Case Study Profile using actual or hypothetical data on a student. Be sure to integrate what you have learned from reading the Rimm, Siegle, and Davis book.

Assignment 1 is due **June 25, 2017** prior to the first day of class. If you enroll in the class late, then you may choose to complete one of the following Assignment 1 options. Your project is due **August 1, 2017**.

The reason for the difference in Assignment 1 and respective due dates is that I would like to use the completed Appendix B—Case Study Profiles as a class activity. Students will review the case study profiles and then complete Appendix C—Case Study Educational Plans.

Assignment 1 Options:

- Develop a screening and an identification system for a professional development presentation. Describe the system (1,500 words).
- Write a brief research paper on underachievement, gifted children with disabilities, gifted females, or topic of your choice (1,500 words).
- Write a brief paper on the history and future of education of gifted and talented students (1,500 words).
- Conduct an interview of a gifted/talented person and prepare a newsletter article (1,500 words).

4. Assignment 2:

- Prepare a professional development presentation on a topic of interest in gifted education and talent development for a specific audience (e.g., administrators,

teachers, school board members, parents, researchers). Use PowerPoint or Google slides and add notes to 10 slides (excluding title slides and references) with sufficient details to allow colleagues to conduct the presentation with an audience of their choice. Add a list of references. Your project is due **August 1, 2017**.

Assignments are designed to capture your knowledge, skills, and understandings on the specific topic. Some assignments provide opportunities to review and analyze your peers' responses and to re-evaluate your own thinking, solutions, or plans.

Each assignment should be an example of your professional writing with relevant citations and references. Please use the American Psychological Association publication guidelines (6th ed.). If you do not have access to the manual, consult the following resource: Purdue Online Writing Lab (OWL) (<https://owl.english.purdue.edu/owl/resource/560/08/>)

All assignments must be completed using a word processing program or presentation format. For the written assignments, use 12-point font. Proofread, spell check, and grammar check all assignments. All assignments should be forwarded to the instructor via email (ejean.gubbins@uconn.edu). Files need to be saved using the following format:

Last name, First initial. Assignment name, if provided (e.g., Harrison, L. Identification Plan)
 The Assignment Rubric will be used to evaluate the quality of your assignments. You will earn 0-60 points for each of the assignments.

Assignment Rubric			
	0 points	10 points	15 points
1. Quality of Completed Task	Did not complete assigned task	Quality response with some details	High quality response with extensive details
2. Effective Communication	Ineffective summary/analysis	Address almost all tasks	Summary/analysis well developed and addresses all tasks
3. Clarity of Content	Unorganized content	Logical flow of content	Logical flow of content contributes to valuable information/perspectives
4. Grammar & Mechanics	Multiple grammar and mechanical errors	Few grammar and mechanical errors	Free of grammar and mechanical errors

Summary of Course Grading:

Course Components	Weight
Daily Class Participation	20%
Assignment 1: Appendix B—Case Study Profile <i>or</i> Assignment 1 Option	40%

Course Components	Weight
Assignment 2: Professional Development Presentation	40%

The University of Connecticut policy associated with course grades follows:

Instructors are required to file grades with the University Registrar for all credit-bearing courses taken by a student. Although instructors are free to set the standard of performance expected in their courses, the following uniform scale is published to encourage general agreement on the meaning of grades:

- The letter A signifies work of distinction.
- The letter B represents work of good quality, such as is expected of any successful graduate student.
- The letter C represents work below the standard expected of graduate students in their area of study. It is recognized that work of C quality in a supporting area may be of benefit to students and that they should not be discouraged by the grading system from including some supporting work in their programs. Such work shall be identified on the plan of study. Plus and minus values may be assigned to all but failing grades, are entered on the permanent record, and are computed into the student's grade point average.
- A grade of D+, D, or D- signifies work of unsatisfactory quality. If a graduate student receives any form of a D grade, the course may not remain on the plan of study and the student's eligibility to continue in the degree program is reviewed by the student's advisory committee.
- The grade of F or U signifies failure in the course and necessitates a recommendation by the advisory committee to The Graduate School as to whether or not the student shall be permitted to continue graduate study.

Final grades of S (Satisfactory) or U (Unsatisfactory) are associated only with certain courses designated as such by the Executive Committee of the Graduate Faculty Council. Certain foreign language courses designed under method (2) for fulfillment of a doctoral language requirement also may carry the S or U grading option, if chosen by the student. (See "Foreign Language; Related or Supporting Area of Study.") An S is not computed into the student's grade point average whereas a U is viewed as an F. (Retrieved from [Graduate Catalog—Standards & Degree Requirements](#))

Due Dates and Late Policy

All course due dates are identified in the syllabus). *The instructor reserves the right to change dates accordingly as the semester progresses. All changes will be communicated in an appropriate manner.*

Late Policy. Students need to inform the instructor if an assignment cannot be completed by the due date. If there are extenuating circumstances, the instructor may agree to grant additional time.

Feedback and Grades

I will make every effort to provide feedback and grades in a timely manner.

Policies and Procedures

Scent Free and Smoke Free Classrooms and Offices

We have several people with allergies and asthma; therefore, we maintain a scent free and smoke free environment. Please refrain from smoking prior to class or during a break and do not use any scented products (e.g., perfumes, colognes, hair spray, hand lotions). We appreciate your cooperation.

Cell Phones and Texting

As an educator, or future educator, you understand the importance of “engagement” for learning. You also understand how nonacademic tasks detract from engagement. Please be respectful of your other students and me and do not electronically text during class, surf the web, or respond to cell phone calls. If you are expecting an important call, please silence your phone. When you are alerted to the incoming call, you may leave the room to take the call.

Student Responsibilities and Resources

As a member of the University of Connecticut student community, you are held to certain standards and academic policies. In addition, there are numerous resources available to help you succeed in your academic work. Review these important [standards, policies and resources](#), which include:

- The Student Code
 - Academic Integrity
 - Resources on Avoiding Cheating and Plagiarism
- Copyrighted Materials
- Netiquette and Communication
- Adding or Dropping a Course
- Academic Calendar
- Policy Against Discrimination, Harassment and Inappropriate Romantic Relationships
- Sexual Assault Reporting Policy

Students with Disabilities

The University of Connecticut is committed to protecting the rights of individuals with disabilities and assuring that the learning environment is accessible. If you anticipate or experience physical or academic barriers based on disability or pregnancy, please let me know immediately so that we can discuss options. Students who require accommodations should contact the Center for Students with Disabilities, Wilbur Cross Building Room 204, (860) 486-2020 or <http://csd.uconn.edu/>.

Software/Technical Requirements (with Accessibility and Privacy Information)

The software/technical requirements for this course include:

- HuskyCT/Blackboard ([HuskyCT/Blackboard Accessibility Statement](#), [HuskyCT/Blackboard Privacy Policy](#))
- Adobe Acrobat Reader ([Adobe Reader Accessibility Statement](#), [Adobe Reader Privacy Policy](#))
- Google Apps ([Google Apps @ UConn Accessibility](#), [Google for Education Privacy Policy](#))
- Microsoft Office (free to UConn students through <https://uconn.onthehub.com/>) ([Microsoft Accessibility Statement](#), [Microsoft Privacy Statement](#))
- Dedicated access to high-speed internet with a minimum speed of 1.5 Mbps (4 Mbps or higher is recommended).

Minimum Technical Skills

To be successful in this course, you will need the following technical skills:

- Use electronic mail with attachments.
- Save files in commonly used word processing program formats.
- Copy and paste text, graphics or hyperlinks.
- Work within two or more browser windows simultaneously.
- Open and access PDF files.

University students are expected to demonstrate competency in Computer Technology. Explore the [Computer Technology Competencies](#) page for more information.

Evaluation of the Course

Students will be provided an opportunity to evaluate instruction in this course using the University's standard procedures, which are administered by the [Office of Institutional Research and Effectiveness](#) (OIRE).

Additional informal formative surveys may also be administered within the course as an optional evaluation tool.

Appendix A—Case Study Profile
EPSY 5710 Introduction to Gifted Education and Talent Development
E. Jean Gubbins

Name:

Date:

Student Name (<i>pseudonym</i>)	Grade	Age	Gender __ M __ F
Student Description			
Description of School Setting			

Appendix A—Case Study Profile *(continued)*
EPSY 5710 Introduction to Gifted Education and Talent Development
E. Jean Gubbins

Name:

Date:

Description of Classroom Setting			
Student Academic Strengths	<input type="checkbox"/> Reading	<input type="checkbox"/> Art	<input type="checkbox"/> Other <i>(please list)</i>
	<input type="checkbox"/> Writing	<input type="checkbox"/> Music	
	<input type="checkbox"/> Math	<input type="checkbox"/> Physical Education	
	<input type="checkbox"/> Science		
	<input type="checkbox"/> Social Studies		
Student Academic Challenges	Brief Description		
Student Social Emotional Challenges <i>(if any)</i>			

Appendix A—Case Study Profile *(continued)*
EPSY 5710 Introduction to Gifted Education and Talent Development
E. Jean Gubbins

Name:

Date:

<p>Student Grades <i>(one reporting period)</i></p>	<p> <input type="checkbox"/> Reading/Literature <input type="checkbox"/> Writing <input type="checkbox"/> Math <input type="checkbox"/> Science <input type="checkbox"/> Social Studies <input type="checkbox"/> Art <input type="checkbox"/> Music <input type="checkbox"/> Physical Education <input type="checkbox"/> Other <i>(please list)</i> </p>	<p>Brief Description of Grading System <i>(e.g., grade range [letters or numbers], grade point average, percentages)</i></p>
<p>Student Test Data</p>	<p>Test Name(s)</p>	<p>Test Score(s) <i>(indicate highest possible score)</i></p>
<p>Student Involvement With Special Programs or Services</p>	<p>List Programs or Services</p>	

Appendix A—Case Study Profile *(continued)*
EPSY 5710 Introduction to Gifted Education and Talent Development
E. Jean Gubbins

Name:

Date:

Student Interests	In-school Interests	Out-of-school Interests
Attitude Toward School	Brief description	
List 3 Goals for This Student	1. 2. 3.	

Appendix A—Case Study Profile *(continued)*
EPSY 5710 Introduction to Gifted Education and Talent Development
E. Jean Gubbins

Name:

Date:

List 3 Goals/Aspirations Parent(s) Have for This Student	<ol style="list-style-type: none">1.2.3.
List 3 Questions About This Student That Need to be Addressed	<ol style="list-style-type: none">1.2.3.

Appendix A—Case Study Profile *(continued)*
EPSY 5710 Introduction to Gifted Education and Talent Development
E. Jean Gubbins

Name:

Date:

List 3 Questions About This Student That Parents Would Like Addressed	1. 2. 3.
List In-school or Out-of-school Leadership Opportunities	
Provide Additional Comments to Help Your Peer to Develop a Case Study Educational Plan	

Appendix B—Case Study Educational Plan
EPSY 5710 Introduction to Gifted Education and Talent Development
E. Jean Gubbins

Name:

Date:

Student Name (<i>pseudonym</i>)	Grade	Age	Gender __ M __ F
Description of School Setting			
Description of Classroom Setting			

Appendix B—Case Study Educational Plan *(continued)*
EPSY 5710 Introduction to Gifted Education and Talent Development
E. Jean Gubbins

Name:

Date:

Provide Your Responses to the List of 3 Questions the Teacher Believed Needed to be Addressed *(list the question)*

1.

2.

3.

Draft

Appendix B—Case Study Educational Plan
EPSY 5710 Introduction to Gifted Education and Talent Development
E. Jean Gubbins

Name:

Date:

Provide Your Responses to the List of 3 Questions the Parent(s) Believed Needed to be Addressed *(list the question)*

1.

2.

3.

Draft

Appendix B—Case Study Educational Plan *(continued)*
EPSY 5710 Introduction to Gifted Education and Talent Development
E. Jean Gubbins

Name:

Date:

Describe Your Educational Plan for This Student That Will Challenge Abilities and Talents and Address the Students' Affective Profile

Draft

**Appendix C—Systems & Models for Developing Programs for the Gifted & Talented
Analytical Chart**

Name:

Date:

System & Model	List or Infer Grade Levels Most Appropriate for the System or Model	Cite the Operational Definition of Giftedness <i>(if available)</i>	List Major Components of the System or Model	List Goals/Objectives	Describe Application to Current Professional or Personal Role and Responsibilities

***Systems & Models for Developing Programs for the Gifted & Talented
Analytical Chart***

Name:

Date:

Systems & Model	List or Infer Grade Levels Most Appropriate for the System or Model	Cite the Operational Definition of Giftedness (<i>if available</i>)	List Major Components of the System or Model	List Goals/Objectives	Describe Application to Current Professional or Personal Role and Responsibilities