

**Murray State University**

**DEPARTMENT: EDUCATIONAL STUDIES, LEADERSHIP & COUNSELING**

**COURSE PREFIX: GTE      COURSE NUMBER: 694      CREDIT HOURS: 3**

**I. TITLE:** Supervised Practicum in Gifted Education

**II. COURSE DESCRIPTION AND PREREQUISITE(S):** This is a course designed to provide field experience so the teacher may apply principles and educational procedures for teaching gifted students. This course requires a portfolio score of 82 or above.

Repeatable to six hours.

**Prerequisite(s):** GTE 691 and GTE 692, and either EDU 655, 693, or 695.

**III. COURSE OBJECTIVES:**

Each of the behaviors indicated below is referenced to the Kentucky Teacher Standards (KTS) and to National Association for Gifted Children - the Council for Exceptional Children (NAGC-CEC) Teacher Knowledge & Skill Standards, and are understood to be reflective of, but not limited to, those behaviors advocated by the Kentucky Educational Initiatives. Both KTS and NAGC-CEC Standards can be found inside Blackboard "Course Info" folder.

As a result of their participation in this course, students will grow as Reflective Decision-Makers and will be able to:

- A.** plan instruction at the appropriate level in a variety of subject areas for gifted students. (KTS1-10; NAGC-CEC 2, 3, 4, 5);
- B.** be able to design and arrange the classroom environment for effective instruction of gifted students. (KTS 2, 3; NAGC-CEC 2, 3, 5);
- C.** be able to demonstrate effective practices of classroom management. (KTS 3, 4; NAGC-CEC 2, 5);
- D.** be able to plan and exhibit adequate evaluation of student learning in the areas taught. (KTS 5; NAGC-CEC 4);
- E.** demonstrate an understanding of student behavior and be able to recognize functioning gifted behaviors. (KTS 1; NAGC-CEC 1);
- F.** maintain comprehensive, accurate, and understandable cumulative records for the gifted, students in their assigned classes. (KTS 9, 10; NAGC-CEC 6, 7);
- G.** demonstrate the ability to work cooperatively with the supervising teacher, other teachers in the school, the principal, aides, custodians, and other school staff personnel in regards to the needs of gifted students. (KTS 8, 10; NAGC-CEC 6, 7);
- H.** be able to communicate with parents and develop strategies to involve the parents in their children's learning. (KTS 8, 10; NAGC-CEC 6, 7); and
- I.** demonstrate reflective practice and growth. (KTS 7, 9; NAGC-CEC 6)

The *COEHS Conceptual Framework* and the *Theme of Educator as Reflective Decision-Maker* are addressed in this course by urging students to consider the gifted student's

nature and needs, prepare themselves on how to best serve those needs, reflect upon the implications of differentiated strategies, and make informed decisions about future instruction.

The theme of *Diversity* is explored in the course through planning multifaceted instructional and assessment options. Students learn to assess and plan for the learning and achievement of all learners, regardless of gender, ethnicity, learning styles, or exceptionalities.

*Technology* is addressed through the provision of current web resources in the area of creativity and gifted education, use of technology in teaching and learning activities in the course, and through Blackboard-enhanced instruction.

The ESPB Themes – *Diversity, Assessment, Literacy/Reading, and Gap Achievement* are analyzed and discussed as students conduct research, write and prepare professional programs to fully explore the topic.

NAGC-CEC Gifted Education dispositions to be assessed in course participation and assignments:

- A. Social behaviors are learned and can be modeled and taught.
- B. Parents and guardians are partners in the development of effective programming for their children.
- C. A range of instructional methods promotes and develops high academic achievement.
- D. Every task provides information about student learning.
- E. Assessment links to what each student needs to learn or has learned.
- F. Growth as a professional requires reflection and study in collaboration with other scholars.

**IV. CONTENT OUTLINE:**

Content will vary in accordance with individual placements.

**V. INSTRUCTIONAL ACTIVITIES:**

NA

**VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCE:**

The Practicum is a field-based experience.

**VII. TEXT(S) AND RESOURCES:**

- A. Students will utilize resources available in the Practicum setting as well as those developed/procured through their own initiative. They will also use the resources from their previous GTE courses.
- B. Make good use of the university library and KY Virtual library: <http://www.kyvl.org/>
- C. COEHS resource materials – 3<sup>rd</sup> floor, Rm. 313, Alexander Hall
- D. Major organizations & resources for gifted education:  
NAGC (National Association for Gifted Children) <http://www.nagc.org/>

WCGTC (World Council of Gifted and Talented Children) <https://world-gifted.org/>  
KAGE (Kentucky Association for Gifted Education): <http://kagegifted.org/>  
KDE Gifted & Talented Website: <http://education.ky.gov/specialed/GT/Pages/Gifted-and-Talented-Resources.aspx>  
SENG (Supporting Emotional Needs of the Gifted):  
[http://www.sengifted.org/articles\\_social/Sword\\_EmotionalIntensityInGiftedChildren.shtml](http://www.sengifted.org/articles_social/Sword_EmotionalIntensityInGiftedChildren.shtml)  
Hoagies Gifted Webpage: <http://www.hoagiesgifted.org/>

### **VIII. EVALUATION AND GRADING PROCEDURES:**

The Practicum performance is evaluated on a letter grade basis. The evaluation is a result of class observations, written plans and reflective statements. See also: Portfolio Checklist and Scoring Guide inside Course Info folder on Blackboard.

#### **A. Course Requirements:**

All students must be familiar with Canvas. If you haven't done so, please take time to learn how to use Canvas on the login page, so you know how to get to the course content, submit your assignments, or review your grades, etc. Also spend time going through the site, so you can see how everything is organized.

#### **B. Grading Scale:**

A = 90-100%  
B = 80-89%  
C = 70-79%  
D = 60-69%  
E = Below 60%

#### **C. Assignments:**

Details of course schedule and assignment due dates can be found on Canvas inside "Assignments" folder.

Students will submit tasks via Canvas on or before the designated dates.

Submissions may be accepted up to one week late for up to 20% point deduction.

### **IX. ATTENDANCE POLICY:**

Students are expected to adhere to the MSU Attendance Policy outlined in the current *MSU Bulletin*. Students are expected and strongly encouraged to attend class regularly and on time in order to gain maximum benefit from the course. Class attendance will be checked and will be an explicit factor in the course grade as reflected in the class participation component. Students are responsible for all material missed due to class absences.

### **X. ACADEMIC HONESTY POLICY:**

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

**Violations of Academic Honesty include:**

**Cheating** - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

**Fabrication and Falsification** - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

**Multiple Submissions** - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

**Plagiarism** - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

**If the disciplinary action results in the awarding of a grade of F in the course, the student(s) may not drop the course.**

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Institutional Diversity, Equity and Access. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

**XI. NON-DISCRIMINATION POLICY AND STUDENTS WITH DISABILITIES:****Policy Statement**

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in

employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. For more information, contact the Executive Director of Institutional Diversity, Equity and Access, 103 Wells Hall, (270) 809-3155 (voice), (270) 809-3361 (TDD).

Students with Disabilities

Students requiring special assistance due to a disability should visit the Office of Student Disability Services immediately for assistance with accommodations. For more information, students should contact the Office of Student Disability Services, 423 Wells Hall, Murray, KY 42071. 270-809-2018 (voice) 270-809-5889 (TDD).