

Talented & Gifted:

Working with High Achievers

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Introduction

Welcome to *Talented and Gifted*, an interactive computer-based instruction (CBI) course designed to help you achieve a better understanding of the talented and gifted student, methods used in identification, and strategies for instruction of these students in an inclusive classroom. *Talented and Gifted* provides information on the history of the exceptional in relation to education, current law, and accepted methods for referral, assessment and identification of these students. The course also covers major program models and methods of differentiating instruction to meet the rate and level of learning of those students identified. The course gives you an understanding of ways to meet the affective needs of the gifted and talented student in the regular classroom. This course also lists resources for teachers and parents who would like more information about the talented and gifted.

This computer-based instruction course is a self-supporting program that provides instruction, structured practice and evaluation all on your home or school computer. Information on installation and technical support can be found, and will be covered in detail, in the User Guide section of your computer software.

Course Materials

Software Title: *Talented and Gifted: Working with High Achievers*
Author: Dr. Pat Bentley
Publisher: Virtual Education Software, Inc. ©2002
Instructor: Margie Arnzen

There is a \$25 replacement fee for CD-ROMs.

Academic Integrity Statement

The structure and format of most distance-learning courses presume a high level of personal and academic integrity in completion and submission of coursework. Individuals enrolled in a CBI distance-learning course are expected to adhere to the following standards of academic conduct.

Academic Work

Academic work submitted by the individual (such as papers, assignments, reports, tests) shall be the student's own work or appropriately attributed, in part or in whole, to its correct source. Submission of commercially prepared (or group prepared) materials as if they are one's own work is unacceptable.

Aiding Honesty in Others

The individual will encourage honesty in others by refraining from providing materials or information to another person with knowledge that these materials or information will be used improperly.

Violations of these academic standards may result in the assignment of a failing grade and subsequent loss of credit for the course.

Level of Application

This course is designed to be an informational course with application in work or work-related settings. The intervention strategies are designed to be used with gifted and talented students ranging in age from approximately five years to early adolescence. Some alterations may be needed if working with younger children.

Course Objectives

Upon successful completion of this course, students will:

- Have become familiar with common practice in relation to identification of and service to gifted and talented students
 - Have gained working knowledge of common school practices in the identification of TAG process
 - Be familiar with tools used in assessment for identification purposes in TAG education
 - Learn techniques for assessing level and rate of learning
 - Be familiar with the characteristics and needs of typical talented and gifted students from special populations
 - Have developed a working knowledge of program options in the education of talented and gifted, which address commonly accepted academic needs
 - Be able to select appropriate programming based upon individual student needs
 - Have gained a working knowledge of common models of delivery of instruction that meet TAG needs
 - Have become familiar with methods of differentiating curriculum for talented and gifted students
 - Have learned how to communicate effectively with parents of gifted children so that the parents understand the specific programming needs of their child
 - Have developed an understanding of the social and emotional needs of TAG students (affective domain)
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Course Description

This course is designed to provide a foundation in talented and gifted education. It will provide individuals with the knowledge and skills necessary to identify and serve TAG students through a planned program for intellectually gifted and academically talented students within a framework of common practice based on current research. Students will gain an understanding of the characteristics and needs of TAG students, current legislation as it relates to the education of talented and gifted children in the USA, identification procedures, assessment options, programs and services models, and curriculum modification options.

The course begins with the history of gifted education and how it has evolved to the current state of gifted education in America. The course continues by listing and discussing specific characteristics commonly found in TAG children. The discussion will include information on the various screening tools used to identify TAG or GAT (Gifted and Talented) students. After this foundation is laid, the course will discuss various methods to effectively work with the gifted population. The course will explore useful approaches in various academic areas to help students strengthen weaker skills and increase skills and knowledge in stronger academic areas. The course will conclude with a discussion about the various aspects of gifted and talented education and how this may be impacted in the future.

Due to the structure of this course it is suggested that you complete each chapter in order. The course will allow you to move ahead to various chapters, but completing the course out of sequence may cause difficulty with your understanding of the materials. It will also make it more difficult to pass the chapter examinations and the course itself.

Student Expectations

As a student you will be expected to:

- Complete all information chapters covering talented and gifted education, showing a competent understanding of the material presented.
- Complete all examinations, showing a competent understanding of the material presented.
- Complete a review of any section on which your examination score was below 70%.
- Retake any chapter examination, after completing an information review, to increase that examination score to a minimum of 70% (**maximum of 3 attempts**).
- Complete all course journal article and essay writing assignments with the minimum word count shown for each writing assignment.
- Complete a course evaluation form at the end of the course.

Section Topics

Section 1: Chapter 1 – Introduction to Giftedness

Section 2: Chapter 2 – Definitions and Characteristics

Section 3: Chapter 3 – Identification Process

Chapter 4 – Working with TAG Students

Section 4: Chapter 5 – Model, Theories, and the Highly Gifted

Examinations

At the end of each course section, you will be expected to complete an examination designed to assess your knowledge. You may take these exams a total of three times. After your third attempt, each examination will lock and not allow further access. Your final grade for this course will be determined by calculating an average score of all exams. This score will be printed on your final certificate. As this is a self-paced computerized instruction program, you may review course information as often as necessary. You will not be able to exit any examinations until you have answered all questions. If you try to exit the exam before you complete all questions, your information will be lost. You are expected to complete the entire exam in one sitting.

Writing Assignments

This course has two required writing components:

TO SAVE YOUR ESSAYS:

Macintosh: When you select the question or article you wish to write on, simple text or text edit will automatically be launched. When you are finished, simply click on FILE>SAVE. **Do not select SAVE AS.** You do not need to give the document a name before saving. When you are done, select FILE>QUIT. **You must quit before you write another essay.**

Windows: When you select the question or article, notepad will automatically launch. When you are finished, click on FILE>SAVE. **Do not select SAVE AS.** You do not need to give the document a name before saving.

1) *Essay Requirement: Critical Thinking Questions*

There is a *critical thinking question* for each chapter or section. You will do research on the question and write a brief essay upon relating it to the course content (and your personal experiences when possible). To view the questions, click on ESSAY REQ, then on CRITICAL THINKING QUESTIONS. You will see the questions, one for each chapter or section. Click on the question you would like to work on; this will bring up a screen where you can enter your essay. You must write a minimum of 500 words per essay.

2) *Essay Requirement: Journal Articles*

This task requires you to write a review of three journal articles of your choice on a topic related to this course. You may choose journal articles outside the instructor's selected list, provided the content of the article relates to the course and you provide the journal name, volume, date and critical information so that the instructor can access and review that article. You must write a minimum of 200 words for each essay. To view the instructor list of journal articles and write your essays, click on ESSAY REQ. The VIEW ARTICLE button will lead you to a document, listing articles the instructor recommends for your research. In the dialog box below that, click on JOURNAL ARTICLE ASSIGNMENT; this will expand the folder, which contains links to the screens where you can write your reviews. When you are ready to stop, click on FILE>SAVE. You may go back at any point to edit your essays. For more information on the features of this assignment, please consult the HELP menu.

Author Description

Pat Bentley, Associate Professor and Director of Distance-Learning at Southern Oregon University, has been involved in the field of education for 35 years. Completing her Ph.D. coursework before she reaches 100 is one of her main goals. She began her career as a junior high school teacher in 1967. Pat then attended graduate school at the University of Oregon from 1969-71, receiving a Master's Degree in Education and completing graduate course work in Fine Arts (painting and printmaking), earning the rank of Master Printer. Following grad school, she was employed as a Media Specialist and Department Head in Graphic Arts at a regional educational service district, where she remained for a

decade. Awakening one morning, Pat felt an urge to change her life and entered the world of higher education where she has remained. She has served in the arenas of teaching and administration at SOU for 25 years. Her areas of specialization include Talented and Gifted, Exceptional Students, Native American Cultures, Technology in Teaching, and Internet for Educators in the Graduate Teacher Education Program at SOU. She has extensive interactive television and online teaching experience. She has also directed a regional Javitt's grant for teacher training in talented and gifted education for 12 years and authored several online courses and training handbooks.

Instructor Description

Margie Arnzen, MS/ED, is a special education teacher and guidance counselor with a Bachelor's Degree in Special Education and Psychology and a Master's Degree in Guidance Counseling. Ms. Arnzen has 16 years of combined experience in self-contained special education classrooms, resource rooms and regular secondary education. She has developed and overseen exceptional education, behavioral intervention and reading remediation programs at the K-12 level. Ms. Arnzen is currently the lead teacher and assistant principal at the Bancroft Center in Spokane, Washington, overseeing a program of 10 staff and 50 exceptional education students. Currently her TAG course is being offered through distance education at over 65 sites both nationally and internationally.

Contacting the Instructor

You may contact the instructor by emailing margie_arnzen@virtualeduc.com or by calling (509) 891-7219 Monday through Thursday. When calling during office hours, messages will be answered within 24 hours. Phone conferences will be limited to ten minutes per student, per day, given that this is a self-paced instructional program. Please do not contact the instructor about technical problems, course glitches or other issues that involve the operation of the course.

Technical Questions

If you have questions or problems related to the operation of this course CD, please try everything twice. If the problem persists please check our support pages for FAQs and known issues at www.virtualeduc.com and also the Help section on your course disk.

If you need personal assistance then email support@virtualeduc.com or call (509) 891-7219. When contacting technical support, please know your course version number, it is printed on the CD label, your operating system and be seated in front of the computer at the time of your call.

Minimum Requirements

Macintosh Operating Systems

Mac OS 9.x or OS 10.x, 256MB of RAM and 5MB of free hard disk space, 15" or larger color monitor with a minimum resolution of 800x600, CD driver 4x minimum speed and a printer connected to your computer.

Windows Operating Systems

Windows 2000, XP Home, Professional or newer, 256MB of RAM and 5MB of free hard disk space; 15" or larger color monitor with a minimum resolution of 800x600, CD driver 4x minimum speed and a printer connected to your computer.

Please contact VESi if you have any questions about the compatibility of these systems.

Refer to the addendum included with your software package regarding Grading Criteria, Course Completion Information, Items to be Submitted, and where to send your completed information.

Bibliography (Suggested Readings)

Teaching Gifted Kids in the Regular Classroom, Strategies and Techniques Every Teacher Can Use to Meet the Academic Needs of the Gifted and Talented, Susan Winebrenner, Free Spirit Pubs, Minneapolis, 2001.

“Technical Assistance Papers, 1 – 4,” Revised July 1990, Oregon Department of Education. (available in class, free of charge for enrolled students)

Additional Resources in Print

Comprehensive Curriculum for Gifted Learners, A Comprehensive Guide to Planning and Implementing an Effective Curriculum for Gifted Learners, Joyce VanTassel-Baska et al., Allyn & Bacon, Inc., Boston, 1993.

Gifted Students in Regular Classrooms, Practical Strategies and Illustrative Case Studies for Building Student-Centered Classrooms in Which Every Child Can Learn, Beverly N. Parke, Allyn and Bacon, Boston, 1989.

Growing Up Gifted, 4th Edition, Barbara Clark, Merrill of Macmillan Publishing Co., New York, 1992.

Patterns of Influence on Gifted Learners: The Home, the Self, and the School, edited by Joyce L. VanTassel-Baska and Paula Olszewski-Kubilius, Teachers College Press, Columbia University, New York, 1989.

Critical Issues in Gifted Education, Defensible Programs for Cultural and Ethnic Minorities, Vols. I & II, edited by C. June Maker, Shirley W. Schiever, Pro-ED, Austin, 1989.

A Practical Guide to Counseling the Gifted in a School Setting, 2nd Edition, Joyce VanTassel-Baska, ERIC, CEC, 1990.

Frames of Mind, The Theory of Multiple Intelligences, Howard Gardener, BasicBooks/Harper Collins, 1993.

Gifted Kids Speak Out, James Delisle, Free Spirit Pubs, Inc., 1988.

Smart Girls Gifted Women, Barbara A. Kerr, Ohio Psychology Publishing Company, Dayton, 1985.

Smart Girls: A New Psychology of Girls, Women and Giftedness, Gifted Psychology Press, Inc., July 1997.

GAT/TAG Web Resources:

<http://www.ualr.edu/~coedep/CURLinks/gate.html>

http://www.yahoo.com/text/education/k_12/gifted_youth/

<http://www.cec.sped.org/ericec/er-list.htm>

<http://www.nagc.org/toc.htm>