



Specialization In Teaching  
Gifted & Talented Learners

UW-Stevens Point ~ UW-Whitewater

**PRACTICUM IN TEACHING STUDENTS WITH GIFTS AND TALENTS**  
**UNIVERSITY OF WISCONSIN-Stevens Point**  
**EDUCATION 795: Section 79**  
**Full Practicum/On-site**  
**3 credits**

**Spring 2016**

Location: Individual Classroom

**Instructor:** Linda Staff

**Phone:** 715 212 3360

**Office:** Online

**E-Mail:** LStaff@uwsp.edu

**Office Hours:** Feel free to call between 9 a.m. and 10 p.m.

**Welcome to Education 795: Practicum in Teaching Students with Gifts and Talents: Full Practicum/On-Site**

This course is designed to allow you to acquire and demonstrate practical experience developing curriculum and teaching school-age students who have identified gifts and talents or who are of high academic ability while working in your own classroom.

Because you are working in your own classroom setting, a great deal of reflective analysis of your own teaching practice will be required of you.

This course is the intellectual property of the University of WI-Stevens Point.

***Any student seeking accommodations for a disability must present official documentation by the second week of class. Otherwise, no accommodations will be given. Exceptions will only be made for students who have a disability identified during the semester.***

## Purpose and Description of Course:

In this course, the teacher will observe educational programming for, plan instruction of appropriate learning experiences for, and teach students with gifts/talents using specifically designed methodologies. Additionally, teachers will engage in program and self-evaluation.

## NAGC-CEC Teacher Preparation Standards in Gifted and Talented Education

The following skill standards are addressed in this course.

### 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.*

Skill	Description	Addressed
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.	SP Educ 792 SP Educ 795
1.2	Beginning gifted education professionals use understanding of development and individual differences to respond to the needs of individuals with gifts and talents.	SP Educ 795

### Standard 2: Learning Environments

*Beginning gifted education professionals create safe, inclusive, and culturally responsive learning environments so that individuals with gifts and talents become effective learners and develop social and emotional well-being.*

Skill	Description	Addressed
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.	SP Educ 795
2.2	Beginning gifted education professionals use communication and motivational and instructional strategies to facilitate understanding of subject matter and to teach individuals with gifts and talents how to adapt to different environments and develop ethical leadership skill	SP Educ 795
2.3	Beginning gifted education professionals adjust their communication to an individual's language proficiency and cultural and linguistic differences.	SP Educ 795
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.	

### Standard 3: Curricular Content Knowledge

***Beginning gifted education professionals use knowledge of general and specialized curricula to advance learning for individuals with gifts and talents.***

Skill	Description	Addressed
3.1	Beginning gifted education professionals understand the role of central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and use their understanding to organize knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions within and across grade levels.	SP Educ 792
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.	SP Educ 792
3.3	Beginning gifted education professionals use assessments to select, adapt, and create materials to differentiate instructional strategies and general and specialized curricula to challenge individuals with gifts and talents.	SP Educ 792
3.4	Beginning gifted education professionals 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.	SP Educ 792

### 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.***

Skill	Description	Addressed
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.	
4.4	Beginning gifted education professionals use assessment results to develop long- and short-range goals and objectives that take into consideration an individual's abilities and needs, the learning environment, and other factors related to diversity.	
4.5	Beginning gifted education professionals engage individuals with gifts and talents in assessing the quality of their own learning and performance and in setting future goals and objectives.	SP Educ 795

## Standard 5: Instructional Planning and Strategies

*Beginning gifted education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance the learning of individuals with gifts and talents.*

Skill	Description	Addressed
5.1	Beginning gifted 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.	SP Educ 792 SP Educ 795
5.2	Beginning gifted education professionals apply appropriate technologies to support instructional assessment, planning, and delivery for individuals with gifts and talents.	SP Educ 792 SP Educ 795
5.3	Beginning gifted education professionals collaborate with families, professional colleagues and other educators to select, adapt and use evidence-based strategies that promote challenging learning opportunities in general and specialized curricula.	SP Educ 792
5.4	Beginning gifted education professionals emphasize the development, practice, and transfer of advanced knowledge and skills across environments throughout the lifespan leading to creative, productive careers in a multicultural society for individual with gifts and talents.	SP Educ 792
5.5	Beginning gifted education professionals use instructional strategies that enhance the affective development of individuals with gifts and talents.	SP Educ 792

## 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 in the profession.*

Skill	Description	Addressed
6.1	Beginning gifted education professionals use professional ethical principles and specialized program standards to guide their practice.	SP Educ 792
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.	

## Standard 7: Collaboration

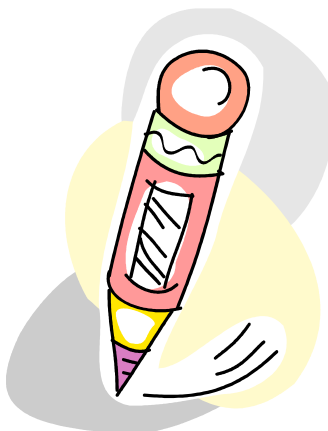
*Beginning gifted education professionals collaborate with families, other educators, related-service providers, individuals with gifts and talents, and personnel from community agencies in culturally responsive ways to address the needs of individuals with gifts and talents across a range of learning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

Skill	Description	Addressed
7.1	Beginning gifted education professionals apply elements of effective collaboration.	SP Educ 792 SP Educ 795
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.	

### Course Expectations:

All students should

- ✓ Apply high levels of scholarship and ethics to explore important matters in regard to educating students who are gifted/talented.
- ✓ Participate in On-Line Discussions by making thoughtful posts.
- ✓ Discuss questions regarding grades with the instructor privately.



## Course Requirements:

### 1) Cooperating Teacher Instructions:

#### a. Identify your Cooperating Teacher.

- i. During the first week of the semester, identify an individual who is willing to serve as your Cooperating Teacher for this practicum experience.
  1. Ideally, your Cooperating Teacher would be a practicing teacher or administrator who holds an 014 Gifted/Talented license from the state of Wisconsin. Because this license has only recently become available, it is possible you will not be able to find an individual who holds one.
  2. However, anyone who holds an administrative license can serve as your Cooperating Teacher.
  3. If there is an experienced teacher of the gifted or CESA employee who is willing to serve as your Cooperating Teacher but does not hold an 014 license, that person can complete your four observations and Final Evaluation as long as someone with an administrative license is willing to oversign your documentation. The person who oversigns your documentation would most likely be your principal.
  4. An individual who is highly experienced but does not hold an 014 license or an administrative license **cannot** serve as your Cooperating Teacher without someone with an administrative license who is willing to oversign. This is a DPI requirement.
- ii. Provide your Cooperating Teacher with four copies of the William and Mary Scales and a copy of your Final Evaluation form.
- iii. Schedule your four observation dates early in the semester. Cooperating Teachers, and especially principals, become very busy and it would be wise to be on that person's schedule early.

#### b. Role of the Cooperating Teacher:

- i. Your Cooperating Teacher will need to read and sign Form #1.
- ii. Your Cooperating Teacher will need to commit to observe you on four occasions and complete your four Observation Reports.
- iii. Your Cooperating Teacher will need to commit to completing and signing your Final Evaluation.

#### c. Role of UW-Stevens Point:

- i. UW-Stevens Point will oversee your paperwork and make certain that you have everything aligned to current DPI standards. Although we typically do not make observation visits for this type of practicum due to logistical issues (we have students in all areas of

- the state completing this practicum experience), if a significant issue arises, please contact your instructor.
- ii. UW-Stevens Point will keep your file intact for a period of seven years.
- d. Initial return of Form #1.
- i. Obtain the appropriate signatures and return Form #1 to your instructor.
  - ii. This form should be received in your instructor's office by **February 5, 2016**.
  - iii. Mail to me at:

***Linda Staff  
9208 Pineview Street  
Rothschild, WI 54474***

## 2) Observation Reports

- i. Your Cooperating Teacher should fill out an observation report using the William and Mary Scales for each of your four observations and discuss the results with you. Mail these reports to your instructor after obtaining all necessary signatures. Please do not fax your observations or send them electronically to the School of Education.
- ii. Include a copy of your lesson plan for each of the times you are observed. This helps your instructor follow along with what happened in your classroom that day. There is no assigned format for the lesson plan.
- iii. Observation Report due dates:

**Observation #1 by February 12, 2016  
Observation #2 by March 4, 2016  
Observation #3 by April 1, 2016  
Observation #4 by April 29, 2016**

**Your Observation Reports count as 100 points for your course grade. They are key portions of your evidence indicating your competency in teaching children with gifts and talents. If the formal observations indicate problematic areas in your teaching skills, your instructor reserves the right not to pass you in this practicum experience, even if you have adequate points from the other assignments. You may need to present further evidence that you are competent**

**in this area. This will be negotiated with you, and is at the full discretion of your instructor.**

3) Reflective Logs

- a. Write the three required logs in a thoughtful, reflective way that illuminates the positive and negative issues related to your teaching practice.
  - i. See D2L for further directions. Your logs may be uploaded to D2L and forwarded through the digital drop box.
  - ii. You will receive a detailed response to your Reflective Logs through D2L. Be sure to check regularly.
  - iii. Due dates for Reflective Logs:
    1. **Log 1: February 19, 2016**
    2. **Log 2: March 18, 2016**
    3. **Log 3: April 22, 2016**

4) Final Evaluation

- a. Arrange for your Cooperating Teacher to complete your Final Evaluation form.
  - i. Discuss the results and obtain the necessary signatures. All required signatures are **critically important** on this document.
  - ii. Mail your Final Evaluation to your instructor. Your original document will be signed and returned to you. A copy of your Final Evaluation will be kept in your file on campus for a period of seven years.
- iii. **Final evaluation due May 11, 2016**

5) On-Line Discussions.

- a. Participate in the three on-line discussions as assigned throughout the semester.
  - i. Be sure to participate fully.
  - ii. Give thoughtful responses.
  - iii. Respond to the posts of other students.
  - iv. A minimum of five thoughtful posts are required for each discussion.
  - v. Dates for On-Line Discussions:
    1. **Discussion 1: February 5-February 26, 2016**
    2. **Discussion 2: February 29-March 18, 2016**
    3. **Discussion 3: March 21-April 15, 2016**

6) Portfolio

- a. The DPI requires a portfolio of any student who is completing a practicum experience.
- b. See D2L for specific instructions.
- c. Due: **May 11, 2016**



## Assessment and Grading:

TOPIC/TITLE	PTS POSS
Reflective Log 1	30
Reflective Log 2	30
Reflective Log 3	30
Observation 1	25
Observation 2	25
Observation 3	25
Observation 4	25
Lesson Plan 1	5
Lesson Plan 2	5
Lesson Plan 3	5
Lesson Plan 4	5
Discussion 1	15
Discussion 2	15
Discussion 3	15
Portfolio	50
On-time	15
<b>Total Possible</b>	<b>320</b>

## Grading:

(Please note that this is not a traditional grading scale, but one that has been modified for graduate students who are working on courses in their area of interest.)

100-97 = A	93-91 = B+	84-82 = C+	75-73 = D+	64 & BELOW=F
96-94 = A-	90-88 = B	81-79 = C	72-70 = D	
	87-85 = B-	78-76 = C-	69-65 = D-	



**NOTE:** Please keep copies of all written documents that you submit to your instructor.