Dr. Joe Benson, Interim Provost  
The University of Alabama  
Rose Administration Building  
Tuscaloosa, AL 35487

Re: Special Education (MA) Gifted and Talented

Dear Dr. Benson,

After reviewing the College of Education’s proposal to offer the Master of Arts Degree in Special Education with a Specialization in Gifted and Talented Education in a blended delivery format, I find the requested change does not warrant a notification to SACSCOC. Both the degree program and delivery format were approved previously by SACSCOC.

Sincerely,

Dr. Virginia Bishop,  
Director of Institutional Effectiveness
Benson, Donald

From: Benson, Donald
Sent: Friday, June 20, 2014 8:24 AM
To: Peter Leb; ewilson@bama.ua.edu; Siders, Jim
Cc: David Francko (dfrancko@aalan.ua.edu); Schmitt, John; Bishop, Virginia
Subject: Gifted and Talented Program

Peter,

This is to inform you that the proposal to offer the Master of Arts Degree in Special Education with a Specialization in Gifted and Talented Education in an blended format has been approved effective June 20, 2014.

Should you have questions, please don’t hesitate to contact me.

Joe
Check List

Before you submit your Substantive Change Report, please ensure that you have completed the following steps related to Appendix C. Please check off each line when you have completed that step.

<table>
<thead>
<tr>
<th>Degree Program Curriculum</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Have you identified the degree program and affirmed that the program is currently listed on the official UA ACHE Degree Program Inventory?</td>
<td>See Appendix A</td>
</tr>
<tr>
<td>2. Have you listed all the courses (course prefix and number, course title) that make up the degree program?</td>
<td>See Page 4</td>
</tr>
<tr>
<td>3. Have you provided a hard copy (or a hyperlink or an electronic copy) of the course syllabus for every course in the degree program?</td>
<td>See Appendix D</td>
</tr>
<tr>
<td>4. Does each syllabus contain clearly defined and measurable course-level student learning outcomes to be achieved upon completion of the course?</td>
<td>See Appendix D</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Faculty Qualifications</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>5. Have you identified the faculty member(s) who will teach each course in the degree program?</td>
<td>See Appendix C</td>
</tr>
<tr>
<td>6. Have you provided a hard copy (or a hyperlink or electronic copy) of the CV of each College of Education faculty member teaching the courses in the degree program?</td>
<td>See Appendix C</td>
</tr>
<tr>
<td>7. Have you affirmed that each faculty member teaching each of the courses in the degree program holds the appropriate degree and/or credentials qualifying him/her to teach the respective course in accordance with the UA and SACSCOC faculty credential requirements?</td>
<td>See Page 12</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Credit Hour Policy</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. Have you specifically indicated (course by course) how each course in the degree program meets the UA Credit Hour Policy?</td>
<td>See Appendix B</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Learning Outcomes Assessment</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. Have you prepared an assessment plan for the proposed distance degree program that meets the UA Division of Academic Affairs Program and Student Learning Outcomes Assessment requirements?</td>
<td>See Pages 14-15</td>
</tr>
<tr>
<td>10. Have you affirmed that the measurement of program outcome achievements and student learning outcome achievements includes both on-campus and distance learning students?</td>
<td>See Page 15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Library and Learning Resources</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>11. Have you affirmed that the students enrolled in the distance degree program will have access to the same or comparable library and information resources as the on-campus student enrolled in the program and that staffing and services are in place to support the distance offering?</td>
<td>See Page 12</td>
</tr>
<tr>
<td>12. Have you affirmed that adequate physical facilities and equipment are accessible to the distance student to meet the demands and expectations of the degree program?</td>
<td>See Page 14</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Signature and Submission</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>13. Have you signed the UA Substantive Change Routing Approval Form and forwarded it and all supporting documentation to the College of Education Senior Associate Dean?</td>
<td>See Substantive Change Routing Approval Form</td>
</tr>
</tbody>
</table>
MEMORANDUM

TO: Dr. Joe Benson
Interim Provost

FROM: John Schmitt

SUBJECT: Substantive Change: Specialization in Gifted and Talented Education in the M.A. program in Special Education

The first page of the attached binder is a signed routing form for this substantive change. We evaluated the proposal and received a revision incorporating our suggestions.

Dean Francko and I agree that the proposal is consistent with Graduate School policies and procedures and are happy to offer our support of it.

We understand that the SACSCOC Liaison at some time will determine whether or not the proposal meets SACSCOC policies for substantive change.

I would appreciate your letting Dean Hlebowitsh, Associate Dean Wilson and me know if you approve the proposal.

Thank you.

JS/ms

Attachments:
Routing Form with Proposal
MA in Special Education

Persons to be contacted with questions regarding this submission:

Jim Siders, Department Head 205-348-6093 – jisers@bamaed.ua.edu  
Jane Newman, Program Coordinator 205-348-1444 – jnewman@bamaed.ua.edu  
Kevin Besnoy, Program Faculty 205-348-9141 – kdbesnoy@bamaed.ua.edu

Acknowledgement to Rick Houser and Carol Donovan for assistance with the prospectus formatting
All Off-Campus Sites at which 50% or more of a Program’s credits are available
The University of Alabama Gadsden Center, Gadsden, AL

Programs for which 50% or more of the Program’s Credits are Approved for Electronic Delivery

<table>
<thead>
<tr>
<th>Program</th>
<th>Title</th>
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<tbody>
<tr>
<td>Aerospace Engineering</td>
<td>MSAE</td>
</tr>
<tr>
<td>Mechanical Engineering</td>
<td>MSME</td>
</tr>
<tr>
<td>Engineering (college-wide program)</td>
<td>MSE</td>
</tr>
<tr>
<td>Civil Engineering</td>
<td>MSCE</td>
</tr>
<tr>
<td>Electrical Engineering</td>
<td>MSEE</td>
</tr>
<tr>
<td>Environmental Engineering</td>
<td>MSE</td>
</tr>
<tr>
<td>Rehabilitation Counseling</td>
<td>MA</td>
</tr>
<tr>
<td>Health Studies</td>
<td>MA</td>
</tr>
<tr>
<td>Educational Leadership</td>
<td>EdS</td>
</tr>
<tr>
<td>Educational School Psychology</td>
<td>EdS</td>
</tr>
<tr>
<td>Master of Law and Taxation</td>
<td>LLM</td>
</tr>
<tr>
<td>Mechanical Engineering</td>
<td>BSME</td>
</tr>
<tr>
<td>Nursing (Case Management specialty)</td>
<td>MSN</td>
</tr>
<tr>
<td>Consumer Sciences</td>
<td>BSHES</td>
</tr>
<tr>
<td>Food and Nutrition</td>
<td>MSHES</td>
</tr>
<tr>
<td>Human Environmental Sciences (general)</td>
<td>MSHES</td>
</tr>
<tr>
<td>Business Administration</td>
<td>MBA</td>
</tr>
<tr>
<td>Human Environmental Sciences (general)</td>
<td>BSHES</td>
</tr>
<tr>
<td>Restaurant &amp; Hospitality Management</td>
<td>BSHES</td>
</tr>
<tr>
<td>Social Work</td>
<td>MSW</td>
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<tr>
<td>Elementary Education</td>
<td>MA</td>
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<tr>
<td>General Busness</td>
<td>BSCBA</td>
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<tr>
<td>Library and Information Studies</td>
<td>MLIS</td>
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<td>Consumer Sciences concentration</td>
<td>MSHES</td>
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<tr>
<td>Child Development Practitioner’s Option</td>
<td>BSHES</td>
</tr>
<tr>
<td>Early Child Development Option</td>
<td>BSHES</td>
</tr>
<tr>
<td>Engineering Science &amp; Mechanics</td>
<td>MSESIM</td>
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<td>Operations Management</td>
<td>MS</td>
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<td>Counselor Education</td>
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<td>Secondary Education</td>
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<td>Secondary Reading Specialist</td>
<td>MEd</td>
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<tr>
<td>Management</td>
<td>MA</td>
</tr>
<tr>
<td>Doctor of Nursing Practice</td>
<td>DNP</td>
</tr>
</tbody>
</table>
Degrees Which Institution is Authorized to Grant

Certificate and degree program which are related to the proposed program:
a masters in special education with specialization in Gifted and Talented is offered on the Tuscaloosa campus. The goal of the masters degree program in special education with specialization in gifted and talented education is to prepare teachers to accommodate the wide range of learning styles and developmental readiness for instruction found in all the learners in a given classroom. Specifically, our program imbues educators with the knowledge and skills they need to teach students in grades K-12 identified with above average academic, intellectual, creative abilities, and artistic abilities. The emphasis in GT coursework and field placements is on developing the expertise necessary to meet the needs of individual children, regardless of the type of classroom placement or label they have been assigned.

The updated program will require collaboration between Gifted Education faculty and faculty members in Special Education, Educational Foundations, Educational Research, and Educational Technology. Several of the proposed courses currently exist in face-to-face, blended, and on-line formats, but a number of courses will have to be developed as blended entities. This degree program will transform the current on-campus masters program to a blended model.

Institutional strengths that facilitate the offering of the proposed program:
The MA in Special Education with specialization in Gifted and Talented Program at the University of Alabama is well established.

Distance learning is also well established at The University of Alabama, which currently offers many courses on line. The College of Continuing Studies has the experience and the expertise to assist in developing and offering these courses. The blended model (and historically the weekend format) relies on the marketing outreach of CCS. Each year we email all of Alabama's superintendents and principals informing them about our program. Additionally, in collaboration with the College of Continuing Studies, we advertise our program at the annual Alabama Association for Gifted Children Conference as well as the National Association for Gifted Children Conference. Finally, The College of Continuing Studies employs a full-time recruiter who promotes all non-traditional programs offered through The University of Alabama. The recruiter is responsible for providing program information at career fairs, education fairs, community colleges, businesses, etc., across the state of Alabama, Southeast region, and beyond. In addition, tailored recruitment visits can be designed for specific programs as appropriate. The College of Education has several on-line programs. Each department that will offer a course in this program has professors with experience in on-line teaching. The professors will be experienced and primarily full-time faculty in the College of Education.

Nine of the courses that will comprise this program are currently on-line. Two courses will have to be developed. The professors who will teach the courses have agreed to develop them for on-line delivery.
<table>
<thead>
<tr>
<th>Course</th>
<th>Term Offered</th>
<th>Format Delivery</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPE 581 Psychology of Gifted Education*</td>
<td>Fall</td>
<td>Blended</td>
</tr>
<tr>
<td>SPE 582 - Teaching the Gifted Child*</td>
<td>Spring</td>
<td>Blended</td>
</tr>
<tr>
<td>SPE 583 - Creative Problem Solving*</td>
<td>Fall</td>
<td>Blended</td>
</tr>
<tr>
<td>SPE 584 - Special Populations in GT*</td>
<td>Spring</td>
<td>Blended</td>
</tr>
<tr>
<td>SPE 585 - Advanced Thinking Skills †</td>
<td>Summer</td>
<td>Blended</td>
</tr>
<tr>
<td>SPE 589 – Summer Enrichment Workshop GT Internship (Taught on campus)</td>
<td>Summer</td>
<td>Face-to-Face</td>
</tr>
<tr>
<td>SPE 589 – Practicum in GT (Taught at student’s home school)</td>
<td>Fall</td>
<td>Blended</td>
</tr>
</tbody>
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**Foundation Courses**

<table>
<thead>
<tr>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>BEF 503 – History of American Education</td>
</tr>
</tbody>
</table>

**Research Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>BER 500 – Introduction to Educational Research</td>
<td>Every Term</td>
</tr>
<tr>
<td></td>
<td>Online</td>
</tr>
</tbody>
</table>

** Elective Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Term Offered</th>
<th>Format Delivery</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAT 531 – Computer-based Instructional Technology</td>
<td>Every Term</td>
<td>Online</td>
</tr>
<tr>
<td>SPE 586 - Social Emotional Issues in GT</td>
<td>Alternate Spring</td>
<td>Blended</td>
</tr>
<tr>
<td>SPE 587 – Differentiated Instruction</td>
<td>Summer</td>
<td>Online</td>
</tr>
</tbody>
</table>
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**Appendix B** Gifted Faculty Vitae  
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1. Abstract
The University of Alabama has offered a masters degree in special education with specialization in gifted and talented education since 1978. The proposed change is to switch the current program from a weekend delivery only format to a blended delivery (combination of both face-to-face, weekend, and on-line) format. The University of Alabama's College of Education, Special Education and Multiple Abilities Department, offers courses that lead to certification in the specialized area of gifted and talented (K-12). Emphasis is placed on experiences that lead to an understanding of the special nature and needs of students who are gifted and talented, the application of a variety of instructional models and appropriate educational strategies, and the development of skills necessary to plan and implement differentiated educational programming. This 30 credit-hour blended learning degree will allow the program to reach students who live at a distance from Tuscaloosa and who would, otherwise, seek to earn a masters degree in special education with specialization in gifted and talented from another university, or not continue their education at all. Flipping our curriculum to a blended delivery model, allows us to maximize current technologies and making the most out of our face-to-face time because students come prepared to apply the knowledge and skills developed through the online content. Many teachers in remote areas have restricted access to graduate education. A blended program will make a masters degree in special education with specialization in gifted and talented available to them, without the expense of traveling to Tuscaloosa and staying in a hotel in order to attend “weekend college”.

Eligible students will be those who have:
1. received a letter of recommendation from program faculty
2. obtained an Alabama B-level certificate for teaching
3. completed at least two years of full-time teaching experience

Using SPE 589 (SEW) as a metric, we have ranged from 8 – 17 students annually. We anticipate similar numbers of students graduating in future years.

Table 2. Program graduation profile

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>14</td>
</tr>
<tr>
<td>2013</td>
<td>17</td>
</tr>
<tr>
<td>2012</td>
<td>9</td>
</tr>
<tr>
<td>2011</td>
<td>13</td>
</tr>
<tr>
<td>2010</td>
<td>14</td>
</tr>
<tr>
<td>2009</td>
<td>8</td>
</tr>
</tbody>
</table>

Instructional delivery methods
The blended courses will use many of the most current methods of delivering instruction through both face-to-face and distance education mediums. In addition to traditional face-to-face instructional strategies, professors will blend instruction with distance learning strategies such as: (a) on-line video conferencing, (b) live chat, (c) Blackboard learning, (d) modules, (e) on-line videos, (f) discussion boards, (g) course readings, and (h) reflection papers. Our reference to flipped content is represented by the above practices and is not typical of the face-to-face delivery model.

2. Background Information
Statement of the nature and proposed change in the context of the Institution’s mission and goals:
The proposed blended masters program in special education with specialization in gifted and talented is the direct result of the College of Education’s interest in increasing our service to teachers in the state and region by
offering them high-quality opportunities for graduate study. In the past, our MA students traveled to the Tuscaloosa campus from throughout the state. During most semesters, the weekend delivery format required students to travel to Tuscaloosa for 8 weekends a semester. One barrier to graduate study for remote teachers is the expense of coming to Tuscaloosa and staying overnight in a hotel in order to attend “weekend college” classes. A blended approach to coursework reduces students’ expenses. At the same time, it allows program professors to maintain face-to-face contact with students. This blended approach will provide our students much needed schedule flexibility while maintaining an up-close and personal approach. Awareness of millennial students in conjunction with needs and expertise in technology was a catalyst that initiated this transformation (Prensky, 2001, 2009). As technology became more prevalent, we recognized the feasibility of delivering a significant portion of the program through an online medium. Our process to transform this program has evolved from pure weekend delivery with minimal technology interface, to an abbreviation of face-to-face and moderate use of technology, to the current 50% plus use of technology and balanced face-to-face in a flip format. Blending course delivery also provides the student the opportunity for a better balance of distributed versus massed learning time when portions are removed from the massed time on the weekend and distributed over the week based upon student opportunity.

Initial Date of Implementation:
Students who will be ready to begin the MA program in August, 2014, are expressing a strong interest in the blended type of course delivery. We attribute this interest to the innovation and effective, blended transformation to date and to data collected and analyzed from the SOI course evaluations.

Whether the degree program or similar program is offered on the main campus or at other off-campus sites:
A masters in special education with specialization in gifted and talented is offered on the UA campus. The proposed blended masters program in Special Education with a specialization in GT will transform the current MA program.

3. Assessment of Need and Program Planning/Approval

As a result of the inclusive education movement, today’s classrooms are filled with students who have a wide range of abilities and interests. To meet students’ vast social and academic needs, learning opportunities must provide a flexible program prototype that responds to the varying abilities and interests of students. In great measure, school teachers are not prepared to meet many of these needs because their pre-service preparation programs did not give them sufficient, explicit training in teaching methods designed to accommodate gifted children’s needs. Such accommodations have been seen as the responsibility of special education. More specifically, gifted education specialists know that students learn better when instruction is designed to accommodate their learning preferences. Thus, teachers, need to have a greater repertoire of teaching strategies and methods to meet the needs of these students.

Further exacerbating the problem that most school teachers' store of pedagogical knowledge targets "average" learners is the reality that many children who are being served by pull-out education spend large amounts of their time in the regular classroom. A growing trend across the nation is to “cluster” small groups in the general education classroom and to differentiate their instruction, depending on their strengths. Consequently, all educators today need to be prepared to teach in classrooms characterized by a great diversity of student learning styles, developmental differences, and cognitive abilities. All teachers, whether they are "general" or "GT" educators, must have a well-developed knowledge base and repertoire of skills to accommodate the unique learning differences of all children (Renzulli & Reis, 2013).
The Gifted Education Program Update

Dr. Carol Schlichter started the MA in special education with specialization in gifted and talented program in 1978. The program is built on the foundations of the Renzulli Triad Enrichment Program (1970) and the Talents Unlimited Model (Schlichter, 1970). The MA in special education with specialization in gifted and talented is a 30-hour course of study that provides pre-service teachers with both knowledge of and practice in applying instructional strategies and teaching methods associated with gifted education.

The MA programs in special education with specialization in gifted and talented are designed to prepare master teachers to provide a variety of direct educational services and activities that nurture the special needs of gifted and talented youth. In order to prepare graduates, coursework for the 30-credit-hour MA program will be delivered through a blended format of face-to-face, online, and web-assisted instruction. The blended format combines face-to-face and online learning thereby reducing the number of times students must travel to campus while maintaining the opportunity for professors and students to develop a highly valued teacher-student rapport.

Our process to transform this program has evolved from pure weekend delivery with minimal technology interface, to an abbreviation of face-to-face and moderate use of technology, to the current 50% plus use of technology and balanced face-to-face in a flipped format. In the past five years, 60 students have graduated from the MA in special education with specialization in gifted and talented program. These teachers are predominately teaching across the state of Alabama and in the southeastern region of the United States.

More than 6.7 million college students were enrolled in a distance-learning course in 2011, and the number increases every year faster than the rate of increase for higher education (Allen & Seaman, 2013). Thus, on-line courses seem acceptable to students. Educational outcomes for on-line formats are similar to or even exceed the educational effectiveness of traditional, face-to-face formats (Ho & Dzeng, 2010), although more faculty judge that effective, on-line coursework requires more time and effort on the part of the professors than does traditional teaching (Allen & Seaman, 2013).

A truly Capstone event occurs during the final summer semester of the program, and amplifies the benefits of all face-to-face components of the program. Students in the MA in special education with specialization in gifted and talented programs participate in a four-week intensive summer enrichment workshop (SEW) where they work with children enrolled in gifted programs in Tuscaloosa and the surrounding counties. The workshop gives individuals enrolled in the program experiential learning opportunities to use the knowledge and skills acquired through previous coursework to evaluate students' needs, and plan and deliver engaging instruction based on candidate reflection. Students meet from 7:30 a.m. to 12:30 p.m. five days a week. Students also enroll in SPE 585, which is a co-requisite to the summer enrichment workshop and meets in the afternoons. The course gives students the opportunity to continue to learn about thinking-skills models such as the Talents Unlimited Model (Olenchak, 2009; Newman, Gregg, & Dantzler, 2009; Newman, 2008; Newman, 2005; Schlichter, 1986), multiple intelligences (Gardner, 2011; 2011; 2006) and Bloom's taxonomy (Anderson, et al., 2000; Krathwohl, Bloom, & Masia, 1999; Bloom, 1956), and curriculum development models like concept-based learning (Erickson, 2009; 2006; 2002), backward design (Wiggins & McTighe, 2005), and differentiated instruction (Tomlinson, 2001; 1999; Tomlinson & Moon, 2013), which candidates integrate into the units they teach to children enrolled in the summer enrichment workshop. In addition, master teachers and UA faculty functioning as observers meet with the students to discuss problems or mistakes noted during the execution of the planned lessons. Requiring students to enroll in SPE 585 while participating in the summer enrichment workshop gives them the opportunity to receive immediate feedback and make any necessary changes to lesson plans. Living accommodations for students interested in staying on campus while enrolled in the summer
enrichment workshop and SPE 585 are provided by UA Housing & Residential Communities. Students must complete SPE 581, SPE 582, SPE 583, and SPE 584 before enrolling in the summer enrichment workshop. In response to accreditation standards and student feedback, effective for the 2012-2013 academic year, faculty added 15 practicum hours to these courses in order to give students the opportunity to engage in independent effort we expect of our students.

Interested students may apply to the MA in special education with specialization in gifted and talented programs at any time. Students who begin the program during the spring or summer semester may only enroll in courses listed outside of the teaching field portion of the program of study.
Figure 1. Curricular sequence by candidate

<table>
<thead>
<tr>
<th>Pre terms to teaching field</th>
<th>Fall of Teaching Field</th>
<th>Spring of Teaching Field</th>
<th>Summer of Teaching Field</th>
<th>Fall 2 of Teaching Field</th>
<th>Program completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPE 586, 587, or 606</td>
<td>SPE 581</td>
<td>SPE 582</td>
<td>SPE 589 SEW</td>
<td>SPE 589 school</td>
<td>SPE 586, 587, or 606</td>
</tr>
<tr>
<td>BER 500</td>
<td>SPE 583</td>
<td>SPE 584</td>
<td>SPE 585</td>
<td>BEF elective</td>
<td>Comp Exam</td>
</tr>
</tbody>
</table>

The CCS instructional design team worked with faculty to develop SPE 581, SPE 582, SPE 583, SPE 584, SPE 585, and SPE 589 (A second internship supervised by program faculty taught at student’s home school).

Documentation that faculty and other groups were involved in the review and approval of the program:
During the 2011 – 2012 GT faculty reviewed the proposed on-line program. During that time, it was determined that we needed to begin transitioning the program from a fully face-to-face delivery model to a blended delivery model. The College of Continuing Studies was consulted on how best to make this transformation and has worked with GT on this transformation. The Dean of the College of Education and The Chairperson of the Special Education and Multiple Abilities Program Department are aware of the development of the program and they receive periodic up-dates, including a draft of this prospectus.

4. Description of the change
Description of the change, including the specific outcomes and learning objectives of the program:
Specifically, we propose to add an on-line element (blended delivery) for the courses covered by the current MA in special education with specialization in gifted and talented program. The conceptual framework of the distance program will be the same as the current program, which is blended (both face-to-face content and on-line content.)

The Department of Special Education and Multiple Abilities (SPEMA) prepares students to serve as reflective decision makers in instructional settings for diverse learners. The SPEMA faculty members believe that a teacher preparation program should emphasize roles and responsibilities that integrate the strengths of learners, parents, general education teachers, special education teachers, related service professionals, and the community. A combination of learning opportunities that include a coordinated knowledge base, diverse school-based practica, and internship experiences are designed to facilitate the development of logical, critical, and reflective thinking skills. These skills will enable students to synthesize information and conceptualize knowledge that prepare them as future educators to effectively plan, develop, problem solve, and implement programs for diverse high-end learners.

Based on the fundamental belief that success is a function of the interaction between the individual and the environment, the over-arching goal of teacher education programs offered by the department in special education with specialization in gifted and talented at The University of Alabama is the development, validation, and use of techniques for maximizing learners’ (with and without exceptionalities) attainment of their full potential. (The University of Alabama, 2009).
**Schedule of proposed offerings:**

**Table 3. Core Gifted curriculum by delivery format**

<table>
<thead>
<tr>
<th>Course</th>
<th>Term Offered</th>
<th>Format Delivery</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPE 581 Psychology of Gifted Education*</td>
<td>Fall</td>
<td>Blended</td>
</tr>
<tr>
<td>SPE 582 - Teaching the Gifted Child*</td>
<td>Spring</td>
<td>Blended</td>
</tr>
<tr>
<td>SPE 583 - Creative Problem Solving*</td>
<td>Fall</td>
<td>Blended</td>
</tr>
<tr>
<td>SPE 584 - Special Populations in GT*</td>
<td>Spring</td>
<td>Blended</td>
</tr>
<tr>
<td>SPE 585 - Advanced Thinking Skills †</td>
<td>Summer</td>
<td>Blended</td>
</tr>
<tr>
<td>SPE 589 – Summer Enrichment Workshop GT Internship (Taught on campus)</td>
<td>Summer</td>
<td>Face-to-Face</td>
</tr>
<tr>
<td>SPE 589 – Practicum in GT (Taught at student’s home school)</td>
<td>Fall</td>
<td>Blended</td>
</tr>
</tbody>
</table>

**Foundation Courses**

BEF 503 – History of American Education

**Research Courses**

BER 500 – Introduction to Educational Research

**Elective Courses**

CAT 531 – Computer-based Instructional Technology

SPE 586 - Social Emotional Issues in GT

SPE 587 – Differentiated Instruction

* = Must be taken prior to taking SPE 589 (SEW)
† = Co-required with SPE 589 (SEW)

**Description of differences in admission, curriculum, or graduation requirements for students enrolled in the new program:**

Admission, graduation, and field placement requirements of the blended course delivery will be the same as the current on-campus program. Required courses will be the same as the traditional MA in special education with specialization in gifted and talented degree program, but delivered in a blended format. The following core gifted and talented courses have been transformed to a blended format with the support of CCSS: SPE 581, SPE 582, SPE 583, SPE 584, 585, and SPE 589 The courses and number of hours will be the same; the schedule will allow students to graduate in two full years. All students will be required to take and pass a comprehensive exam.

The major on-line platforms that will be used to facilitate instruction are described below

- Blackboard
  The courses will be housed in Blackboard where students can receive and submit assignments, participate in synchronous and asynchronous discussions, post private or public questions to the professors, view videos, download video assignments, access notes and presentations, and take a variety of assessments. Content in the on-line medium will be delivered in a modular format which students will work through according to the course schedule. Others will use video conferencing so that professors and students can view and share multimedia, voice and text chat, video conference, and break up into smaller discussion groups.

**Description of any special arrangements for grading, transcripts, or transfer policies.**

After determining the best hours for students, each faculty member teaching in the blended program will host at least one hour of virtual office hours per week (using Horizon Live Classroom). In addition, email will provide
access to the instructor for setting up additional, real-time conferences through Live Classroom, telephone, instant messaging, or other means depending on need and student preference. Grading will be done through electronic means. Evaluation measures will include reflections submitted electronically and returned electronically after being assessed with a rubric and comments given using Text Editor. Conferences can then be set up to discuss grades/comments/requested revisions. A Teacher Work Sample completed for the SPE 589 practicum will be submitted through LiveText, which the College of Education is utilizing to track progress of students over time. Through this system, the master’s students will maintain an electronic portfolio that will serve as a summative assessment of their work in the program.

**Description of administrative oversight to ensure the quality of the program or services to be offered:**
Administrative oversight and control are by the University Gifted Education Coordinator, Chair of the Department of Special Education, Dean of the College of Education, and the Assistant Dean for Graduate Programs. GT Program faculty will meet monthly to determine the effectiveness of the program and discuss needs of individual students. In addition, at three check points, one assignment will be entered into LiveText and assessed, using State Department of Education standards, as part of the College of Education’s system for tracking student progress in knowledge, skills, and dispositions.

**Table 4. State standards assessment model**

<table>
<thead>
<tr>
<th>Check Point</th>
<th>AL-U-A-EDU-DISP.1 The candidate demonstrates a commitment to diversity</th>
<th>AL-U-A-EDU-DISP.2 The candidate practices behaviors that are consistent with the ideals of fairness/equity</th>
<th>AL-U-A-EDU-DISP.3 The candidate fosters a culture of collaboration</th>
<th>AL-U-A-EDU-DISP.4 The candidate exhibits a reflective stance for professional practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate’s Admittance into GT Program</td>
<td>Student Selected Artifact Assessed by GT Program Faculty</td>
<td>Student Selected Artifact Assessed by GT Program Faculty</td>
<td>Student Selected Artifact Assessed by GT Program Faculty</td>
<td>Student Selected Artifact Assessed by GT Program Faculty</td>
</tr>
<tr>
<td>Admittance into SPE 589 (SEW)</td>
<td>Student Selected Artifact Assessed by GT Program Faculty</td>
<td>Student Selected Artifact Assessed by GT Program Faculty</td>
<td>Student Selected Artifact Assessed by GT Program Faculty</td>
<td>Student Selected Artifact Assessed by GT Program Faculty</td>
</tr>
<tr>
<td>Comprehensive Final Exam</td>
<td>Exam questions determined and assessed by GT Program Faculty</td>
<td>Exam questions determined and assessed by GT Program Faculty</td>
<td>Exam questions determined and assessed by GT Program Faculty</td>
<td>Exam questions determined and assessed by GT Program Faculty</td>
</tr>
</tbody>
</table>

All online courses delivered through the College of Continuing Studies (CSS) are evaluated for their adherence to the Quality Matters Rubric Standards (see Appendix A), and the seven principles of effective technology integration as outlined by the TLT Group (Chickering, Arthur & Ehrmann, 1996). These seven principles include (1) quality contact between faculty and students, (2) connections between students, (3) active learning, (4) prompt feedback, (5) high expectations, and (6) respect diverse talents and ways of learning. Integration of the Rubric principles is further exemplified with a review of the dispersion of time within courses and assignments as depicted in Appendix B. This overview elaborates on expectations of students to engage in out of class effort in accord with instructional delivery analyzed by direct classroom instruction and online instruction.
5. Faculty

Table 5. Faculty and Qualifications

<table>
<thead>
<tr>
<th>Name</th>
<th>Course(s) Taught</th>
<th>Relevant Degrees</th>
<th>Other Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jane Newman (GT coordinator)</td>
<td>SPE 582, SPE 583, SPE 585, SPE 589, SPE 589</td>
<td>Ed.D., University of Alabama (Educational Leadership and Administration)</td>
<td>Coursework completed for Ph.D. in SPE and GT.</td>
</tr>
<tr>
<td>Kevin Besnoy</td>
<td>SPE 501, SPE 581, SPE 584, SPE 586, SPE 587, SPE 589</td>
<td>Ph.D. University of Southern Mississippi</td>
<td></td>
</tr>
</tbody>
</table>

Other College of Education Faculty

<table>
<thead>
<tr>
<th>Name</th>
<th>Course(s) Taught</th>
<th>Relevant Degrees</th>
<th>Other Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vivian Wright</td>
<td>CAT 531</td>
<td>Ph.D. University of Alabama</td>
<td></td>
</tr>
<tr>
<td>Stephen Tomlinson</td>
<td>BEF 503</td>
<td>Ph.D. University of Florida</td>
<td></td>
</tr>
</tbody>
</table>

Evidence that faculty members are adequate to support the program
All faculty members teaching in the program will be full-time faculty and recommended by their respective department chairs. All faculty teaching in the program will be appointed to the graduate faculty of the Tuscaloosa campus, assuming all criteria for appointment are met.

Impact of the new initiative on faculty workload
Faculty workloads will not be affected. Dr. Newman and Dr. Besnoy will each teach their scheduled courses.

Description of processes in place to ensure that students have structured access to faculty
Because most GT students are full-time teachers, communication routinely occurs by email, e-learning, and phone conversation. Discussion with students also occurs on-site during course instruction. Online courses will have real-time components incorporated, so that students and faculty are online at the same time, however, they are at different locations.

Description/documentation of faculty experience in directing student research
The faculty routinely engages in research with masters, specialists, and doctoral students by independent (directed) study, joint research projects, supervision of theses and dissertations, and other initiatives as appropriate.
See faculty vita in Appendix B.

6. Library and Learning Resources

General description of library and information resources:
Students will have access to online UA Library resources. From any computer connected to the Internet, students can access databases and retrieve articles from electronic journals. Internet connections for students are through a proxy server, which authorizes student access. Other course materials will be available on Blackboard Learn.

Description of specific library and information resources available to support the program:
Students will have access to all needed library resources. The University Libraries http://www.ua.edu/libraries.html subscribe to many specific resources include the following electronic journals:
- Creativity Research Journal
- Exceptional Children
- Gifted Child Quarterly
• Gifted Child Today
• Gifted Education Communicator
• Gifted Education International
• High Ability Studies
• Journal for the Education of the Gifted
• Journal of Advanced Academics
• Journal of School Psychology
• Mathematics in the Middle School
• Mathematics Teacher
• Middle Level Learning
• Parenting for High Potential
• Roeper Review
• Science & Children
• Science Scope
• Social Education
• Social Studies and the Young Learner
• Teaching Children Mathematics
• Teaching Exceptional Children
• Teaching for High Potential
• The Reading Teaching
• The Science Teacher
• Turkish Journal of Giftedness and Education

Description of library staffing and services in place to support this initiative:
The University Alabama Libraries, including the McLure Education Library and the Gorgas Library (the two libraries used most frequently by Special Education and Gifted students), are a part of the Association of Research Libraries. Librarians in both libraries offer individual and group consultation and are available online and by phone.

Description of any formal agreements between participating libraries regarding availability of collections:
The University Libraries system has resource sharing agreements as part of the Network of Alabama Academic Libraries.

Description of how students and faculty will access information electronically:
Faculty and students can access databases and electronic journals through the Internet and the UA proxy server system, which authenticates their access.

Description of training for faculty and students in the use of online resources, and staffing and services available to students and faculty:
Education librarians are available for consultation in-person, by email, and by telephone.

Document discipline specific refereed journals and primary source materials:
• Creativity Research Journal
• Gifted Child Quarterly
• Gifted Child Today
• Gifted Education Communicator
• Gifted Education International
• High Ability Studies
• Journal for the Education of the Gifted
• Journal of Advanced Academics
• Parenting for High Potential
• Roeper Review
• Teaching Exceptional Children
• Teaching for High Potential
• Turkish Journal of Giftedness and Education

7. Physical Resources

Description of physical facilities or equipment to support this initiative:
The College of Continuing Studies provides technical and advertising support. The College of Education also
provides its own technical support.

Description of the impact on the proposed change will have on existing programs and services:
Samford University and Troy University have on-line delivery. This change will help UA to be more
competitive in recruiting students.

8. Financial Support

Description of financial resources to support the change, including a budget for the first year:
Costs will be covered in an agreement with the College of Education and College of Continuing Studies.

Amount of resources going to institutions or organizations for contractual or support services:
A Memorandum of Agreement between The College of Education and College of Continuing Studies is in
development.

Description of the operational, management and physical resources available for the change:
Current Special Education and Gifted and Talented faculty in the department will be the primary resources for
the online program. The Chair of Special Education department will be ultimately responsible for the program,
based on input from the program area faculty members. Substantial change in two other programs within the
College precedes this initiative and a standard model of operation and support is in place to manage the
resources necessary to deliver this blended delivery.

Description of contingency plans if the required resources do not materialize:
Current teaching loads (three/two course load) can be altered as needed. We can continue to implement our
current program if required resources do not materialize. Enrollment in the MA in special education with
specialization in gifted and talented program of study has historically been the most consistent and highest
enrollment of teacher preparation deliveries in this department. Maintaining quality and enhancing accessibility
will only benefit interest and enrollment in this degree.

9. Evaluation and Assessment

Description of how the University assesses overall institutional effectiveness:
The University of Alabama System Strategic Planning Initiatives Process and Performance Indicators is a
framework used by the University of Alabama to guide strategic planning and assessment.

Description of the means used to monitor and ensure the quality of degree programs:
The University of Alabama has an assessment tool in place for monitoring degree programs. As with all
academic units at The University, the online program will participate in the annual update in the University of
Alabama W E A V E (WEAVE) that details the unit’s mission, goals, learning outcomes, assessment measures
and identified initiatives for improvements. In addition, students in this program will utilize LiveText as data
management tool and e-portfolio system. Each gifted and talented course and the accompanying content and
applied skills assessments are presented in Table 6.

15
Table 6. WEAVE course by course artifact assignments

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Articulate a description of and demonstrate use of Alabama Matrix (the tool used to identify gifted students)</th>
<th>Write Learning Goals appropriate to high ability learner within school-based employment</th>
<th>Write curriculum based Assessment Plan appropriate to a case study student within school site of employment.</th>
<th>Write an Instructional Plan appropriate to a case study student within school site of employment.</th>
<th>Articulate a Reflection of effect and Professional Improvement Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPE 581</td>
<td>Case Study Assignment</td>
<td>Case Study Assignment</td>
<td>Case Study Assignment</td>
<td>Collaborative Curriculum Compacting Project</td>
<td>Case Study Assignment</td>
<td>Literature Review</td>
</tr>
<tr>
<td>SPE 582</td>
<td>Thematic Unit</td>
<td>Thematic Unit</td>
<td>Thematic Unit</td>
<td>Thematic Unit</td>
<td>Thematic Unit</td>
<td>Thematic Unit</td>
</tr>
<tr>
<td>SPE 583</td>
<td>Problem Solving Project</td>
<td>Problem Solving Project</td>
<td>Problem Solving Project</td>
<td>Problem Solving Project</td>
<td>Problem Solving Project</td>
<td>Problem Solving Project</td>
</tr>
<tr>
<td>SPE 584</td>
<td>Culturally Responsive Program Project</td>
<td>Student Interview</td>
<td>Culturally Responsive Program Project</td>
<td>Book Trailer</td>
<td>Book Trailer</td>
<td>Book Trailer</td>
</tr>
<tr>
<td>SPE 585</td>
<td>Differentiated Education Plan Assignment</td>
<td>Multiple Intelligences Assignment</td>
<td>Concept-Based Unit Plan</td>
<td>Concept-Based Unit Plan</td>
<td>Concept-Based Unit Plan</td>
<td>Concept-Based Unit Plan</td>
</tr>
<tr>
<td>SPE 589</td>
<td>SEW Thematic Unit</td>
<td>SEW Thematic Unit</td>
<td>SEW Thematic Unit</td>
<td>SEW Thematic Unit</td>
<td>SEW Thematic Unit</td>
<td>SEW Thematic Unit</td>
</tr>
</tbody>
</table>

Description of the means used to monitor and ensure quality of off campus sites:
Online courses and accompanying field placements will have the same rigor as the on-campus courses. The program coordinator, department head, program faculty, and Office of Clinical Experiences will be responsible for monitoring the courses and field placements.

Description of the means used to monitor any special changes prompted by this new program:
The department head and program coordinator and area faculty will be responsible for monitoring any special changes resulting from the blended program. These three individuals meet as needed and typically conference on a monthly basis, particularly as the model is developed and implemented.

Summary of procedures for systematically evaluating instructional results:
Feedback on faculty instruction is provided by students as well as through periodic peer evaluations from senior faculty. An evaluation system, Student Opinion of Instruction (SOI) is administered each semester, as well as a student assessment for online instruction, which has been successfully implemented by the University of Alabama. The department head and Dean through the Faculty Activity Report and as part of the tenure and promotion process review evaluations annually. Any issues deemed worthy of attention are discussed with the department head and the faculty member involved.

Summary of procedures for systematically using the results of evaluation to improve instructional programs, services, and operations:
The primary mechanisms for evaluating instruction and the program in general include the student evaluations, reviews of faculty performance (FAR, tenure and promotion, ongoing monitoring by program coordinators), WEAVE Program assessments, and student exit interviews. The department head uses the information to monitor departmental programs and recommend any changes by conferencing with the appropriate program faculty members.

**Description of methodology to be used for determining levels of knowledge and competencies achieved comparable to those required in traditional formats:**

Faculty who are currently responsible for the on-campus program will develop the online program. Course quality will match or exceed traditional face-to-face offerings. Assessments, such as grades, student and peer evaluations, comprehensive exams, and teacher work samples, will be used to detect if differences exist between blended and traditional face-to-face deliveries.

Throughout the degree program, the MA in special education with specialization in gifted and talented includes continuous and comprehensive assessment of graduate students’ knowledge and skills through SACS and NCATE accreditation programs. Program assessments of candidate knowledge and applied skills receive rigorous attention and remedial feedback during the SEW clinical internship. Candidate professional assessments are presented in Table 7.

**Table 7. Candidate disposition assessment**

<table>
<thead>
<tr>
<th>Check Point</th>
<th>AL-UA-EDU-DISP.1 The candidate demonstrates a commitment to diversity</th>
<th>AL-UA-EDU-DISP.2 The candidate practices behaviors that are consistent with the ideals of fairness/equity</th>
<th>AL-UA-EDU-DISP.3 The candidate fosters a culture of collaboration</th>
<th>AL-UA-EDU-DISP.4 The candidate exhibits a reflective stance for professional practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate’s Admittance into GT Program</td>
<td>Student Selected Artifact Assessed by GT Program Faculty</td>
<td>Student Selected Artifact Assessed by GT Program Faculty</td>
<td>Student Selected Artifact Assessed by GT Program Faculty</td>
<td>Student Selected Artifact Assessed by GT Program Faculty</td>
</tr>
<tr>
<td>Admittance into SPE 589 (SEW)</td>
<td>Student Selected Artifact Assessed by GT Program Faculty</td>
<td>Student Selected Artifact Assessed by GT Program Faculty</td>
<td>Student Selected Artifact Assessed by GT Program Faculty</td>
<td>Student Selected Artifact Assessed by GT Program Faculty</td>
</tr>
<tr>
<td>Comprehensive Final Exam</td>
<td>Exam questions determined and assessed by GT Program Faculty</td>
<td>Exam questions determined and assessed by GT Program Faculty</td>
<td>Exam questions determined and assessed by GT Program Faculty</td>
<td>Exam questions determined and assessed by GT Program Faculty</td>
</tr>
</tbody>
</table>

10. **Other Information and Additional Details**

**Course delivery platforms:**

The delivery of the Gifted and Talented courses will be a blended format, meaning they will have both online and face-to-face components. That is, students will attend class face-to-face and complete additional activities through online modules. Students will **not** take classes that are independent study. The online modules will have specific dates for which students must complete activities (see course syllabi Appendix C). The major online platforms that will be used to facilitate instruction are described below:

* **Blackboard Learn platform**

Similar to other distance education courses at The University of Alabama and elsewhere, the courses in the proposed blended program will be housed in Blackboard Learn where students can receive and
submit assignments, participate in synchronous and asynchronous discussions, post private or public questions to the instructor, view videos, download video assignments, access notes and presentations, take timed quizzes and exams, and complete performance-based projects. All special education courses currently have Blackboard Learn capability.

- **Blackboard Collaborate video conferencing platform**
  Blackboard Collaborate is a video conferencing platform that is available to all courses that use Blackboard Learn and will be a primary mode of instructional delivery. The platform allows instructors and students to view and share multimedia (e.g., PowerPoint, Word, Internet), voice and text chat, videoconference, and branch off into smaller discussion groups. Blackboard Collaborate also can archive lectures and discussions for later review by students.

- **Computer equipment and software:**
  High speed Internet and late-model computers will be necessary for the instructors and students to effectively operate Blackboard Collaborate. Blackboard Collaborate software is free to download for all students in Blackboard Learn courses at The University of Alabama. Webcam capabilities will be necessary for instructors and students.

**Field experiences:**

- **Practicum**
  University-based practicum supervision will be conducted online in the same manner as other distance courses in the program. The University Supervisor will make weekly contacts with the students and will provide online classes, as needed. Furthermore, the university supervisor will make one visit to each classroom during the semester the student is completing in home school practicum. The field experience itself will be the usual live work experience for practicum students working under field supervision in school systems. When approved by system/building administrators, Blackboard Collaborate or videoconferencing over a secure pathway will allow remote supervision. Observation via Internet enabled observation may prove superior to traditional on-site observation since the evaluator will not be as conspicuous to learners and as intrusive to the learning experience.

  Arrangements for practicum field placements and other pre-internship field placements will be arranged by the Office of Clinical Experiences in much the same manner as is currently arranged in the traditional program for students conducting a practicum out of town. After gaining permission from the school building principal, students will complete practicum hours in their own classrooms and then faculty will file appropriate paperwork to the Office of Clinical Experiences. The MA in special education with specialization in gifted and talented program at The University of Alabama has successfully coordinated practicum students in a variety of out-of-town and out-of-state locations.

- **Internship (Summer Enrichment Workshop)**
  The format of the on campus Internship for the distance program will require that all students will complete practicum hours for one semester at an approved on campus site under approved field-based supervision. The University Supervisors will meet with interns on a daily basis. Communication with Master Teachers and students will take place in the same manner as in the current program (meetings with supervisors and students on a daily basis with live site visits in addition to e-mail, phone, video conferencing.)

**Program structure:**
Content and sequence of courses
In addition to the change in delivery from on-campus to distance, the content and sequence of the courses of the distance program is practically identical to the current, NCATE-approved masters program. The sequence of courses was outlined in Table 3. Candidates initially gain knowledge of the high ability learner, unique learning properties, curriculum theme and structure, and evidence-based practices necessary for effectively teaching exceptional learners. Skills emerge from learner qualities and curricular fundamentals, into practical application in a recursive process, resulting in successful mentored experience during SEW. These graduated skills, as affirmed during SEW, must then be transposed to independent delivery in the home classroom internship.

Content areas
Just as the traditional, on-campus program, delivered content, courses in the blended program will cover the same general content areas: (1) psychology of gifted students, (2) creative problem solving, (3) teaching critical thinking skills, (4) special populations of gifted and talented students, (5) research and program evaluation, (6) school wide enrichment, and (7) technology integration. The content areas and corresponding courses for the blended program are presented in Table 8.

<table>
<thead>
<tr>
<th>Course</th>
<th>Psychology Of Gifted Students</th>
<th>Creative Problem Solving</th>
<th>Teaching Critical Thinking Skills</th>
<th>Special Populations Of Gifted And Talented Students</th>
<th>Research And Program Evaluation</th>
<th>School Wide Enrichment</th>
<th>Technology Integration</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPE 581</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>SPE 582</td>
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<td>BER 500</td>
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<td>CAT 531</td>
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<td>X</td>
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<td>X</td>
</tr>
</tbody>
</table>

General admittance and recruitment
The blended program will be offered to students holding teacher certification and two years of experience to pursue study for a total of 30 credit-hours. Past practice and future project suggests that approximately 15 to 20 new students can enter the blended program annually. The program will be offered to all qualified students wishing to pursue study, particularly those residing in rural areas of Alabama and the Southeast.

Recruitment of students for the blended program will begin as soon as possible, possibly during summer 2014. Means of recruitment will include, processing a list of students who have contacted the special education with specialization in gifted and talented program about distance learning opportunities, advertising the program on digital signs and bulletin boards in The University of Alabama College of Education, a press release distributed to local media and professional listserves, announcements in University and professional literature, e-mail to University faculty, and other advertising mechanisms facilitated though The University of Alabama College of Education, Graduate School, and College of Continuing Studies.
11. References and Bibliography


Knight, J. (2007, March). Conversations can kick off the coaching. *Teachers Teaching Teachers,*


Lock, K. (2007, October). Dear colleague, please come for a visit. Teachers Teaching Teachers, 2, 2.


# Appendix A

## Degrees Which the University of Alabama is Authorized to Grant

The University of Alabama
Degree Programs Offered by College/School: 2012-2013

<table>
<thead>
<tr>
<th>CIP Codes</th>
<th>Program Title</th>
<th>Degree Nomenclature</th>
</tr>
</thead>
<tbody>
<tr>
<td>05.0201</td>
<td>African American Studies (joint w/UAB)</td>
<td>B.A.</td>
</tr>
<tr>
<td>05.0102</td>
<td>American Studies</td>
<td>B.A., M.A.</td>
</tr>
<tr>
<td>45.0201</td>
<td>Anthropology</td>
<td>B.A., M.A., Ph.D.</td>
</tr>
<tr>
<td>27.0301</td>
<td>Applied Mathematics (joint w/UAB &amp; UAH)</td>
<td>Ph.D.</td>
</tr>
<tr>
<td>50.0703</td>
<td>Art History</td>
<td>B.A.</td>
</tr>
<tr>
<td>50.0703</td>
<td>Art History (joint w/UAB)</td>
<td>M.A.</td>
</tr>
<tr>
<td>26.0101</td>
<td>Biology</td>
<td>B.S., M.S., Ph.D.</td>
</tr>
<tr>
<td>41.0501</td>
<td>Chemistry</td>
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<tr>
<td>25.0204</td>
<td>Communicative Disorders</td>
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</tr>
<tr>
<td>.0101</td>
<td>Computer Science*</td>
<td>B.S.</td>
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<tr>
<td>25.1302</td>
<td>Creative Writing</td>
<td>M.F.A.</td>
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<tr>
<td>43.0104</td>
<td>Criminal Justice</td>
<td>B.A., M.S.C.J.</td>
</tr>
<tr>
<td>50.0301</td>
<td>Dance</td>
<td>B.A.</td>
</tr>
<tr>
<td>52.0601</td>
<td>Economics*</td>
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<tr>
<td>23.0101</td>
<td>English</td>
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<tr>
<td>13.1401</td>
<td>English as a Second Language</td>
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<tr>
<td>03.0104</td>
<td>Environmental Science</td>
<td>B.S.</td>
</tr>
<tr>
<td>16.0101</td>
<td>Foreign Languages and Literature</td>
<td>B.A.</td>
</tr>
<tr>
<td>45.0701</td>
<td>Geography</td>
<td>B.A., B.S., M.S.</td>
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<td>40.0601</td>
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<tr>
<td>16.0501</td>
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<tr>
<td>51.0702</td>
<td>Health Care Management*</td>
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<tr>
<td>54.0101</td>
<td>History</td>
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<tr>
<td>30.0000</td>
<td>Interdisciplinary Studies</td>
<td>B.A., B.S.</td>
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<td>45.0901</td>
<td>International Studies</td>
<td>B.A.</td>
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<td>05.0107</td>
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<td>.0502</td>
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<td>Code</td>
<td>Program</td>
<td>Degree</td>
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<tr>
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<td>--------------------------------------</td>
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<tr>
<td>.0101</td>
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<tr>
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<td>Physics</td>
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<tr>
<td>45.1001</td>
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<tr>
<td>42.0101</td>
<td>Psychology</td>
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<td>44.0401</td>
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<td>38.0201</td>
<td>Religious Studies</td>
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<td>16.0900</td>
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<td>45.1101</td>
<td>Sociology</td>
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<tr>
<td>16.0905</td>
<td>Spanish</td>
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<tr>
<td>50.0702</td>
<td>Studio Art</td>
<td>B.A., M.F.A.</td>
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<tr>
<td>50.0501</td>
<td>Theatre</td>
<td>M.A.</td>
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**College of Commerce and Business Administration**

<table>
<thead>
<tr>
<th>Code</th>
<th>Program</th>
<th>Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>52.0301</td>
<td>Accounting</td>
<td>B.S.C.B.A., M.Acc., Ph.D.</td>
</tr>
<tr>
<td>27.0502</td>
<td>Applied Statistics</td>
<td>M.S., Ph.D.</td>
</tr>
<tr>
<td>52.0801</td>
<td>Banking and Finance</td>
<td>B.S.C.B.A., M.S., Ph.D.</td>
</tr>
<tr>
<td>52.0201</td>
<td>Business Administration</td>
<td>B.S.C.B.A., M.B.A.</td>
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<tr>
<td>.0601</td>
<td>Economics*</td>
<td>B.S.C.B.A., M.A., Ph.D.</td>
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<td>.0702</td>
<td>Health Care Management*</td>
<td>B.S.C.B.A.</td>
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<td>.2021</td>
<td>Management</td>
<td>M.A., Ph.D.</td>
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<td>52.1201</td>
<td>Management Information Systems</td>
<td>B.S.C.B.A.</td>
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<tr>
<td>52.1401</td>
<td>Marketing</td>
<td>B.S.C.B.A., M.S., Ph.D.</td>
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<td>52.1301</td>
<td>Operations Management</td>
<td>B.S.C.B.A., M.S., Ph.D.</td>
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<td>52.1601</td>
<td>Tax Accounting</td>
<td>M.T.A.</td>
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**College of Communication and Information Sciences**

<table>
<thead>
<tr>
<th>Code</th>
<th>Program</th>
<th>Degree</th>
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<tr>
<td>09.0903</td>
<td>Advertising</td>
<td>B.A.</td>
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<td>09.0903</td>
<td>Advertising and Public Relations</td>
<td>M.A.</td>
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<td>50.0799</td>
<td>Book Arts</td>
<td>M.F.A.</td>
</tr>
<tr>
<td>09.0102</td>
<td>Communication and Information Sciences</td>
<td>Ph.D.</td>
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<tr>
<td>09.0101</td>
<td>Communication Studies</td>
<td>B.A.Com., M.A.</td>
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<tr>
<td>09.0401</td>
<td>Journalism (Mass Communication)</td>
<td>B.A.Com., M.A.</td>
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<tr>
<td>25.0101</td>
<td>Library &amp; Information Studies</td>
<td>M.L.I.S.</td>
</tr>
<tr>
<td>09.0902</td>
<td>Public Relations</td>
<td>B.A.Com.</td>
</tr>
<tr>
<td>09.0701</td>
<td>Telecommunication and Film</td>
<td>B.A.Com., M.A.</td>
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</tbody>
</table>

**College of Education**

<table>
<thead>
<tr>
<th>Code</th>
<th>Program</th>
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<tbody>
<tr>
<td>.1508</td>
<td>Clinical Mental Health Counseling</td>
<td>M.A.</td>
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<tr>
<td>.1101</td>
<td>Counselor Education</td>
<td>M.A., Ed.S., Ed.D., Ph.D.</td>
</tr>
<tr>
<td>.0601</td>
<td>Counselor Education - Community Counseling</td>
<td>M.A.</td>
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</tbody>
</table>
2310 Counselor Education - Rehabilitation Counseling
13.1210 Early Childhood Education
13.0401 Educational Administration (joint w/UAB)
13.0401 Educational Leadership
42.2806 Educational Psychology
13.0603 Educational Research
13.1202 Elementary Education
13.0408 Administration/Principalship
13.0406 Higher Education Administration
13.1314 Human Performance
31.0505 Human Performance
13.0404 Instructional Leadership
13.1312 Music Education
42.2805 School Psychology
13.1205 Secondary Education
13.0409 Secondary School Administration/Principalship
12.1001 Special Education

College of Engineering
14.0201 Aerospace Engineering
14.0201 Aerospace Engineering and Mechanics
14.0701 Chemical Engineering
14.0801 Civil Engineering
11.0101 Computer Science*
14.3301 Construction Engineering
14.1001 Electrical Engineering
14.1101 Engineering Science and Mechanics
14.1401 Environmental Engineering
14.1801 Materials/Metallurgical Engineering (joint w/UAB)
14.1901 Mechanical Engineering
14.2001 Metallurgical Engineering

Graduate School
30.0000 Interdisciplinary Studies
30.9999 Materials Science (joint w/UAB & UAH)

College of Human Environmental Sciences
0901 Apparel and Textiles

M.A.
B.S.Ed., M.A.
Ed.D., Ph.D.
M.A., Ed.S.
M.A., Ed.S., Ed.D., Ph.D.
Ph.D.
B.S.Ed., M.A., Ed.S., Ed.D., Ph.D.
Ed.D., Ph.D.
M.A., Ed.D., Ph.D.
B.S.Ed., M.A.
Ph.D.
Ed.D., Ph.D.
B.S.Ed.
Ed.D., Ph.D.
B.S.Ed., M.A., Ed.S., Ed.D., Ph.D.
Ed.D., Ph.D.
B.S.Ed., M.A., Ed.S., Ed.D., Ph.D.

B.S.A.E.
M.S.A.E., Ph.D.
B.S.Che.E., M.S.Che.E., Ph.D.
B.S.C.E., M.S.C.E., Ph.D.
B.S., B.S.C.S., M.S.C.S., Ph.D.
B.S.
B.S.E.E., M.S.E.E., Ph.D.
M.S.E.S.M.
M.S.E.
Ph.D.
B.S.M.E., M.S.M.E., Ph.D.
B.S.Met., M.S.Met.
Ph.D.

B.S.H.E.S.
0913 Athletic Training B.S.
0401 Consumer Sciences B.S.H.E.S.
0799 Early Childhood Education B.S.H.E.S.
3101 Food and Nutrition B.S.H.E.S.
9999 General Health Studies B.S.
0599 Health Education/Promotion (joint w/UAB) Ph.D.
9999 Health Studies M.A.
0701 Human Development and Family Studies B.S.H.E.S.
0101 Human Environmental Sciences B.S.H.E.S., M.S.H.E.S.
0408 Interior Design B.S.H.E.S.
0905 Restaurant and Hospitality Management B.S.H.E.S.

School of Law
22.0101 Law J.D.
22.0299 Law LL.M.
22.0299 Law (Tax) LL.M.

Capstone College of Nursing
3801 Nursing (R.N. Training) B.S.N.
3801 Nursing M.S.N.
3818 Nursing (joint w/UAB & UAH) D.N.P.

School of Social Work
44.0701 Social Work B.S.W., M.S.W., Ph.D.

*Some programs are listed in more than one college/school.
Source: ACHE Approved Program Inventory (as of 07/17/2012)
## Standards

<table>
<thead>
<tr>
<th>Course Overview and Introduction</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Instructions make clear how to get started and where to find various course components.</td>
<td>3</td>
</tr>
<tr>
<td>1.2 Students are introduced to the purpose and structure of the course.</td>
<td>3</td>
</tr>
<tr>
<td>1.3 Etiquette expectations (sometimes called “netiquette”) for online discussions, email, and other forms of communication are stated clearly.</td>
<td>2</td>
</tr>
<tr>
<td>1.4 Course and/or institutional policies with which the student is expected to comply are clearly stated, or a link to current policies is provided.</td>
<td>2</td>
</tr>
<tr>
<td>1.5 Prerequisite knowledge in the discipline and/or any required competencies are clearly stated.</td>
<td>1</td>
</tr>
<tr>
<td>1.6 Minimum technical skills expected of the student are clearly stated.</td>
<td>1</td>
</tr>
<tr>
<td>1.7 The self-introduction by the instructor is appropriate and available online.</td>
<td>1</td>
</tr>
<tr>
<td>1.8 Students are asked to introduce themselves to the class.</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Objectives (Competencies)</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 The course learning objectives describe outcomes that are measurable.</td>
<td>3</td>
</tr>
<tr>
<td>2.2 The module/unit learning objectives describe outcomes that are measurable and consistent with the course-level objectives.</td>
<td>3</td>
</tr>
<tr>
<td>2.3 All learning objectives are stated clearly and written from the students’ perspective.</td>
<td>3</td>
</tr>
<tr>
<td>2.4 Instructions to students on how to meet the learning objectives are adequate and stated clearly.</td>
<td>3</td>
</tr>
<tr>
<td>2.5 The learning objectives are appropriately designed for the level of the course.</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment and Measurement</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 The types of assessments selected measure the stated learning objectives and are consistent with course activities and resources.</td>
<td>3</td>
</tr>
<tr>
<td>3.2 The course grading policy is stated clearly.</td>
<td>3</td>
</tr>
<tr>
<td>3.3 Specific and descriptive criteria are provided for the evaluation of students’ work and participation and are tied to the course grading policy.</td>
<td>3</td>
</tr>
<tr>
<td>3.4 The assessment instruments selected are sequenced, varied, and appropriate to the student work being assessed.</td>
<td>2</td>
</tr>
<tr>
<td>3.5 Students have multiple opportunities to measure their own learning progress.</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Instructional Materials</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1 The instructional materials contribute to the achievement of the stated course and module/unit learning objectives.</td>
<td>3</td>
</tr>
<tr>
<td>4.2 The purpose of instructional materials and how the materials are to be used for learning activities are clearly explained.</td>
<td>3</td>
</tr>
<tr>
<td>4.3 All resources and materials used in the course are appropriately cited.</td>
<td>2</td>
</tr>
<tr>
<td>4.4 The instructional materials are current.</td>
<td>2</td>
</tr>
<tr>
<td>4.5 The instructional materials present a variety of perspectives on the course content.</td>
<td>1</td>
</tr>
<tr>
<td>4.6 The distinction between required and optional materials is clearly explained.</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learner Interaction and Engagement</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1 The learning activities promote the achievement of the stated learning objectives.</td>
<td>3</td>
</tr>
<tr>
<td>5.2 Learning activities provide opportunities for interaction that support active learning.</td>
<td>3</td>
</tr>
<tr>
<td>5.3 The instructor’s plan for classroom response time and feedback on assignments is clearly stated.</td>
<td>3</td>
</tr>
<tr>
<td>5.4 The requirements for student interaction are clearly articulated.</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Technology</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1 The tools and media support the course learning objectives.</td>
<td>3</td>
</tr>
<tr>
<td>6.2 Course tools and media support student engagement and guide the student to become an active learner.</td>
<td>3</td>
</tr>
<tr>
<td>6.3 Navigation throughout the online components of the course is logical, consistent, and efficient.</td>
<td>3</td>
</tr>
<tr>
<td>6.4 Students can readily access the technologies required in the course.</td>
<td>2</td>
</tr>
<tr>
<td>6.5 The course technologies are current.</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learner Support</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.</td>
<td>3</td>
</tr>
<tr>
<td>7.2 Course instructions articulate or link to the institution’s accessibility policies and services.</td>
<td>3</td>
</tr>
<tr>
<td>7.3 Course instructions articulate or link to an explanation of how the institution’s academic support services and resources can help students succeed in the course and how students can access the services.</td>
<td>2</td>
</tr>
<tr>
<td>7.4 Course instructions articulate or link to an explanation of how the institution’s student support services can help students succeed and how students can access the services.</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Accessibility</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.1 The course employs accessible technologies and provides guidance on how to obtain accommodation.</td>
<td>3</td>
</tr>
<tr>
<td>8.2 The course contains equivalent alternatives to auditory and visual content.</td>
<td>2</td>
</tr>
<tr>
<td>8.3 The course design facilitates readability and minimizes distractions.</td>
<td>2</td>
</tr>
<tr>
<td>8.4 The course design accommodates the use of assistive technologies.</td>
<td>2</td>
</tr>
</tbody>
</table>
### Summary Table: Substantive Change Compliance with UA Credit Hour Policy

Col. 2, 3, 5 must equal 2250 min or more  Col. 4 must equal 4500 min. or more

**Name of Degree Program: Gifted Masters Degree**

Originating Department: Special Education and Multiple Abilities (SPEMA) Gifted and Talented (GT)

<table>
<thead>
<tr>
<th>Courses in the Degree Program</th>
<th>Direct (Face-to-Face) Faculty</th>
<th>Indirect (Online) Faculty Instruction</th>
<th>Out-of-Class Readings and Assignments (Cite 3-5 examples)</th>
<th>Evidence of Achievement of Student Learning Outcomes (SLOs)</th>
<th>OK?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SPE 581 (Fall)</strong></td>
<td><strong>Class Meeting Dates:</strong> August 24, Sept. 14, Oct. 12, Nov. 16, Dec. 7 Total Minutes = 1200</td>
<td><strong>Online Recorded Lectures, Threaded Discussions with Faculty Instruction, and Associated Instructional Videos:</strong> Total Minutes = 850</td>
<td><strong>Example 1:</strong> Readings from Davis, G. A., Rimm, S. B., &amp; Siegle, S. (2011). Education of the Gifted and Talented (6th Ed.) Pearson. Boston, MA. Sousa, D. A. (2009). How the Gifted Brain Learns (2nd Ed.) Corwin Press. <strong>Example 2:</strong> Gifted Case Study <strong>Example 3:</strong> Literature Review <strong>Example 4:</strong> Summer Enrichment Workshop Course Description Total Minutes = 4500</td>
<td><strong>SLO 1:</strong> Students demonstrate knowledge of programming models for gifted students. <strong>SLO 2:</strong> Students demonstrate knowledge of definitions, characteristics, prevalence, and the incidence of giftedness. <strong>SLO 3:</strong> Students demonstrate ability to select, utilize, and evaluate assessment instruments appropriate to the unique needs of gifted students. <strong>Evidence:</strong> Completion of Mid-Term and Final Exam. Minutes Equivalent to Faculty Instruction = 240</td>
<td><strong>yes</strong></td>
</tr>
<tr>
<td><strong>SPE 582 (Spring)</strong></td>
<td><strong>Class Meeting Dates:</strong> Jan. 11, Feb. 1, Mar. 1, April 5, April 26 Total Minutes: 1200</td>
<td><strong>Example 1:</strong> 5 Exploratory Lessons, Implemented with Critiques <strong>Example 2:</strong> 5 Talent Lessons, Implemented with Critiques <strong>Example 3:</strong> Assigned Readings for Class Preparation Total Minutes = 4500</td>
<td></td>
<td><strong>SLO Students demonstrate correct writing and teaching of a Talent lesson.</strong> Minutes Equivalent to Faculty Instruction = 750</td>
<td><strong>yes</strong></td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Class Meeting Dates</td>
<td>Class Meeting Dates: Internet Threaded Discussions with Faculty Instruction</td>
<td>Total Minutes = 1200</td>
<td>Example 1: Creative Scavenger Hunt</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------</td>
<td>---------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>----------------------</td>
<td>------------------------------------</td>
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<tr>
<td>SPE 583</td>
<td>Fall</td>
<td>Class Meeting Dates: Jan. 11, Feb. 1, Mar. 1, April 5, April 26</td>
<td>Online Recorded Lectures, Threaded Discussions with Faculty Instruction, and Associated Instructional Videos: Total Minutes = 850</td>
<td>Total Minutes = 1200</td>
<td>Example 1: Readings from Castellano, J. A., &amp; Frazier, A. D. (2011) Special Populations in Gifted Education: Understanding our Most Able Students from Diverse Backgrounds Davis, J. L. (2010) Bright, Talented, and Black: A Guide for Families of African American Gifted Learners. Example 2: Student Interview and Paper. Example 3: Book Trailer. Total Minutes = 4500</td>
</tr>
<tr>
<td>SPE 584</td>
<td>Spring</td>
<td>Class Meeting Dates: Jan. 11, Feb. 1, Mar. 1, April 5, April 26</td>
<td>Online Recorded Lectures, Threaded Discussions with Faculty Instruction, and Associated Instructional Videos: Total Minutes = 850</td>
<td>Total Minutes = 1200</td>
<td>Example 1: Hebert, T. P. (2011). Understanding the Social and Emotional Lives of Gifted Students. Prufrock Press Inc. Waco, TX. Children's Literature Novel (Grades 3 - 12) of your choosing. Example 2: Student Interviews and Paper. Example 3: Literature Review and Professional Presentation. Total Minutes = 4500</td>
</tr>
<tr>
<td>SPE 586</td>
<td>(Alternating Spring Semesters)</td>
<td>Class Meeting Dates: Jan. 11, Feb. 1, Mar. 1, April 5, April 26</td>
<td>Online Recorded Lectures, Threaded Discussions with Faculty Instruction, and Associated Instructional Videos: Total Minutes = 850</td>
<td>Total Minutes = 1200</td>
<td></td>
</tr>
<tr>
<td>Course</td>
<td>Description</td>
<td>Examples</td>
<td>SLOs</td>
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<tr>
<td>SPE 587 (Summer)</td>
<td>Four online meetings x 2 hours each meeting, Online Class Lectures &amp; Associated Materials, Threaded Discussions with Faculty Instruction, and Course Related Videos. <strong>Total Minutes = 2050</strong></td>
<td><strong>Example 1:</strong> Heacox, D. (2009). Making Differentiation a Habit: How to Ensure Success in Academically Diverse Classrooms. Minneapolis, MN: Free Spirit Publishing. Westphal, L. (nd) Differentiating Instruction with Menus (any two books under this title). Select two books that apply to your particular classroom situation. <strong>Example 2:</strong> Associated Threaded Discussions. <strong>Example 3:</strong> Literature Review and Professional Presentation. <strong>Total Minutes = 4500</strong></td>
<td><strong>SLO 1:</strong> Students improve collaboration between gifted and regular educators to address the unique learning needs of students with gifts and talents in the regular classroom. <strong>SLO 2:</strong> Students use a wide variety of preassessment, performance assessment, rubric (tiered, differentiated), and diagnostic procedures to identify students' current level of performance with respect to a learning objective. <strong>SLO 3:</strong> Describe promising practices for addressing student differences and increasing academic achievement. Use the pedagogy of gifted education to address the needs of high ability students in the regular classroom. <strong>Evidence:</strong> Completion of Creation of Curriculum and Analysis. <strong>Minutes Equivalent to Faculty Instruction = 240</strong></td>
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<tr>
<td>SPE 585 (Summer)</td>
<td>Class Meeting Dates: June 2, June 3, June 4, June 11, June 18, June 25 <strong>Total Minutes = 1200</strong></td>
<td><strong>Example 1:</strong> Reflective Summary Self-Evaluation of Teaching Talent Lesson Project <strong>Example 2:</strong> Writing Synectics Lessons Project <strong>Example 3:</strong> Teaching Synectics Lesson <strong>Example 4:</strong> Analyzing Written and Taught Talents Lessons <strong>Minutes = 4500</strong></td>
<td><strong>SLO 1:</strong> Knowledge of Creating a Concept-Based Unit. <strong>Minutes Equivalent to Faculty Instruction = 750</strong></td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Dates</td>
<td>Minutes</td>
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<tr>
<td>SPE 589: 910</td>
<td>Student Internship in School</td>
<td>08/22, 09/05, 09/19, 10/17, 10/21, 12/05</td>
<td>900</td>
<td>Out of Class Readings and Assignments: Example 1: Edit and produce two monthly program newsletters for faculty and parents. Example 2: Document how your program provides differentiation instruction for GT students in terms of content, process, and product. Example 3: Teach one unit of that includes at least 12 &quot;How-to&quot; methodological lessons representing 2 of the 4 Type II categories. Total Minutes: 4500.</td>
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<tr>
<td>SPE 589: 001</td>
<td>Summer Enrichment Workshop</td>
<td>6/4-6/6, 6/9-6/13, 6/16-6/20, 6/23-6/27</td>
<td>5100</td>
<td>Out of Class Readings and assignments: Example 1: Create two mini-units for two grade levels. Example 2: Keep log for each student noting char of GT. Example 3: Create Journal for each student. Total Minutes: 4500</td>
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</tbody>
</table>

SLO 1: Demonstrate ability to teach methodological "how-to" lessons. SLO 2: Demonstrate ability to create an Interest Development Center related to concept-based unit. SLO 3: Demonstrate ability to work with a small group of students to complete a Type III, i.e., investigation of a real problem. Minutes Equivalent to Faculty Instruction: 750
<table>
<thead>
<tr>
<th>Advisor</th>
<th>Approved Educational Research</th>
<th>Course From BER 540, 640, 600, 631, or 603</th>
<th>Additional Required Research: either CIE 620, CIE 695, or another BER course</th>
<th>One Elective Course</th>
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</table>
CURRICULUM VITA

Kevin D. Besnoy, Ph.D.
1205 Heritage Lane
Tuscaloosa, AL 35406
(205) 348-9141
kdbesnoy@bamaed.ua.edu

EDUCATION

Ph.D. The University of Southern Mississippi, Curriculum, Instruction, and Special Education, 2006
   Major area of emphasis: Gifted Education
   Minor area of emphasis: Instructional Technology

   Area of emphasis: Secondary Social Studies

Bachelor of Arts, The University of Alabama, 1995
   Major: History; Minor: Spanish

PROFESSIONAL EXPERIENCE

College Teaching:
The University of Alabama, 2011 - Present
SPE 681 Trends and Issues in Gifted Education.
   Fall 2012
   Instruct students to critically analyze the current trends and issues in gifted education. Additionally, students learn how to write a literature review for a scholarly journal and engage in the submission process.

SPE 587 Addressing the Needs and Talents of All Students in the Regular Classroom
   Summer 2011 - present
   Instruct graduate students in instructional and managerial techniques that can be used in the grade level or heterogeneous classroom to address the individual learning needs, strengths, and preferences of all students.

SPE 586 Social and Emotional Components of Talent Development
   Spring 2012
   Instruct graduate students in the unique programming options that address gifted students’ social/ emotional.

SPE 584 Special Populations in the Gifted Education
   Spring 2012 - present
   Instruct graduate students in the characteristics students, appropriate practices for identifying giftedness, and effective programming for culturally diverse students.
SPE 581 Psychology of Gifted Education  
Fall 2011 - present  
Instruct graduate students to the characteristics of gifted and talented students and conceptual models of gifted education.

SPE 501 Diagnosis and Assessment of Exceptional Children  
Fall 2011, Fall 2013  
Instruct graduate students in the basic concepts of assessment and management of the assessment process.

SPE 382 Teaching Critical Thinking Skills  
Spring 2013  
Instruct pre-service teachers to engage K – 8 students in critical thinking skills and to embed those lessons into discipline specific content.

EDU 401 Dynamics of American Education (co-teach with Dr. Swoszowski)  
Fall 13  
Introduce to the foundational and curricular components of education. Students analyze key socio-cultural, academic, political, and economic issues and examine the role of the teacher, student, and community member in American education.

Northern Kentucky University, 2006 - 2011  
EDA 624 Technology/Best Practices for School Improvement  
Instruct graduate students to implement Instructional Technology for school improvement.

EDG 691 Applied Educational Research I: Northern Kentucky University  
Fall 2010  
Instruct graduate students in the various aspects of conducting applied educational research

EDG 627 Field Placement Gifted Education:  
Summer 2007 - 2011  
Instruct graduate students in the implementation of programming for gifted students.

EDG 621 Introduction to Gifted Education:  
Fall 2009  
Introduce graduate students to the characteristics of gifted students and appropriate programming options.

EDU 392 Practicum Professional Semester II:  
Supervise pre-service teachers in elementary school practicum placements.

EDU 348 Social Studies in the Middle Grades:
Instruct preservice teachers how to integrate social studies into the middle grades classroom.

EDU 313 Technology Applications for Teachers:
Fall 2010, Spring 2011
Instruct preservice teachers on how to integrate instructional technology tools across the K – 12 school curriculum.

EDU 312 - Social Studies in the Elementary Grades:
Fall 2006 – Fall 2010.
Instruct preservice teachers how to integrate social studies into the elementary classroom.

The University of Southern Mississippi, 2003 - 2006
SPE 460/560 Characteristics of Gifted Students:
Summer 2003
Internship in Teaching - Designed delivery of various issues in educating gifted student, including acceleration and enrichment, multiple intelligences, residential high schools for the gifted, twice-exceptional children, and identification.

SPE 400 The Psychology and Education of the Exceptional Individual:
Spring 2006
An introduction to the exceptional populations, procedures, and policies relating to their education and citizenship.

Supervision of Gifted Programs:
Co-Organizer of the Summer Enrichment Workshop (S.E.W.), The University of Alabama, Summer 2012 – Present.
Organized and administered academic activities for students in grades K - 8. Coordinated staff and teacher materials. Evaluated teachers’ appropriate use of the Talents Unlimited Model for teaching elementary and middle school gifted and talented students.

Co-organized a program that matched gifted high school students with at-risk elementary school students for a structured after school mentoring program. This program provided gifted high school students and elementary behaviorally and academically at-risk students with an opportunity to develop the academic, social, and leadership skills necessary for life long success.

Co-Founder and Co-Director of the Northern Kentucky University Institute for Talent Development and Gifted Studies, Fall 2008 – Summer 2011.
Organized and administered academic activities for students in grades K - 8. Coordinated staff and teacher materials. Evaluated teachers’ use of appropriate methods and materials for teaching elementary and middle school students. Supervised practicum students.
Co-Organizer of the Man Up!: Men’s Leadership Conference, Northern Kentucky University, March 18, 2011.
Organized a conference for high school juniors and seniors that prepared promising young male high school students for success in their future career pathways. Participants attended a variety of discussion panels and sessions on topics ranging from workplace skills such as etiquette and resume writing, to charting a career path and pursuing one’s professional interests and passions.

Co-Organizer of the Women Leaders of Tomorrow Conference, Northern Kentucky University, March 12, 2010.
Organized a conference for high school juniors and seniors that prepared promising young female high school students for success in their future career pathways. Participants attended a variety of discussion panels and sessions on topics ranging from workplace skills such as etiquette and resume writing, to charting a career path and pursuing one’s professional interests and passions.

Organized and administered academic activities for students in grades 6 – 11. Coordinated staff and teacher materials. Evaluated teachers’ use of appropriate methods and materials for teaching middle and high school students. Supervised practicum students. Arranged and scheduled cultural and extracurricular activities.

Organized and administered academic activities for students in grades 4 - 8. Coordinated staff and teacher materials. Evaluated teachers’ use of appropriate methods and materials for teaching gifted students. Supervised practicum students. Arranged and scheduled cultural and extracurricular activities.

Organized and administered academic activities for students in grades 7 - 10. Coordinated staff and teacher materials. Evaluated teachers’ use of appropriate methods and materials for teaching middle and high school students. Supervised practicum students. Arranged and scheduled cultural and extracurricular activities.

Coordinated staff and teacher materials. Evaluated teachers’ use of appropriate methods and materials for teaching gifted students.
K - 12 Public School Teaching
Taught 7th and 8th grade Gifted and Talented classes, 8th grade United States History, 11th grade United States History, high school Computer Applications, and high school Web Page Design. Coached High School Soccer Team and served as Future Business Leaders of America advisor.

Provided weekly exposure to computers and technology for all students and teachers in grades K-6, developed and implemented programs in order to train faculty and staff in the use of computers across the curriculum, and ensured that all computers in the school worked at optimal performance levels. Assisted in coordinating all testing efforts, maintained school compliance with county and state regulations in all areas of test administration, and assisted teachers and staff in the administration and processing of all required tests.

Teacher, Hyattsville Middle School, Hyattsville, MD, 1998-2000
Taught 7th grade World Cultures and 8th Grade United States History, developed and implemented Internet-based activities that supported Prince George’s County Social Studies curricular goals, Co-chaired Multicultural committee, and organized monthly multicultural assemblies.

Teacher, Autaugaville High School, Autaugaville, AL, 1997-1998
Taught Spanish I & II, Government, Economics, and European History

SCHOLARSHIP

Peer Reviewed Journals


**Textbooks:**


**Books/Monograph:**

Textbook Chapters:


Manuscripts in Progress:
Besnoy, K. D. Developing culturally responsive teachers of the gifted: An instructional approach for teacher education programs.


Editor; Peer Review Journal

Newsletters:

RESEARCH IN PROGRESS


Besnoy, K. D., Code, K. Dr. Kimberly Code (Data from 2 years of a 3-year project gathered) *Young Women L.E.A.D. (A Leadership, Education, And Development) Conference Young Women LEAD Conference*

Besnoy, K. D., & Dantzler, J. A. (IRB approved - research project). *Norming the Teacher Technology Needs Assessment Scale*.


Besnoy, K. D., Swoszowski, N., & J. Newman (IRB approved – research project). *Case Study of Parents of Twice-Exceptional Students. Phase II*

GRANTS

**Funded:**

Besnoy, K. D. (2009). Teaching Pre-Services Teachers How to Identify and Collaborate with Non-Profit Agencies to Support Learning in Elementary Schools. Mayerson Project: Scripps Howard Center for Civic Engagement. Funded, ($2,000).


SELECTED PRESENTATIONS

International:


National:


Besnoy, K. D., Clarke, L. W., & Kinne, L. (2009, November). *Improving content area literacy through digital text.* Session presented at the National Council for the Social Studies Conference, Atlanta, GA.

Besnoy, K. D., & Kinne, L. (2009, November). *Technology paradox: Influence of technology focused professional development on promoting higher-order thinking skills in classrooms.* Session presented at the National Association for Gifted Children Conference, St. Louis, MO.


Besnoy, K. D., & Huss, J. (2007, November). *Collaborating with the world - Students using wikis to create knowledge.* Session presented at the National Association for Gifted Children Conference. Minneapolis, MN.


Besnoy, K. D. (2005, November). *Using instructional technology strategies to appropriately utilize web sites in the gifted classroom*. Session presented at the National Association for Gifted Children Conference, Louisville, KY.


**State:**


Besnoy, K. D. (2011). *What are we doing? The overreliance on differentiation as a program option*. Session presented at the Kentucky Association for Gifted Education Conference, Lexington, KY.


Besnoy, K. D. (2007, October). *Sample Lesson: Using Rock-n-Roll Lyrics to Teach History*. Session presented at the Kentucky Middle School Association
Conference, Lexington, KY.


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<tr>
<th>National:</th>
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<tr>
<th>State:</th>
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<tbody>
<tr>
<td>Alabama Association for Gifted Children Board Member, August 2011 - Present</td>
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<tr>
<td>Kentucky Association for Gifted Education Board Member, February 2008 - 2011</td>
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<tr>
<th>Community</th>
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<tr>
<td>Institute for Talent Development and Gifted Studies Board Member, December 2006 - present.</td>
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<th>AWARDS AND HONORS</th>
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<tr>
<td>College of Education and Human Services Award for Excellent Performance by a Faculty Member in the area of Outreach and Public Engagement, Northern Kentucky University, Spring 2009 &amp; Spring 2011.</td>
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<tr>
<td>Fellow at the Maryland Teachology Academy, Towson University and Johns Hopkins University, Baltimore, MD, July-August 1999.</td>
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</tbody>
</table>
MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS

World Council on Gifted and Talented Education
National Association for Gifted Children
Alabama Association for Gifted Education
CURRICULUM VITA
JANE LUMPKIN NEWMAN

Home
2721 Lockerbie Circle
Mountain Brook, AL 35223
205.967.4163

Office
The University of Alabama
Box 870232/215-B Graves
Tuscaloosa, AL 35487-0232
205.348.1444

EDUCATION
Ed.D.
June 1991
Educational Leadership: Curriculum/Staff Development
The University of Alabama, Tuscaloosa, Alabama
Dissertation: The effects of the Talents Unlimited Model on students’ creative productivity
(Ph.D. coursework – Special Education/Gifted Education)

Ed.S.
May 1985
Department of Special Education: Major, Gifted Education
The University of Alabama, Tuscaloosa, Alabama
Thesis: Forming networks with educators who work with gifted youngsters

M.A.
May 1983
Department of Special Education: Major, Gifted Education
The University of Alabama, Tuscaloosa, Alabama

M.A.
May 1969
Anthropology/Archeology
The University of Alabama, Tuscaloosa, Alabama
Thesis: The Archaeology of Tell-es-Sultan (Palestine) and Windmill Hill (England) and their chronological positions in the old world Neolithic Period

B.A.
May 1967
Major: English
Minor: History
Minor: Music
Birmingham-Southern College, Birmingham, Alabama, Cum laude

NONDEGREE EDUCATIONAL EXPERIENCE/EXTENDED PROFESSIONAL DEVELOPMENT

2011-
Academic Ladder Writing Group
Facilitator: Gina Hiatt, PhD

2011-
National Center for Faculty Development and Diversity
Facilitator: Kerry Ann Rockquemore, PhD (50+ Webinars on Teaching and Publishing)

Fall, 2011
BER 500: Introduction to Educational Research, Dr. Rick Houser, UA

Su 2012
CAT 531: Computer Based Instruction, Dr. Vivian Wright

2005-2011
Faculty Research Development Program, University of Alabama
Facilitator: Dave Bauer

2005
Recertification as Talents Unlimited International Trainer
2003 Alabama Best Practices: Powerful Conversations Facilitator Training
Present

2001-2003 Alabama Superintendent Preparation Program, AL SDE, Graduate of 1st Class
Institute for Educational Leadership, Washington, D. C.

Summer 2000 Harvard University, Center for Principal Development, School Reform and Accountability,
Cambridge, Massachusetts

1999-2000 LEADER 1, 2, 3: Principal Training Program, AL SDE

Summer 1998 University of Virginia, Department of Gifted and Talented, Major: Curriculum Differentiation,
Dr. Carol Tomlinson, Charlottesville, Virginia

1997 National Staff Development Council (NSDC), Advanced Academy for Developing Learning
Communities, NSDC Executive Director, Dr. Dennis Sparks, University of Michigan, Ann Arbor, Michigan; Miami University, Oxford, Ohio

1995-1996 National Staff Development Council (NSDC), Academy III, 2-year program in Staff Development
NSDC Deputy Executive Director, Dr. Stephanie Hirsh, Nashville, Tennessee; San Diego, California; Orlando, Florida; Chicago, Illinois

Summer 1995 College of William and Mary, Department: Gifted and Talented
Majors: Gifted Science, Gifted Language Arts, Dr. Joyce Van Tassel-Baska, Williamsburg, Virginia

1994 Auburn University, Department of English, Major: Process Writing, Dr. Dick Graves,
Auburn, Alabama

1993-1994 University of Alabama in Birmingham, Certification: Superintendent, Assistant Superintendent,
Principal, Birmingham, Alabama; Internship – Superintendent Charles Mason, Mountain Brook
City School, Superintendent Jodi Newton, Homewood City Schools

1991 The University of Alabama, Ph.D. Coursework completed
Department of Special Education: Major, Gifted Education

1985 Certification for National Trainer of Talents Unlimited, Mobile, Alabama

Summer 1982-1990 University of Connecticut, Department of Educational Psychology, Major: Gifted Education
Dr. Joe Renzulli and Dr. Sally Reis, Storrs, Connecticut

Huntsville, Alabama

1970-1972 Georgia State University, Georgia Teaching Certification
Atlanta, Georgia

Summer 1969 Smithsonian Museum, Washington, D. C. (Fellowship to conduct research under
direction of Old World Curator)

Summer 1968 Oxford University, Archaeology of England, History of England
Oxford, England

Summer 1969 Hebrew University, Archaeology of Palestine, History of Palestine
Tel Aviv, Israel
1963-1965  Agnes Scott College, Major: Music, Academic Honors Program
Decatur, Georgia

1963  Albertville High School, Diploma, Valedictorian
Albertville, Alabama

CURRENT ALABAMA TEACHER'S CERTIFICATES (renewing teaching and administration certificates)

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<th>Rank/Type</th>
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<td>Secondary (7-12); English, History, Anthropology</td>
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<tr>
<td>Rank 2/16</td>
<td>Secondary (7-12); English, History</td>
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<tr>
<td>Rank A/47</td>
<td>K-12; Special Education/Gifted</td>
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<td>Rank AA/49</td>
<td>K-12; Special Education/Gifted</td>
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<tr>
<td>Rank 1/94</td>
<td>Superintendent, Assistant Superintendent, Principal, Assistant Principal, Central Office</td>
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</table>

PROFESSIONAL EDUCATION EXPERIENCE

Associate Professor, College of Education, The University of Alabama (August 2008 – Present)

Assistant Professor, College of Education, The University of Alabama (August, 2002 – 2008)
Teach undergraduate and graduate courses in SPE, GT-Program Coord., Ed Leadership
Make scholarly contributions to areas of gifted education, teacher development, service
Provide service to The University, local, state, national organizations/community.
Director of Summer Enrichment Workshop/GT, Dir. of Science in Action Grant.

Assistant Professor (Temporary), The University of Alabama (August, 2001 – August, 2002)
Taught undergraduate and graduate courses, supervised undergraduate and graduate
teacher interns, provided advisement to students, Co-Director of SEW.
Provided service to The University, local and state communities, and to national
organizations.

Principal, Vestavia Hills High School, 1550 students, 131 staff (June, 1999 – August, 2001)
100% Mastery of Alabama High School Graduation Exam, Graduating Class of 2001
(375 students).
22 National Merit Scholars, 15 Semi-Finalists, 15 Commended (Highest in State 2001,
highest in history of the school).
Doubled (in some areas tripled) number of students in Advanced Placement and
Senior Class of 2001 earned $6,000,000 + in college scholarships (highest in history
of school).
Established “learning communities” of faculty departments for weekly scheduled
professional development and service learning for students.

Executive Director of Educational Services (Assistant Superintendent), Vestavia City Schools
(June, 1998 – June, 1999)
Provided leadership to system and to schools in areas of curriculum development and
alignment with state and national standards.
Developed and directed staff development program.
Directed personnel services (recruitment, hiring, and termination).
Developed and implemented New Teacher Mentorship Program.
Directed testing program and School Improvement (SACS).
Led development of system’s strategic plan.
Wrote grants and directed Federal Programs
Supervised Directors of After-School Care Program, Gifted and Talented Program, Special Education, Career Tech, and Technology, Supervision and Evaluation Representative to Holmes Partnership
Member of Vestavia City Schools Foundation Board

**Director of Instruction**, Mountain Brook City Schools (1993 – 1998)
Provided leadership to system and to schools in all areas of curriculum development, implementation, and alignment with State and national standards
Led development and implementation of exemplary professional development program for all employees, recognized by U.S. Office of Education as 1 of 4 best in US.
Wrote grant proposals and managed all Federal Programs
Aligned testing program with mandated ALSDE assessment
Students (in all grades at each school) earned positive achievement-ability comparison.
Coordinated Career Tech Program, Gifted and Talented program, teacher supervision and evaluation, new teacher mentor program
Developed and managed budget in excess of $1,000,000.

**Adjunct Instructor**, University of Alabama, Birmingham, Alabama (1994 – 1995)
Taught Gifted Education in Department of Special Education.

**Coordinator of Gifted Education and Coordinator of Science Curriculum**, Mountain Brook City Schools (1992 – 1993)
Coordinated and improved gifted programs for 4 elementary schools; led development of state-of-the-art science program.

**Coordinator of Gifted Education**, Mountain Brook City Schools (1991 – 1992)
Led transition to Schoolwide Enrichment Model for gifted and talented for 4 elementary schools.

**Graduate Assistant to Dr. Ray Elliott**, The University of Alabama (1990 – 1991)
Assisted Dr. Elliott, Chair of Special Education Department, in research, grant writing, teaching in special education.

**Adjunct Instructor**, University of Alabama, Birmingham, Alabama (1989)
Taught Creativity in Department of Special Education.

**Schoolwide Enrichment Specialist**, Cherokee Bend School, Mountain Brook School System 
(August, 1982 – June, 1990)
Coordinated Schoolwide Enrichment Program for 500 students. Provided gifted services for 150 identified gifted students. Dr. Joe Renzulli cited program as “Model for Southeastern United States.”

Provided gifted pull-out, resource program at 3 elementary schools for 100 students.

Taught private piano lessons to students 1st grade through college. Organist.
Adjunct Instructor, Snead State Junior College, Boaz, Alabama (1972 – 1973)
Taught Anthropology and Archaeology Courses.

Classroom Teacher, Arlington Private Schools, Atlanta, Georgia (1970 – 1972)
Taught Senior English, World History, and Anthropology.

Instructor, Georgia State University, Atlanta, Georgia (1969 – 1970) Anth./Archaeology.

Taught Anthropology and Archaeology. Graduate Assistant to Dept. Chair

PROFESSIONAL HONORS
Full Graduate Faculty Membership, awarded by Dean of Graduate School. March, 2009.
Faculty Research Associate, Office for Research on Teaching in the Disciplines (ORTD), COE, 2008
Tenure and Promotion (Associate Professor), University of Alabama, August 16, 2008.
Superior Merit Evaluation, University of Alabama Annual Faculty Performance Summary, 2007-2008
Superior Merit Evaluation, University of Alabama Annual Faculty Performance Summary, 2006-2007
Superior Merit Evaluation, University of Alabama Annual Faculty Performance Summary, 2005-2006
Member of COE Faculty who scored “all A’s” on ALSDE’s Teacher Prep Program Evaluation, 2005
Member of COE Faculty accredited by SACS, 2005
Superior Merit Evaluation, University of Alabama Annual Faculty Performance Summary, 2004-2005
Superior Merit Evaluation, University of Alabama Annual Faculty Performance Summary, 2003-2004
Meritious Merit Evaluation, University of Alabama Annual Faculty Performance Summary, 2002-2003
Graduate of Alabama’s 1st Class (20 Administrators) for Superintendent Preparation Program (2002)

Leadership Birmingham, Education Co-Chair (1999)
M. Ray Loree Research Award, The University of Alabama, College of Education ("Research Which Made The Most Outstanding Contribution to Educational Theory and Practice") -1992
Most Outstanding Dissertation in Area of Administration and Supervision, The University of Alabama Coach of 11 First Place State team winners in Odyssey of the Mind Competition (1982-1989)
Coach of First Place World Competition team (Creativity), Odyssey of the Mind (1988)
Innovative Teacher of Computer Applications (State Competition-1987)
Most Outstanding Student in Gifted Education (University of Alabama-1985)
Environmental Teacher of the Year (State, Southeast Regional Competition-1983)
Most Outstanding Young Educator (State Competition-1982).
Outstanding Young Women of America (1982)
Albertville Woman of Achievement (Albertville, AL-1981)
Distinguished Young Woman (Albertville, AL-1981)
American University Fellowship (awarded full fellowship for 4 year, Ph.D. program in Anthropology/Archaeology; 1st woman to receive award -1970)
University of Alabama Fellowship/Assistantship (M.A. in Anth./Arch.-1968, 1969)
Scholarship, Institute for Cultural Exchange, Oxford University, England (Summer, 1968)
Cum Laude graduate, Birmingham-Southern College; ranked 12th in class (1967)
Scholarship from Institute for Mediterranean Studies, UNC, Chapel Hill, NC (1966)
Dean's List, President's List, Birmingham-Southern College (1965-1967)
Who's Who in American Colleges and Universities (1967)
Dean's List, Merit List Scholar, Agnes Scott College (1963-1965)
Virginia-Carolina Chemical Corporation (4 year Undergraduate Scholarship, 1 of 4 awarded in National Competition) (1963-1967)
Valedictorian of Albertville High School Senior Class of 1967
SCHOLARSHIP

PUBLICATIONS

Peer Reviewed Publications


Peer Reviewed Papers In Progress

Coleman, A., Newman, J.L. (in progress) The Effects of One Special School on Gifted and High Ability Students and Students' Engagement and Investment. (Dissertation article to be submitted to

Newman, J. L. (under second review). When teachers and parents capitalize on real-world experiences to teach thinking: Talents are Unlimited. Teaching for High Potential.


Potential Articles in Progress from CNCS Science in Action Grant (prelim data collected)

Newman, J. N. (in progress). Students in Andalusia Middle School’s service-learning program earn high scores (20% higher) on science and reading criterion reference tests.

Newman, J. N. & Marshall T. (in progress). Brookwood Middle School constructs $120,000.00 green house through seed grant and community partnerships.

Newman, J. N. & Richards, D (in progress). Students at Chesatee Middle School, GA learn to apply problem-based learning to curriculum based problems through academic clusters.


Newman, J. N. (in progress). Students at Floyd Middle School “Take Back Their Health” through nutrition and exercise program for students, parents, and teachers.

Newman, J. N. (in progress). Fort Middle School becomes a service-learning charter school through aligning curriculum with service-learning curriculum and standards.

Newman, J. N. (in progress). Students at Monroeville Middle School study water purity and relationship to cancer through studying carcinogenic elements in county’s water systems.

Newman, J. N. (in progress). West Point Middle School presents community awareness program with American Cancer Society volunteers.

Books and Research Monographs


Chapters in Books


Other Publications: Non-Peer Reviewed


Newman, J. L. (1982 – 1983). *Discovering Albertville's past.* Book. (Result of grant for Albertville students to conduct primary research, i.e., oral history, etc., to develop Albertville history book which is used as a textbook in 3rd and 4th grade curriculum, funded by National Endowment for the Humanities, $5,000- Project Director and Editor).


**Evaluation Reports Related to Research/Service Grant**


**GRANT ACTIVITY**

**Funding Awarded**


Hubner, P., Baker, J, Newman, J. L. *Integrated Graduate Education and Research Traineeship Grant (IGERT).* National Science Foundation. $3,000,000.00.


Newman, J. L. (1999-2000). Vestavia City Schools’ Federal Programs Funding: Title I (Reading); Title II (Professional Development in Math, Science, Language Arts); Title IV (Drug and Alcohol Prevention); Title V (Innovative Programs), $413,844.

Newman, J. L. (1993-1998). Mountain Brook City Schools’ Federal Programs Funding: Title II (Professional Development in Math and Science); Title IV (Drug and Alcohol Prevention); Title V (Innovative Programs), $356,000.


Newman, J. L. (1995). SHARE. Mountain Brook Junior High Math grant to purchase graphing calculators for Mountain Brook Junior High and partner Birmingham City Junior High, funded by AmSouth, $10,000.


Newman, J. L. & Cox, K. (1995). Kids take action. Gifted Education grant to purchase for 4 Mountain Brook elementary schools Type II “how-to” methodology, process books to develop student creative productivity (Type III’s – investigative research projects), funded by AmSouth, $5,000. Purchase hands-on science experiment/materials for 4 Mountain Brook elementary schools, funded by AmSouth, $15,000.


Newman, J. L. (1982 – 1983). Discovering Albertville’s past. Grant for Albertville students to conduct primary research, i.e., oral history, etc., to develop Albertville history book which was used in 4th grade curriculum, funded by National Endowment for the Humanities, $5,000.
Funding Pursued


Newman, J. L. (December, 2008). Project TALENTS: Improving the Quality and Completion Rate of Service-Learning Action Projects. Funding to Conduct National Research on Talents for Type III’s Project. (submitted to COE internal funding).


Rock, M.L., Mutua, K.N., Beirne Smith, M., Donovan, C., Newman, J., & Siders, J. (May, 2005). Project Exceptional Special Education Leaders (EXSEL): Preparing leadership personnel in special education to enhance future P-12 service provision for students with disabilities; Leadership Personnel Preparation Grant CDFA 84.325D ($800,000.00 grant proposal submitted to OSEP, not funded).

Newman, J. L. (January, 2004). Summer Enrichment Workshop: Continuing To Provide a High Quality Instructional Program. $5,000. (Research Advisory Committee - RAC Grant, not funded)

Newman, J. L. (May, 2004). Summer Enrichment Workshop: Continuing to Provide a High Quality Instructional Program. $2,000. (College of Education Grant, funding pending revision – did not revise because I was considering retirement December, 2004, not funded.)


Refereed Papers Presented at Professional Meetings
National/International Conferences


Newman, J. L., Inglertight, T., & de Wet, C. L.(2007, November). *All students can be creative producers: How you can help them be successful and excel.* Paper presented at annual meeting of National Association for Gifted Children, Indianapolis, IN.


**Other Presentations (State and Local)**


Newman, J. L. (2006, June). *Summer Enrichment Workshop (SEW): A powerful learning experience for students ...and teachers.* Paper accepted to be presented at the annual meeting of the Alabama Association for Gifted Children, Birmingham, AL. (Did not present because of scheduling conflict with Summer Enrichment Workshop –SEW.)


**Appointment as a Referee, or as a Member of an Editorial Board, or as an Editor of a Scholarly Academic or Professional Journal**


**Important Professional Activities Which Contribute Materiaily to the Individual's Professional Stature and to the University's Mission (selected)**

Consultant. (2009 June - present). “Science in Action.” Bankhead Middle School. Walker County, AL.; Collins-Riverside Middle School. Tuscaloosa, County, AL.; Conyers Middle School. Cobb County, GA. Evans School. Albertville, AL; Florence Middle School, Florence, AL.; Floyd Middle School. Cobb County, AL.; Fort Middle School. Fulton Co, GA.; Hampton-Cove Middle School, Huntsville, AL.; New Hope School. Madison County, AL.; Hanceville Middle School, Cullman Co., AL; Hawthorne Middle School, Cobb Co, GA.; Pisgah School, Pisgah, AL; Pleasant Home School. Covington Co, AL;
Da Vinci Academy, Gainesville, GA; Chesatee Middle School, Gainesville, GA.; Science In Action. Crossroads 2nd Chance School, Roswell, GA.; Andalusia City. Tuscaloosa, AL; Brookwood Middle, Tuscaloosa, AL; Monroeville Middle Jr. High, Monroeville, AL; West Point Middle, Cullman AL.

Consultant/Keynote Speaker. (February 21, 2014). Integrating the Common Core, 21st Century Standards, And Gifted and Talented Program Standards: The How-To’s. Mississippi State GT Teachers’ TGIF Conference, Columbus, MS.


Consultant. (2007 August). Developing professional learning communities. Monrovia Elementary School Faculty, Madison County Schools, Huntsville, AL.

Consultant. (2007 August). Developing professional learning communities. Terry Heights Elementary School Faculty, Huntsville City Schools, Huntsville, AL.

Consultant. (2005, August). Developing professional learning communities. Monrovia Elementary School Faculty, Madison County Schools, Huntsville, AL.

Consultant. (2005, August). Developing professional learning communities. Terry Heights Elementary School Faculty, Huntsville City Schools, Huntsville, AL.


Consultant. (1989, October). Compacling the curriculum for bright youngsters. Paper presented for Bluff Park Elementary School Faculty, Hoover, AL,


SERVICE
Program of Gifted and Talented

Co-Chair, 3 Dissertation Committees; 5 Dissertation Committees- Member (2006 – Present)
Transforming/Updating SPE 583, 582, 585, 682, 612 courses into “blended/online” format with College of Continuing Studies (2010 – Present)
Coordinator of DUKE TIP program to recognize AL students, June, 2010 – Present)
Chair, one Dissertation Committee (2012)
Gifted and Talented Program Coordinator (2005– present)
Director, Summer Enrichment Workshop (2004, 2006-present)
ALSDE Gifted and Talented Standards Alignment Process and Report, ongoing
NCATE/SACS/ALSDE ATQS Alignment and Report, ongoing

20
Development of Alternative Program in GT (5th Year MA Program for students in non-teaching fields)
Recruitment of GT students, Liaison to Academic Outreach, College to Continuing Studies
Student Advisement and Orientation (Assigned EdS and Doctorate; however, I also advise MA and Alt
MA when students request assistance.)
Develop Comprehensive Exams, MA, EdS, EdD, PhD
Proctor Comprehensive Exams
Grade Comprehensive Exams
Remediate students who fail Comprehensive Exams
Implement Procedures for graduation and certification of MA and EdS programs
Recruit and Implement Alternative MA GT Program (new 48 hour program)

**SPEMA Department**

Committee Member, 5 Dissertation Committees
Graduate Committee (Fall 2011 to present)
Doctoral Work Committee (Fall, 2010 – present)
COMPS Work Committee (Spring, 2011 – present)
Early Childhood Faculty Search Committee (Spring, 2011)
Gifted and Talented Faculty Search Committee (Spring, 2011)
Assist with Orientation of Clinical Interns, when needed, 2001 - present
Supervise Clinical Interns, when needed, 2001 - present
Assist with Exit Interviews of Clinical Interns, when needed, 2001- present
Facilitator, Review of CTP Program, when needed, 2001 – present
Proctor Comprehensive Exams
Search Committee (Early Childhood Faculty Member), 2005-2006
Volunteer for ad hoc committees on curriculum alignment, ongoing

**The College of Education**

Dissertation Committees, 40+ (2006- present)
Committee Member to draft proposal/editorship for *Journal of Teacher Education, 2011* (Not granted)
Teacher as Leader Committee, March 2010 - 2012
Search Committee for Instructional Leadership Program Coordinator, March 2009
Office of Research on Teaching in the Disciplines (ORTD) – 2008 - present
Creative Campus Board, 2006-2008.
Chair, Search Committee (Gifted and Talented Faculty Member), 2005-2006
Academic Issues Committee (Former COE Curriculum Committee), 2002-2007
Clinical Experiences Advisory Committee, 2004- 2007
Academic Bankruptcy Committee, 2001- present
Foundations Requirement Committee (Ad hoc Committee), 2005
Presenter of SPE awards at annual Honor’s Day, 2006
NCATE Assessment Committee, 2005-2006
Develop Comprehensive Exams, AEL 655, AEL 622, Gadsden Campus, 2003 - present
Grade Comprehensive Exams, AEL 655, AEL 622, Gadsden Campus. 2003 - present
Dissertation Committee Member and Program Committee Member – 45 + students

**The University of Alabama**

Duke TIP Program, Coordinator, 2009 - present
COE Representative to the Entrepreneurship Conference – 2007
Athletics Academics Consultant, Mentor – 2007- present
Creative Campus Initiative (Board Member), 2007-2008
Faculty Senate (Alternate Member), 2003-2005

Local

Volunteer to Crestline Elementary School, Mt. Brook, monthly, 2005 - present
Leadership Birmingham (Education Committee), 1999 - present
United Way (Dispersement of Funds Committee), Central Alabama, 2004
Arts Council, Birmingham-Southern College, Birmingham, AL, 2001 - present
Professional Development provided, as requested, to local schools, 2001 – present
Consultant to Sayre, AL – low socio-economic community, 2007

State of Alabama

ALSDE Gifted Programming Board Member, 2009- present.
Alabama Association for Gifted Education, Board Member, 2001-2012; Poster Session, 2006-2011; Vendors, 2009-2011; Communication Committee, 2012-present.
Alabama Federation Council of Exceptional Children, Executive Board Member; Advisor, SCEC; 2002-2011; Poster Session, Chair, 2004 – 2011; Silent Auction, 2008 to 2011.
Alabama Association for Supervision and Curriculum Development, Student Member Recruitment. Professional Development, Consulting to various school systems, 2001 – present.

National/International

National Association for Gifted Children (Secretary for Early Childhood Division), 2002-2006; Peer Reviewer of Conference Papers for Research Strand, 2002-Present.
Association for Supervision and Curriculum Development, Associate, Student Member Recruitment, 2004-present.
Alabama Federation Council for Exceptional Children (AFCEC) Board Member, State Advisor for SCEC; Reviewer of Proposals, 2001 to 2011.

PROFESSIONAL AFFILIATIONS

International Research Conference on Service-Learning and Community Engagement (IARSLCE)

National Association for Gifted Children (NAGC)

Alabama Association for Gifted Children (AAGC)

National Center for Faculty Development and Diversity (NCFDD)
Academic Writing Ladder (AL)

The Academic Author (TAA)

American Educational Research Association (AERA)

Mid-South Educational Research Association (2006)

National Staff Development Council (NSDC) Moving Forward

Association for Supervision and Curriculum Development (ASCD), Associate

SERVICE AND PROFESSIONAL AFFILIATIONS (PAST)

2001 Volunteer, Norwood Elementary, Birmingham City Schools
1999-2003 First Look Board of Advisors, Non-profit Service Organization for Youth to Become Tomorrow’s Leaders
1999-2001 Professional Development Board, Council of Leaders in Alabama Schools
1998-2000 Holmes Partnership, Vestavia Representative
1998-2001 Alabama Association of Supervision and Curriculum Development,
  (Newsletter, Conference Chair)
1998-2000 Vestavia City Schools Foundation Board
1998-2000 Alabama State Reading Panel (Alabama Reading Initiative)
1992 - 1998 Founder, Bd. Member, Mountain Brook City Schools Foundation,
  Secretary and Exec. Board Member (1992-1994)
1988 - 1993 Delta Kappa Gamma (V.P.; Program Chair)
1996-1997 Community Kitchens Board: Secretary, Community Awareness Chair
1985 - 2001 Chairperson for Alumni Class of 1967, Birmingham-Southern College
1985 - 1995 Certified National Consultant: Talents Unlimited
1990 - 1995 Program Chair, Gulf Coast Writing Conference
1992 - 1994 President, Alabama Association for Talented and Gifted
1990 – 1992 Vice President, Alabama Association for Talented and Gifted
1991 - 1992 Member of State Department of Alabama Task Force on Gifted Education
1990 – 1991 Student Advisory Board, Department of SPE, U. of Alabama
1990 - 1991 Member of State Department of Alabama Task Force on Technology
1990 - 1991 Board Member, Alabama Federation Council for Exceptional Children
1989 – 1990 Editor, ALATAG Newsletter
1985 – 1993 Founder, President, Board Member of Birmingham Network for Gifted

CONSULTING

I have provided consulting to more than 28 schools during 2009 – 2014; 100 + schools /school systems during career - throughout the state and nation on topics such as service-learning, gifted education; science education; curriculum compacting; developing exemplary Schoolwide Enrichment Programs;
curriculum development, alignment, and assessment; results-based staff development; special education; I-Search research papers; authentic learning experiences, including real-world products and performances; performance assessment; designing learning centers; differentiated instruction; Alabama Reading Initiative; Developing Professional Learning Communities; Facilitating Powerful Conversations, and more.

(*__A line separates current UA achievement (2002-2013 from previous career achievement, as requested by Department Review Committee.)

**ADDENDUM for McCrory Faculty Excellence in Teaching – 2013-2014**

(From Faculty Activity Report – 2013)

**COURSES:**

Each semester I teach above my required 3/2 course load. Many times I also have several independent studies (for students who are finishing up a degree), and, I also honor all of Department Chair’s requests to place undergraduate SPEMA Collaborative students into a graduate course, when the student has scheduling problems with Practice Teaching or other scheduling issues.

I have developed and taught all of the courses listed below:

SPE 582: Teaching the Gifted  
SPE 583: Creative Problem Solving  
SPE 585: Advanced Thinking Skills  
SPE 589: Internship in GT  
SPE 589: Summer Enrichment Workshop  
SPE 609: Action Research  
SPE 681: Issues in Gifted Education  
SPE 612a: GT Program Development  
SPE 612b: GT Program Evaluation  
SPE 682: Advanced Curriculum Workshop (6 hours)  
SPE 611: Readings/Research in Gifted Education  
SPE 699: Dissertation Hours for Doctoral Students

AEL 655: Professional Development for Administrators  
AEL 622: Professional Development for Lead Teachers

I have also developed and taught the following courses before Dr. Besnoy joined our faculty:

SPE 581: Psychology of Gifted Education  
SPE 584: Special Populations in Gifted Education  
SPE 586: Social and Emotional Issues in Gifted Education  
SPE 587: Differentiated Instruction

I developed and taught this course before we began letting doctorate students teach it. I supervise doc students who teach the course:

SPE 382: Thinking Skills
DISSEMINATIONS AND THESES:

After Dr. Harold Bishop passed away in 2006, the AEL/AIL Department requested that COE Faculty assist with dissertations of his students. I volunteered and was placed on several dissertation committees. In addition, many students who took my AEL 655 and AEL 622 classes also asked me to serve on their dissertation committees. Finally, many SPEMA and all GT students ask me to serve on their dissertation committees. In total, since 2006 to present, I have served on 50+ dissertation committees. I really enjoy working with the faculty and students on these research projects. I have chaired one GT dissertation and have Co-Chaired 3 others.

ADVISING:

The EdS and doctoral students are assigned to me for advisement; however, many of the MA and ALT. MA students whom I was advising prior to Dr. Besnoy’s hiring, still consider me their advisor, so I am happy to assist them in any way whenever they call on me for assistance. I also teach the SPE 589 Internship and the SPE 589 Summer Enrichment Class; therefore, I am advisor to all of these students.

My advisement load is usually between 35 and 40 students.

(For two years, during a colleague’s illness and ultimate death, I advised all students in all of the GT Programs.) I also taught all of her gifted classes during the last semester of her illness.

SUPERVISION:

This past year, I have supervised 11 students (in fall and spring semester of SPE 589 internship).

I also supervised the Summer Enrichment Students (21). Total – 32 students last year.

OTHER TEACHING ACTIVITIES

- After the SPEMA Department established the generic EdS program, I developed and co-taught SPE 682: Advanced Curriculum Workshop with Dr. Ed Ellis.

- Taught state-of-the-art instructional strategies to MAP and GT interns prior to their practice teaching in Summer Enrichment Workshop (SEW).

- Director of Summer Enrichment Workshop. This is a year-round job, i.e., planning, implementing, evaluating, writing research articles, preparing MAP students and GT MA students. Please see promotional YouTube video below, developed by colleague Dr. Kevin Besnoy.

(http://www.youtube.com/watch?v=MXRP7SgV9cg&list=HL1393273515&feature=hl_lolz)

- Our grandchildren attend the Mountain Brook schools in Birmingham, so I volunteer to conduct Talents Unlimited Training and/or any other PD that they request. I also am a regular volunteer to listen to children read.

- Last year, I also conducted PD for Highlands Day School in Birmingham (volunteer).
• I have transformed my Face-to-face courses into Blended Courses with the assistance of the College of Continuing Studies. I also have taken the lead to write a proposal granting the Program of Gifted and Talented to offer the MA Program online for interested students. (This is in addition to continuing to offer the MA blended program, currently implemented.)
Curriculum Vita
Judy Giesen

EDUCATION

Ph.D. University of Alabama, Educational Research

M.S. Mississippi State University, Psychology

M.S. Mississippi State University, Counselor Education

B.S. Kent State University, Psychology

PROFESSIONAL EXPERIENCE

1995-Present
Director of Research, Office of Research and Service, University of Alabama
Professor, Department of Educational Research, University of Alabama
Director, Research Assistance Laboratory, University of Alabama

1992-1995
Assistant Professor, Department of Human Studies, University of Alabama at Birmingham.

REFEREED/PEER REVIEWED JOURNAL ARTICLES


**REFEREED PAPER PRESENTATIONS**


the development of science inquiry skills. Paper presented at the annual meeting of the National Association of Research in Science Teaching, New Orleans, LA.


Giesen, J.L., & Taylor, J. (1996). *Development and psychometric properties of the job strain scale for public school teachers*. Presented at the annual meeting of the Mid-
South Educational Research Association, Tuscaloosa, AL.


Giesen, J. L. (1993, November). *A validation of the Teacher Beliefs Inventory in high and low funded schools*. Presented at the annual meeting of the Mid-South Educational Research Association, New Orleans, LA.

Trentham, L., & Giesen, J. L. (1992, November). *Analyzing disparity effects via systematic observation of school environments*. In S. M. Ross (Chair), Do funding inequities produce educational disparity? Research issues and findings in the Alabama case. Symposium conducted at the annual meeting of the Mid-South Educational Research Association, Knoxville, TN.


**GRANTS**

Reform in Undergraduate Science Courses Serving Pre-service Teachers: Evaluation of a Faculty Professional Development Model. University of Alabama, Dennis Sunal, Co-PI; San Diego State University, Cheryl L. Mason, Co PI: NSF Project.


Program Evaluator (2003-2005): *Family and Community Violence Program*, Grant funded by The Office of Minority Health (OMH) in the Department of Health and Human Services. (awarded $350,000/year)
Giesen, J. (Summer, 2002) COE Research Grant entitled, *Cognitive EEG Test-Retest Reliability*, (awarded $2,000)


Grant co-author and Program Evaluator: *Birmingham Comprehensive Partnership for Minority Student Achievement*. Grant project supported by the National Science Foundation. (Amount awarded $4.3 million for years 1995-2000).

Grant co-author and Program Evaluator: *Centers of Excellence for Research, Teaching, and Learning*. Grant project supported by the National Science Foundation. (Amount awarded $800,000 for years 1996-2000).


**TEACHING EXPERIENCE**

**GRADUATE COURSES TAUGHT**
Quantitative and Qualitative Research Methods in Education
Statistical Methods in Education
Analysis of Variance in Education
Regression Methods in Education
Survey Research in Education
Evaluation I: Theory and Practice
Practicum in Educational Research
Life-Span Development
Introduction to Measurement and Evaluation in Education
Human Development
Statistical Methods and Research in Education
Statistical Methods and Research in Education: Intermediate
Stephen Charles Tomlinson  
*Educational Leadership, Policy, and Technology Studies*  
*University of Alabama, AL 35487-0302*  
*Stomlins@bamaed.ua.edu*

**Education**

Dissertation: *The Construction of Mind*  
Director: Robert Sherman

M.A. in Philosophy, University of Florida, 1986

M.A. in Philosophy of Education, University of London, 1979

B.Ed. (Upper Second) in Mathematics and Education, University of London, 1977

**Professional Experience**

Chair, Steering Committee for the doctoral program in Nurse Education 2007-present.


Professor in Foundations of Education, College of Education, University of Alabama, 2005

Coordinator, programs in Educational Foundations and Educational Leadership, College of Education, University of Alabama, August 2000-August 2003


Assistant Professor in Foundations of Education, College of Education, University of Alabama, August 1991-1997

Visiting Assistant Professor, School of Nursing, University of Alabama at Birmingham, summer 1993 and summer 1994

Teaching Associate, Department of Mathematics, University of Florida, 1985-1991

Teaching Assistant, Department of Mathematics, University of Florida, 1980-1985

Instructor, Department of Mathematics, Santa Fe Community College, Gainesville FL, 1983-1989

High School Mathematics Teacher, Fleetwood School, Chessington, Surrey, Great Britain, 1979-1980

High School Mathematics Teacher, Rydens School, Walton-On-Thames, Surrey, Great Britain, 1977-1978
University Teaching

Graduate Classes
Dynamics of Change
Foundations of Education through Film
Philosophical Foundations of Education
Issues in the Philosophy of Science
Social Thought and Education
Advanced Seminar in Secondary Curriculum
Philosophy of Science and Educational Research
Contemporary Classics in Education: The Life and Thought of John Dewey
Modern Classics in Education: The Enlightenment and Education
Multicultural Issues in Education
Introduction to the Foundations of Education
Psychology in Education
Introduction to the Sociology of Education
Philosophy of Education
History of American Education
Sociology in Education

Undergraduate Classes
Foundations Component: Multiple Abilities Program
Historical and Philosophical Foundations of Education
Analytic Calculus and Geometry 1, 2, & 3
Introduction to Statistics
Business Calculus 1&2
Mathematics for Elementary School Teachers
Pre-Calculus
Principles of Mathematics

Teaching Awards
Award for Excellence in Teaching, College of Continuing Studies,
The University of Alabama, 2008
University of Florida Teaching Assistant of the Year, 1986
Mathematics Teaching Assistant of the Year, 1986

Research and Service Grants
Overseas Teaching Grant, International Programs, The University of Alabama, 2010.
Instructional Technology Grant, The University of Alabama, 1999
Faculty Research Grant, University of Alabama, 1998 & 1994

Memberships
Southeast Philosophy of Education Society (S.P.E.S.)
President 1998-1999
American Educational Research Association (A.E.R.A.)
British Educational Research Association (B.E.R.A.)
American Educational Studies Association (A.E.S.A.)
Scholarly Work

Publications

Books


Articles


Robert Quinn and Stephen Tomlinson, “Random Variables: Simulations and Surprising Connections,” *Mathematics Teacher* 1999, 92(1); 82-89. Reprinted in Robert Quinn and


**Work in Progress**


**Recent Research Presentations**


Stephen Tomlinson, “Alva Woods and the Problem of Discipline at the University of Alabama, 1831-1837” Tuesday November 14th, 2006 UA Library Lecture Series


Presidential Address,

Dissertation Chair

Completed Studies

Tedi Gorden
Sylvia Reddick
Matthew Gargis
Dana Harman
Donna Power
Kevin Windham
Guangyuan Hu
Kathy Kinslow
Jillian Skelton
Mei-Jean Barth
Linda Allen
Robert Gray
Ronald Grace
Susan Hargett
Xiang Zhang

Studies in progress

Jody Hold
Becky Bertalan
Emily Burlsten
Dana Harman
Debra Malone
Dr. Vivian H. Wright

Professor
Instructional Technology
The University of Alabama

EDUCATION

The University of Alabama, Tuscaloosa, AL
Ph.D.; Instructional Leadership with an emphasis in Instructional Technology and minors in Higher Education Administration and Educational Research; 4.0 GPA. (Dissertation: A comparison of the achievement and perceived satisfaction of graduate students in synchronous and asynchronous courses)

The University of Alabama, Tuscaloosa, AL
Master of Arts; 4.0 GPA; Advertising/Public Relations with cognate in Organizational Communication (Thesis: Localism: Assessing its importance to television stations)

Morehead State University, Morehead, KY
Bachelor of Arts; cum laude; Broadcast & Journalism/Public Relations

PROFESSIONAL EXPERIENCE

2012 – current  Professor of Instructional Technology
2012 – 2013  Interim Department Chair, Curriculum and Instruction
2007 – 2012  Associate Professor of Instructional Technology

Full Member of Graduate Faculty (2010 – Current)

2001 – 2007  Assistant Professor of Instructional Technology

Secondary Curriculum, Teaching, and Learning Program, Department of Curriculum and Instruction, College of Education – The University of Alabama

Responsible for contributing to the revision, development, implementation, and evaluation of undergraduate and graduate courses in instructional technology; teaching graduate level courses in instructional technology; serving on dissertation and thesis committees; development of Masters degree in technology; recruiting, advising, and mentoring undergraduate and graduate students; and engaging in scholarly activities including research, writing, and grant solicitation.

SCTL Program Coordinator (Fall 2006)
(Fulfilled various responsibilities during department chair’s sabbatical) Responsible for coordinating activities of the secondary program including course scheduling, assessment reporting, teacher education program admittance activities, and other leadership and administration duties as necessary.

1999 – 2001  Assistant Professor - The University of Alabama
Non-tenure track appointment; assisted faculty and staff with integration of technology and Internet course development; served as consultant to faculty on technology related issues; developed Master Technology Teacher (MTT) Program and Technology on Wheels; Project Director of PT3 grants for UA campus.

Courses Taught

69
CSE 693 *Advanced Workshop in Secondary Education: Seminar in Educational Technology – Using Web 2.0*
This seminar focuses on opportunities in educational technology specifically related to understanding and using Web 2.0 as pedagogical collaboratories in teaching and learning.

AIL 600 *Integration of Technology in Education and Training*
*(One of first 3 courses required in Nurse Educator Ed.D. sequence; a collaborative program between the Colleges of Education and Nursing)*
This class features an examination of advanced applications of current and emerging instructional technological applications in a variety of settings and job environments.

AIL 601 *Principles of Instructional Technology*
This course concerns advanced theory and applications of educational technology, including the effects of technology in problem solving and other higher level thinking skills.

CAT 589/689 *Practicum in Educational Computer Technology*
Students pursue individual research in educational computer technology and are required to implement, analyze, and report findings. For doctoral students, this is their "capstone" course; students work toward an IRB application and dissertation prospectus, among other activities.

AIL 631 *Administrative Technologies*
This course introduces students to administrative technologies available for administrators, as well as critical technology issues that leaders must face.

CAT 531 *Computer Based Instructional Technologies*
An introductory course for teacher educators in the fundamentals of computer applications for educational use.

*Developed this course for online offering, beginning Summer 2013*
*Delivered this course for the College of Education International Programs: Mexico City, February 2003, 2013 and Quito, Ecuador, February 2004*

CAT 532 *Curriculum and Emerging Instructional Technologies*
This course features the use of emerging instructional technologies in personal productivity, education, training, and telecommunications.

CAT 533 *Curriculum Integration of Technology*
This is the culminating course of the CAT sequence and involves the development of learning activities through technology integration, instructional design, and product validation.

CAT 534 *Issues and Trends in Educational Technology*
This course is a study of current issues and trends affecting the use of computers in education and includes an examination of emerging technologies and legal, social, cultural, and ethical issues affecting technology.

CAT 520 *Computer Graphics Education*
An application course dealing with the use of graphics in learning design for education and training.

CIE 693 *Doctoral Seminar in Curriculum and Instruction*
Coordinator, fall 2007 and teaching team member, fall 2005 and 2006; this seminar offers topics of research, professional development, and doctoral student issues.

CSE 489 *Clinical Experiences in Secondary Education*
Technology Team member; design and deliver technology training for methods students.

CSE 594 *Problems in Secondary Education*
Students work independently on topics or projects of individual concern. Supervised students during summer 2005 and 2006.

BCT 400 *Computer Education*
Course focused on application of instructional technology in the classroom.

*2000 - 2001*

*Adjunct Instructor (Interim sessions) -- University of Alabama College of Human Environmental Sciences*
CSM441  Consumer Communications
This course examined the principles, methods, techniques, and resources used in planning, writing, developing, and evaluating effective consumer communications programs.

1999  Adjunct Instructor - University of Alabama Gadsden Center
1998 – 1999  Graduate Research Assistant, The University of Alabama, College of Education
Assisted and reported to the Dean’s office regarding technological special projects related to the College of Education mission, including serving as eb Site Manager, assistant to the Associate Dean for NCATE review preparation, and coordinator/instructor for faculty/staff technology training.

1996 – 1998  Graduate Teaching Assistant, The University of Alabama, College of Education
Assisted in facilitation, instruction, and assessment of beginning and intermediate computer application classes; supervised, taught, and developed modules for BCT 100, 300, and 400.

PUBLICATIONS (Recent, Past 5 Years)

BOOKS


BOOK CHAPTERS


REFEREED JOURNALS


**REFEREED CONFERENCE PROCEEDINGS, MONOGRAPHS AND OTHER (Recent, Past 5 Years)**


**MAGAZINES, NEWSLETTERS, WEBSITES, OTHER (Recent, Past 5 Years)**


Websites: Facilitated, led, designed and/or contributed to research and efforts to produce:

- [www.bamaed.ua.edu/cse489](http://www.bamaed.ua.edu/cse489) -- An online portal for secondary education students, this website includes tutorials, rubrics, web links, and more.
- [www.projectcit.ua.edu](http://www.projectcit.ua.edu) -- Summarizes PT3 efforts and Master Technology Teacher projects.
- [www.thecopyrightsite.org](http://www.thecopyrightsite.org) -- An Instructional Technology doctoral student effort, this website is used by our teacher education programs, as well as programs throughout the U.S.
- [www.bamaed.ua.edu/edtechcases](http://www.bamaed.ua.edu/edtechcases) -- A culminating team project/practicum for CAT 589, this website presents emerging issues/trends for discussion in case study format.
- [www.bamaed.ua.edu/cat](http://www.bamaed.ua.edu/cat) -- This culminating team project for two years of Computer Graphics graduate classes (CAT 520) blends design theory and design for a recruiting Computers and Applied Technology (CAT) program website!

**PRESENTATIONS (Recent, Past 5 Years)**

**INTERNATIONAL REFEREED**


Education (ISTE), Atlanta, GA.

Inman, C., Wright, V., Matherson, L., & Wilson, E. (2013). Common technologies for the common core. Presentation submitted to the International Society for Technology in Education (ISTE), Atlanta, GA.

Wilson, E., Wright, V., Matherson, L., Hammack, R., & Windle, T. (2013, November). Common core: Putting the pieces of the puzzle together. Presentation to the National Council of the Social Studies (NCSS), St. Louis, MO.


Matherson, L., Hammonds, L., & Wright, V. (2012, November). It's not just professional development window dressing. Presentation to the National Council of the Social Studies (NCSS), Seattle, WA.

Odom-Barcelo, B., & Wright, V. (2012, March). Distance Education and Students ' Community Engagement: A Faculty Perspective. Presentation to the Society for Information Technology & Teacher Education conference, Austin, TX.


Burnham, J., & Wright, V. (2011, June). Using online digital videos as counseling tools to discuss cyberbullying with youth. Presentation to the national meeting of the American School Counselor Association (ASCA), Seattle, WA.

Wilson, E., & Wright, V. (2011, April). Teachers and technology: From the university to the social studies classroom. Presentation to national meeting of the American Educational Research Association (AERA), New Orleans, LA.

Inman, C., & Wright, V. (2011, March). Pre-service teachers: Virtual worlds as a 21st century learning tool. Presentation for international meeting of the Society for Information Technology and Teacher Education (SITE), Nashville, TN.

Wilson, E., Matherson, L., Wright, V., & Griggs, B. (2010, November). Retooling social studies for the 21st century with emerging technologies. Presentation presented for NCSS, Denver, CO.

Burnham, J., Wright, V., & Houser, R. (2010, June). Using virtual world (Second Life) scenarios to deal
with cyberbullying in middle school. Presentation to the national meeting of the American School Counselor Association (ASCA), Boston, MA.

Hammonds, L., & Wright, V. (2010, February). Promoting technology partnerships to bridge the gap. Presentation to the Holmes Conference, Charleston, SC.

Matherson, L., Inman, C., Wright, V., & Griggs, B. (2009, November). Finding your voices: Promoting students’ democratic decision-making through technology. Presentation to the national meeting of the National Council of the Social Studies (NCSS), Atlanta, GA.

de Wet, C., Minear, A., & Wright, V. (2009, November). Teaching without a script: Curriculum for creative and differentiated learning. Presentation to the national meeting of the National Association for Gifted Children (NCGC), St. Louis, Missouri.

de Wet, C., Minear, A., & Wright, V. (2009, November). Teaching without a script: Story of a modern one room schoolhouse. Presentation to the national meeting of the National Association for Gifted Children (NCGC), St. Louis, Missouri.


REGIONAL REFEREED


Wright, V., Wilson, E. (2010, November). *Teachers’ use of technology: Lessons learned from the teacher education program to the classroom.* Presentation for MSERA Conference, Mobile, AL.

Morris, K., & Wright, V. (2010, November). *Efficacy vs. Proficiency: Are students prepared for the technological demands of college?* Presentation for MSERA Conference, Mobile, AL.


**GRANT ACTIVITIES (Recent, Past 5 Years)**

2012  
*Co-Principal Investigator (with Wilson, E.) Exploring teachers’ use of technology in the social studies: 10 years later.* ($2,000 FUNDED)

2011  
*Co-Principal Investigator (with Whitaker, K., Sunal, D., Fonseca, D., Anderson, & Sunal, C.) (submitted May 13, 2011) Innovative Technology Experiences for Students and Teachers (ITEST).* National Science Foundation ($1,200,000) (Not funded)
Course Description
An examination of the nature of youth having high potential in multiple areas. Includes consideration of definitions, characteristics, and identification of the gifted/talented as reflected in historical and contemporary theory and research. Attention is given to relationships among definition, identification, and educational planning.

Class Schedule

CONCEPTUAL FRAMEWORK: The College of Education prepares practitioners who understand the purposes of education and have the ability to engage in the ongoing processes of reflection and dialogue that lie at the heart of socially-responsible, theoretically-informed, and research-based effective practice.

The vision of the College of Education (CofE) at The University of Alabama is to develop effective, ethical, and reflective professionals who advance the theme of the CofE: Unites, Acts, and Leads (UA Leads). By engaging in theoretically informed and intellectually advanced effective practice our graduates will:

- UNITE with the larger community to collaboratively nurture cultural competence, empathy, and a vision of equity and justice for all learners;
- ACT to develop the full potential of all learners to be excellent professionals in their field; and
- LEAD through continuous research-based critical inquiry of policy and reflective practice to enable transformative change in our diverse local and global communities.

Knowledge Base
An education commensurate with each child’s ability to learn is one of the basic tenets of American educational philosophy. The literal interpretation of that statement encompasses a primary rationale for differentiated programs that identify and develop the special characteristics and abilities of gifted and talented children defined in the following way by the Rules of the Alabama Board of Education, State Department of Education (1993), Chapter 209-080-090. Gifted students are those who are identified as possessing demonstrated gifted behaviors (including creative or productive thinking) and, who by reason thereof require services not ordinarily provided by the regular school program. Graduate training in the Gifted and Talented Specialty is based on the research literature relating to the Schoolwide Enrichment Model (Renzulli & Reis, 1985) and its service delivery components, the Enrichment Triad Model (Renzulli, 1977), and the Revolving Door Identification Model (Renzulli, Reis, & Smith, 1981). This system provides a comprehensive structure for graduate level training that is based on the extensive research literature supporting the employment of a broadened conception of giftedness in providing educational programs for able students.
Policies on Attendance, Misconduct, and Accommodation

Policy on late work
No late work will be accepted without prior approval of the professor. All late assignments will receive a zero (except in cases where extended time for reasonable cause is negotiated with the instructor). If you realize you will have to submit an assignment late, a minimum 48-hour notice is required.

Policy on make-up tests
Make-up exams are given only with prior approval of instructor.

Policy on attendance
Attendance is a mandatory component of this class. Given that SPE 581 meets only three weekends during the semester, it is imperative that you attend each class. Missing one weekend will result in an automatic F for the course.

Policy on cell phones
All cell phones have to be turned to vibrate/silent during class time, except by prior arrangement with instructor for extreme emergencies.

Academic misconduct
Academic misconduct by students includes all acts of dishonesty in any academically related matter and any knowing or intentional help or attempt to help, or conspiracy to help, another student commit and act of academic dishonesty. The Academic Misconduct Disciplinary Policy will be followed in the event of academic misconduct. Please refer to http://registrar.ua.edu/policies/ for the revised Codes of Conduct.

Equal Treatment
The instructors and students in this course will act with integrity and strive to engage in equitable verbal and non-verbal behavior with respect to differences arising from age, gender, race, physical ability, and religious preferences.

Accommodations
If you are registered with the Office of Disability Services, please make an appointment with the instructor as soon as possible to discuss any course accommodations that may be necessary. If you have a disability but have not contacted the Office of Disability Services, please call 354-5175 or visit Osband Hall to register for services.

Plagiarism
Plagiarism is the act of representing words, data, works, ideas, computer programs or output, or other material not generated by the student as his or her own. Plagiarism may be inadvertent or purposeful. However, plagiarism is not a question of intent. All suspected incidences of plagiarism must be reported by the course instructor to the Assistant Dean of the College of Education. Plagiarism is a serious act of academic misconduct and may result in a student’s receiving an F in the course and being suspended from the University. For more information, refer to http://registrar.ua.edu/policies. For an excellent tutorial on plagiarism, please visit http://owl.english.purdue.edu/owl/resource/589/01/. A multimodal tutorial on plagiarism called PLAYING IT SAFE is available at http://www.lib.ua.edu/tutorials/.
## Course Objectives (Knowledge)

<table>
<thead>
<tr>
<th>ALSDE Rule #</th>
<th>Rule</th>
<th>Assessed In</th>
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<tbody>
<tr>
<td>SDE Rule 290-3-3-.38(1)(a).</td>
<td>demonstrate knowledge of definitions, characteristics, prevalence, and the incidence of giftedness</td>
<td>1, 2, 3, 4</td>
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<tr>
<td>SDE Rule 290-3-3-.38(1)(b).</td>
<td>demonstrate ability to recognize unique cognitive and social characteristics and learning styles of gifted students</td>
<td>1, 2, 3, 4</td>
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<tr>
<td>SDE Rule 290-3-3-.34(1)(a)4.</td>
<td>demonstrate knowledge of normal growth and development patterns, as well a common delays in the normal mastery sequence of developmental skills</td>
<td>1, 2, 3, 4</td>
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<tr>
<td>SDE RULE 290-3-3-.38(1)(a)5.</td>
<td>demonstrate knowledge of programming models for gifted students</td>
<td>1, 2, 3, 4</td>
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<tr>
<td>SDE RULE 290-3-3-.38(1)(b)2.</td>
<td>demonstrate ability to select, utilize, and evaluate assessment instruments appropriate to the unique needs of gifted students</td>
<td>1, 2, 3, 4</td>
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<td></td>
<td>select and use evaluation/assessment instruments accounting for cultural differences, and properly interpret data to professionals and to youngsters and their parents (including use of the case study technique);</td>
<td>1, 2, 3, 4</td>
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<tr>
<td></td>
<td>use assessment/evaluation data in providing appropriate individual education programs</td>
<td>1, 2, 3, 4</td>
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<td></td>
<td>use group dynamics in interpersonal relationships concerning relevant instructional processes with professionals, gifted and talented students, and their parents (specifically in case study activities);</td>
<td>1, 2, 3, 4</td>
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<tr>
<td>SDE Rule 290-3-3-.34(1)(a)10;</td>
<td>demonstrate knowledge of the roles of professionals, students, and families as members of a collaborative team</td>
<td>1, 2, 3, 4</td>
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<tr>
<td>SDE Rule 290-3-3-.34(1)(b)3.</td>
<td>demonstrate ability to implement or assist other teachers in implementing the student's individualized education plan by selecting, developing, and using appropriate</td>
<td>1, 2, 3, 4</td>
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<tr>
<td>Instructional Techniques, Ongoing Measurement Techniques, Media and Materials, Equipment, Technological Advances, and Support Personnel</td>
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<td>(SDE Rule 290-3-3-.38(1)(b)6.); demonstrate ability to incorporate the contributions and participation of parents and other teachers in the instructional program</td>
<td>1, 2, 3, 4</td>
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<tr>
<td>(SDE Rule 290-3-3-.38(1)(b)7.); demonstrate ability to solicit, manage, and evaluate the support and contributions of various professional groups and community services including the development of mentor relationships</td>
<td>1, 2, 3, 4</td>
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<tr>
<td>[SDE RULE 290-3-3-.42(4)(d)1. (vi)] demonstrate ability to effectively communicate the goals of the instructional program to the student, the student's primary care-givers, and appropriate professionals.</td>
<td>1, 2, 3, 4</td>
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</tbody>
</table>
Course Requirements

Required Text

Various articles that will be posted to the BlackBoard site.

Class Assignments
This course is designed to encourage active reading and learning, problem solving, and implementation in a classroom setting. Assignments will require students to demonstrate their ability to apply course objectives to a relevant curriculum unit, to specific students, or to a learning situation. Options for modifying these assignments to meet individual needs are welcomed. Students may share ideas, work together, and/or receive feedback before submitting their work for grading.

1. **Class Participation (each class session; 15%)** - *The purpose of this assignment is to encourage you to critically consume required readings and actively participate in classroom activities/discussions. Prepare carefully and completely for class. Students must be ready to discuss all readings thoughtfully. You are expected to read the assigned readings before class and be able to apply your knowledge to classroom activities. You will be given credit for active participation in classroom activities/discussion - please refer to the class participation rubric (given on the first night of class) for more information.*

   During the weeks when we do not meet, there will be discussion postings (approximately 4 questions every two weeks). While it is not expected that you will answer each question (if we were in class you would not always answer each question) it is expected that you will actively participate.

2. **Summer Enrichment Workshop Course Description (Final Course Description Due December 1st; 5%)**
This assigned is designed to help you to begin designing your classes for the 2014 Summer Enrichment Workshop. During the 2014 summer you will have the opportunity to design, teach, and evaluate two classes to groups of a homogenously group of gifted and talented students. The first week of the program is designed to allow you to prepare your classrooms and to finalize any planning that you need to complete. The next three weeks are for instruction. In the coming months, you will receive more information about that process. The development of the courses is an iterative process
   - Course Topic Web – Due September 30th
   - Course Goals – Due October 12th
   - Three Big Questions – Due October 12th
   - Course Title and Description – Due November 23rd

3. **Gifted Case Study (Due December 7th; 25%)** - *The purpose of this assignment is for you to recognize the varying student abilities and determine your own gifted education philosophy. Conduct a gifted education case with one student not formally identified as gifted but you suspect might be gifted. The information and structure of this case study is should be that of a district gifted coordinator learning about the students' abilities and perceptions of gifted education. Analyze the student's attitudes and perceptions about school. In addition, it is important to describe your impressions of their responses. Rather than summarizing each answer, analyze the implications of their answers. Think about what this information means to you as a future teacher of the gifted. Consider what steps you need to take during your time in this program as you prepare to become a teacher of the gifted. Select answers from 5 - 6 questions and critically compare the interviewees' responses (more information will be given during the 1st weekend).*

4. **Midterm Examination (Due by October 20th; 10%) & Final Examination (Due by December 10th; 20%)** - *The purpose of this assignment to demonstrate your ability to synthesize the course content presented during this semester. Two exams will be administered to further assess students' applied understanding of course content. The exams will cover assigned readings, lecture notes, and activities. Both exams will be administered online. More information on the final will be given later in the semester.*
5. Literature Review (Outline due by September 16th; Final Paper due October 27th; 25%) - This assignment allows you to identify a personal/professional topic of interest, research pertinent literature, and present your findings. Students are required to write a literature review on current trends and issues related to gifted education. In this paper, you will summarize the fundamental aspects of your topic and state your opinion about why your selected topic is of importance. Finally, you will explain how this topic impacts classroom instruction in the gifted education classroom and describe how a teacher can use the information you presented to improve educational outcomes. You will be expected to state your opinion and support it with sound research. The paper must be typed, double-spaced, and beginning with page number two; each paper must be consecutively numbered at the top (follow APA format 6th edition). Use 12 point Times New Roman font. The paper should be between 10-14 pages in length (not including the title page, abstract, and reference section). The paper must include a minimum of 12 references that are not from your textbook. The best papers in this class have utilized reference material outside of the text. Inevitably, the search for and subsequent study of these outside materials has enhanced the student’s knowledge of the subject area and has resulted in a more scholarly paper. For your paper, style, grammar, spelling, and all matters of form will be taken into consideration. The research paper should be prepared in a careful and scholarly manner. No more than 5% of the paper may consist of direct quotes or close paraphrases of source materials. Quotes and ideas taken from any source must be acknowledged in the text and a reference list must be attached. Your paper will be graded on the following criteria:

- **Originality** - Are the ideas in your paper original to you? Do you look at your topic in a unique, creative way? Do you offer a new insight into the topic or is it just a rehash of other people's ideas?
- **Organization** - Is your paper well organized with appropriate headings and smooth transition?
- **Readability** - Is your paper easy to read? Does it make sense? Are major points well-communicated and presented in understanding terms?
- **Opinions** - Do you demonstrate understanding of the topic(s)? Do you provide opinions and conclusions about the question you are trying to answer?
- **Documentation** - Do you provide evidence to support your opinions and conclusions?
- **APA Style** - Does the paper adhere rigidly to the rules of APA Style?
- **Professional Quality** - Is the paper professional done with no spelling or grammar errors?
- **References** - Are references complete and accurate? Do you have references from a variety of sources - not just from the WWW?

Percentages for grades are as follows: A = 90%; B = 80%; C = 70%; D = 60%.
Module 1: August 21st – September 1st: Introduction to Gifted Education
- Face-to-face Meeting: August 24th (1:00 pm – 5:00 pm)
- Read articles from BlackBoard
  - Colangelo, N., Assouline, S. G., & Gross, M. U. M. (2004). A Nation Deceived: How Schools Hold Back America’s Brightest Students, Volume 2 (pp. 1 – 67) (this can be found online in BlackBoard).

Module 2: September 2nd – September 15th: Characteristics of Gifted Students
- Face-to-face Meeting: September 14th (1:00 pm – 5:00 pm)
- Read from Education of the Gifted and Talented
  - Chapter 1 (pp. 1 - 30) - Gifted Education: Matching Instruction with Needs
  - Chapter 2 (pp. 31 - 53) - Characteristics of Gifted Students
  - Chapter 3 (pp. 54 - 94) - Identifying Gifted & Talented Students
- Read from How the Gifted Brain Learns
  - Introduction (pp. 1 – 7)
  - Chapter 1: What is the Gifted Brain? (pp. 8 – 44)
- Watch Learning Matters Video (this link can be found on BlackBoard)
- Watch Changing Education Paradigms (this link can be found on BlackBoard)

Module 3: September 16th – October 6th: Gifted Education Programming
- Literature Review Outline Due September 23rd
- Complete Summer Enrichment Workshop Course Description: Course Topic Web (Due September 30th)
- Read from Education of the Gifted and Talented
  - Chapter 4 (pp. 95 - 122) - Program Planning
  - Chapter 5 (pp. 123 - 144) - Acceleration
  - Chapter 6 (pp. 145 - 174) - Grouping, Differentiation, & Enrichment
  - Chapter 7 (pp. 175 - 204) - Curriculum Models
- Read from How the Gifted Brain Learns
  - Ch. 8 (pp. 225 - 247) – Putting It All Together
- Watch Connecting Gifted Education to Other School Practices (this link can be found on BlackBoard)

Module 4: October 7th – October 20th: Social/Emotional Needs
- Complete Summer Enrichment Workshop Course Goals and Three Big Questions (Due October 12th)
- Mid-Term Exam Due October 20th
- Read from Education of the Gifted and Talented
  - Chapter 16 (pp. 418 - 445) - Parenting the Gifted Child
  - Chapter 17 (pp. 446 - 479) - Understanding & Counseling Gifted Students
  - Chapter 15 (pp. 395 - 417) - Gifted Children with Disabilities
- Read from How the Gifted Brain Learns
  - Ch. 4 (pp. 111 - 140) – The Twice-Exceptional Brain
  - Watch Parenting Your Gifted Children – A Top Ten List (this link can be found on BlackBoard)

Module 5: October 21st – November 3rd: Creativity and Thinking Skills
- Literature Review Due October 27th
- Read from Education of the Gifted and Talented
  - Chapter 8 (pp. 205 - 220) - Creativity I: The Creative Person, Creative Process, & Creative Dramatics
  - Chapter 9 (pp. 221 - 241) - Creativity II: Teaching for Creative Growth
  - Chapter 10 (pp. 242 - 268) - Teaching Thinking Skills
Module 6: November 4th – November 24th: Technology and Reversing Underachievement

- Complete Summer Enrichment Workshop Course Description – 1st Draft (Due November 4th)
- Face-to-face Meeting: November 16th (1:00 pm – 5:00 pm)
- Complete Summer Enrichment Workshop Course Description – 2nd Draft (Due November 23rd)
- Read from Education of the Gifted and Talented
  - Chapter 12 (pp. 287 - 327) - Underachievement: Identification & Reversal
  - Chapter 13 (pp. 323 - 356) - The Cultural Underachievement of Females
  - Chapter 14 (pp. 357 - 394) – Cultural Diversity and Economic Disadvantage: The Invisible Gifted
- Read Articles from BlackBoard

November 25th – November 30th: (Thanksgiving Holiday – Please spend time with your family)

Module 7: December 1st – December 8th:

- Face-to-face Meeting: December 7th (1:00 pm – 5:00 pm)
- Gifted Case Study Due December 7th
- Read from How the Gifted Brain Learns
  - Chapter 5 (pp. 141 – 164) – Language Talent
  - Chapter 6 (pp. 165 – 188) – Mathematical Talent
  - Chapter 7 (pp. 189 – 224) – Artistic Talent
COURSE SYLLABUS
Spring, 2014
Teaching the Gifted and Talented

Area: Interdisciplinary Teacher Education
Program: Gifted and Talented
Course Title: Teaching the G/T
Course Number: SPE 582-910
Credit Hours: 3 semester hours

Faculty Member:: Dr. Jane Newman
Telephone Number: 348-1444
Office Hours: Posted
Office Address: 215-K
E-mail address: jnewman@bama.ua.edu

Mailing Address: University of Alabama, Box 870232, Tuscaloosa, AL 35487-0232

Class Dates: 1/11/14; 2/01/14; 3/01/14; 4/5/14; 4/26/14

COURSE DESCRIPTION: Utilization/evaluation of teaching-learning models and systems for education of the gifted and talented, including consideration of roles, expectancies for learning, and organizational procedures. Practical opportunities to develop, implement, and evaluate curricular experiences with gifted and talented students. Jan 12, Feb 2*, Feb 23, Mar 16, April 6*

CONCEPTUAL FRAMEWORK: The College of Education prepares practitioners who understand the purposes of education and have the ability to engage in the ongoing processes of reflection and dialogue that lie at the heart of socially-responsible, theoretically-informed, and research-based effective practice.

The vision of the College of Education (COE) at The University of Alabama is to develop effective, ethical, and reflective professionals who advance the theme of the COE: Unites, Acts, and Leads (UA Leads). By engaging in theoretically informed and intellectually advanced effective practice our graduates will UNITE with the larger community to collaboratively nurture cultural competence, empathy, and a vision of equity and justice for all learners;

ACT to develop the full potential of all learners to be excellent professionals in their field; and

LEAD through continuous research-based critical inquiry of policy and reflective practice to enable transformative change in our diverse local and global communities.

COURSE OBJECTIVES:
1. use assessment/evaluation data in providing appropriate individual education programs;
2. demonstrate knowledge of programming for gifted students (SDE RULE 290-3-3-
3. demonstrate knowledge of skills and services which students need as they make the transition from school to the community, including community living, the world of work, and continuing education (SDE RULE 290-3-3-.34(1)(a)5.);

4. demonstrate knowledge of student learning styles and instructional strategies, including collaborative teaching (SDE RULE 290-3-3-.34(1)(a)6.);

5. demonstrate knowledge of behavioral intervention techniques (SDE RULE 290-3-3-.34(1)(a)7.);

6. demonstrate knowledge of the coordination of special education services and general education (SDE RULE 290-3-3-.34(1)(a)11);

7. demonstrate knowledge of technology, including assistive technology devices (SDE RULE 290-3-3-.34(1)(a)12.);

8. demonstrate ability to select design, utilize, and evaluate curriculum materials for gifted students (SDE RULE 290-3-3-.38(1)(b)3.);

9. demonstrate ability to modify methods, materials, and equipment to meet student needs (SDE RULE 290-3-3-.34(1)(b)8.);

10. integrate creative and productive thought, critical thinking, leadership training, and visual and performing arts in curriculum and instruction for gifted students;

11. demonstrate ability to incorporate the contributions and participation of parents and other teachers in the instructional program (SDE RULE 290-3-3-.38(1)(b)6.);

12. demonstrate ability to continuously analyze the effectiveness of the individualized education plan and make appropriate modifications (SDE RULE 290-3-3-.34(1)(b)4.); organize, manage, and evaluate various programming alternatives, including the use of appropriate technology;

13. demonstrate ability to utilize effective teaching strategies designed to promote learning and improve student achievement (SDE RULE 290-3-3-.34(1)(b)7.);

14. demonstrate ability to solicit, manage, and evaluate the support and contribution of various professional groups and community services, including the development of mentor relationships (SDE RULE 290-3-3-.38(1)(b)7.);

15. demonstrate ability to plan and facilitate transition programs within and outside the school setting (SDE RULE 290-3-3-.34(1)(b)5.);

16. demonstrate ability to work effectively with member of the instructional team and professionals from related fields (SDE RULE 290-3-3-.34(1)(b)10.); and

17. use a concentration in the basic disciplines such as English/humanities, math/science, social sciences, or other appropriate areas.

REQUIRED TEXTS:

A package of materials, "Talents Unlimited," should be purchased at The University Supply Store for use at the 2nd weekend. ($11.00)
Supplemental Materials:

Newman, J. L. (2006). *Talents for Type III’s.* (Creative Learning Press). (Out of Print) ($20.00), or, I can send you an email copy.


Other Texts: (I’ll make notes and copies from, so don’t have to purchase.)


REQUIRED READINGS:
Required readings are included in modules in SPE 582 Blackboard. Students are expected to keep up with readings each week and to post discussion responses to the Discussion Board. (100 points)

REQUIRED PRACTICUM HOURS:
(Students will log at least 15 hours of practice ... practicum experience on implementing/teaching Type Is and Type II’s, Type IIIs, Compacting, Differentiation)
POLICIES ON ATTENDANCE, MISCONDUCT, AND ACCOMMODATION:
Policy on late work: A class assignment which is submitted after stated due date will have 5% subtracted from the grade of that assignment, except in cases where extended time for reasonable cause is negotiated in advance with the instructor.
Attendance policy: Attainment of the objectives of this course is directly related to the developmental sequences of experiences from meeting to meeting. There are no excused absences, since each weekend meeting constitutes 20% of the course. The student is responsible for content/activities that are missed.
Policy on academic misconduct: All acts of dishonesty in any work constitute academic misconduct. The Academic Misconduct Disciplinary Policy will be followed in the event of academic misconduct.

POLICY ON ACCOMMODATING STUDENTS WITH DISABILITIES: To request disability accommodations, contact Disabilities Services (348-4285). After initial arrangements with that office, contact your professor.

COURSE REQUIREMENTS/EVALUATION:

DEVELOP A THEMATIC/INTEGRATED UNIT OF INSTRUCTION FOR USE IN THE CLASSROOM WHICH INCLUDES:

(BEFORE YOU BEGIN TO DEVELOP THE FOLLOWING ACTIVITIES, USE AN INTEREST-A-LYZER TO DETERMINE A TOPIC /PROBLEM WHICH IS MOST INTERESTING TO A SMALL GROUP OF STUDENTS, or, select a topic for which you are passionate (Talents and Type III's - chapters 1 and 2 can assist you with this decision.)

Develop at least 5 different kinds of Type I exploratory activities and implement at least 3.

The three implemented Type I activities must include at least one "expert" presentation/demonstration or field visit. The choice of topic/field of study should be based on the results of a current interest assessment with a group of students; however, if you are participating in SEW this summer, you will develop activities related to your SEW Topic focus. The Type I activities should help students explore a field or discipline, direct them toward a focusing of interest in the field or discipline, and offer them ideas for further study and possible Type III's.

Evaluation: The Type I activities should be described in narrative form (typed, using outline provided) and accompanied by a typed analysis-evaluation of these experiences with students, including your analysis of events such as determining the topic, helping students focus interests, etc. (i.e., all activities appropriate to Type I).
Implementation of Type I experiences should **always include debriefing sessions**, i.e., discussions which help students pinpoint specific topics of special interest which were stimulated by the field trip, film, demonstration, speaker, other activity. Debriefing sessions are intended to move students closer to one of the ultimate goals of SEM: focusing a Type III activity/product/audience (or, at least, identifying what activities might help students dig deeper into topics of interest).

**Your analysis of Type I experiences should address:**

a. your efforts in debriefing sessions and your evaluation of your/your students' strengths and weaknesses in this important process;

b. specific information about ideas/cues generated by the debriefing that helped you determine what to do next (e.g., other Type Is, a needed Type II, ideas for Type III). You will want to include students' specific responses to some of your debriefing questions and add your reflections on how these responses helped you and the students determine where to go next.

*(NOTE: Bear in mind that there is no "pure" implementation version of SEM; the model must be tailored to the needs/abilities of students in particular settings. You may want to include in your analysis-evaluation special features/modifications of your implementation which resulted from factors such as limited resources in a rural area, present level of skill among very young or disadvantaged populations, etc.)*

60 pts. for description and analysis-evaluation of Type I activities. Due 2nd weekend!

(Students will log at least 15 hours of practice on implementing/teaching Type Is and Type II's. Grading points are included in each assignment.)

**TYPE II s:**

2. Develop a set of at least 10 sample Type II instructional activities related to the topic/focused problem. Five should be designed to help students with inquiry/methodological skills related to the designated field of study. Others may relate to different enrichment topics and involve different groups of students. These 5 activities must reflect the skills of the Talents Unlimited model (at least two each for PT, DM, PL, F, & C); the talent activities must be recorded on the provided lesson plan outline (found in supplemental packet). If special materials are required for implementing a lesson, descriptions/references/samples/stimulus picture should be included with lesson plan.
Evaluation: The typed instructional activities for Type II must be accompanied by:

a. a typed analysis-evaluation that documents the implementation of 5 of the activities (3 Talents), including how well the activities helped students dig deeper into their interests and/or assisted them with skills needed for Type III investigation, your efforts in spotting special talents of students or action information for a possible Type III, directing follow-up activities, etc.

b. sample student responses for each activity implemented MUST be included with each lesson.

100 points for 10 instructional activities (see attached criteria: 10 pts. possible for each lesson). 30 points for evaluation of implementation of Talents lessons). due 2nd weekend.

(Students will log at least 15 hours of practice on implementing/teaching Type Is and Type II’s.)

STUDENTS WHO ARE PARTICIPATING IN SEW 2014 will meet with MAP students on Feb. 8th. You should have a mapped visual of your Topic to share with MAP student. You should also have ideas for 10 Type I’s and 10 Type IIs related to your focused topic.

3. Students will present a Talents Lesson in class. Student participants will provide feedback using the Teacher Self-Assessment Form. 30 points

TYPE IIs:

4. Provide a detailed, narrative description and an actual copy/photograph of the Type III (or Type II 1/2) product that emerges from your SEM implementation. If your group has no experience with Type IIs, or if no Type III seems to be emerging from the students, you should guide the students in a "practice Type III" experience. The idea for this activity may be initiated by you but should reflect the interest of students; an enthusiastic teacher can often generate the student interest necessary for a substantial project. due 4th weekend.

Evaluation: This information should be accompanied by:

a. a typed analysis-evaluation which documents the implementation of any Type III related activities (e.g., methodological assistance, mentor, etc.). This evaluation should clearly reflect your thoughts/feelings about your efforts to implement the SEM model. Your peak and valley experiences should be reflected along with your ideas about what you might do differently the next time.

b. a completed "Management Plan for Individual and Small Group Investigation" (page 223 in text); and

c. a completed "Student Product Assessment Form: (pp. 266-69 and p. 274 in
30 points for written description of Type III product (including how it developed) and 2 attachments. 30 points for written evaluation of Type III implementation efforts.

CURRICULUM COMPACTING:

5. Collaborative curriculum compacting project with classroom teacher. The objective of this project is for you to try out the curriculum compacting process for an individual student or a small group of students AND to accomplish the compacting in collaboration with a classroom teacher. Your choice of student(s) could be (a) an identified g/t student you already serve for a portion of the day/week but who would benefit from additional time with you or a mentor; (b) a student NOT identified as g/t but one for whom you and classroom teacher document ability/need to be compacted and provided enrichment in regular classroom; or (c) for secondary content g/t classroom, a group of students for whom you can compact your own content on a topic/unit in order to free time for additional enrichment based on students' interests.

Evaluation: Documentation for the curriculum compacting project includes:

a. a detailed "Compactor" (page 96 in text), including pre-test or other evaluation used with student(s); and

a typed, narrative analysis of your experiences in compacting using the attached form, "Criteria for Written Analysis of Curriculum Compacting Project."

50 points. Due 5th weekend.

CRITERIA FOR WRITTEN ANALYSIS OF CURRICULUM COMPACTING PROJECT

1. Description of student(s) selected for curriculum compacting and of your rationale for selecting student(s) (i.e., Why is this student/group a credible subject for compacting?)

2. Completion of Compactor form in detail (i.e., Columns 1 and 2 on Compactor should clearly indicate how you and classroom teacher worked with student(s) in document the area(s) for compacting, the objectives and activities for compacted subject; Column 3 should indicate specific plans for enrichment you and student(s) developed for the time made available as a result of the compacting).

3. Analysis of progress to date and planning for next steps (i.e., How do you, the classroom teacher, and the student(s) view results of your compacting experience and what did not work? What was the most challenging aspect of compacting? Why? The easiest? Why? How would you assess the overall quality of your efforts? What plans/suggestions do you have for improvement in your future efforts in curriculum compacting?) (NOTE: Please include quotes from classroom teacher/student(s) to document their participation in the evaluation of your
collaborative efforts. Due 5th weekend.

PROCEDURE FOR DETERMINING FINAL GRADE: Follows University policy and is based on total of 300 points.
90% (270-330 points) = A
80% (240-269 points) = B
70% (210-239 points) = C
60% (180-209 points) = D
fewer than 180 = F

Adaptations for Weekend College: Students are sent reading assignments prior to first class meeting so that best use of class time can be made. Students will be provided periods of class time for any library searches related to course work. Assignments may be mailed so that due dates allow sufficient working time.

TOPICAL OUTLINE:
Weekend 1
Course Overview and Requirements

Overview of Triad Enrichment Model-[Schoolwide Enrichment Model (SEM)]
Type I: General Exploratory Activities (Pre-Assessment (Interest – a- Lyzer)
Type II: How-to Training  (Talents Unlimited Model fits here)
Type III: Investigations of Real Problems (Newman’s Talents and Type III’s)

Type II Enrichment (Learning/Thinking Skills Instruction)
Talents Unlimited Model  (Talents Packet from SUPE Store)
  Productive Thinking
  Decision Making
  Planning
  Forecasting
  Communication

Schlichter’s Talents Unlimited Model: A Creative and Critical Thinking Skills Model; Newman’s Talents and Type III’s) (outline of training components in supplementary packet. NOTE: Required pre-reading assignment on this topic.

Overview of Summer Enrichment Workshop Handbook (SEW)

Weekend 2:
Type I Enrichment (General Exploratory Activities based on Interests)
  Interest and Learning Style Assessment Relationship of interests/learning styles to materials selection
Interest Development Centers
Field Trips
Expert Speakers
Slide Shows
Power Point Presentations
Exploring Internet
Reading Books and Articles

Skills and services students need for transitions from school to community,
including career placements, work study programs, mentor relationships,
continuing education. Modifying methods, materials, and equipment to meet
individual student needs

Type III Enrichment
Providing methodological assistance
Facilitating mentor relationships/community services/other school to community
and world of work transitions
Web site construction and other technology outlets for Type III products

(Readings: Renzulli and Reis' Schoolwide Enrichment Model: Introduction to Type I, Type II,
Type III; Pages 14-104; 115-151; 159-168; 211-148; 262-276

Feb. 8, 2014 Work with MAP Students (Meet Master Teachers)
SEW Planning Meeting (draft of SEW Menus/interest dev. center due)
April 19, 2014: 2nd meeting with MAP Students and Master Teachers

Weekend 3:
Schoolwide Enrichment Model (SEM), Renzulli & Reis
Goals of SEM
Coordinating special education services and general education
Roles of students, parents, classroom teachers, community in SEM
Planning and facilitating transition programs within and outside school setting

Conception of Giftedness
Talent Pool Formation
Curriculum Compacting
Function of curriculum compacting in IEP planning
Collaboration of students, classroom teacher, parents
Analyzing IEP outcomes and making modifications

Type I Enrichment (exploratory activities based on interests)
Use of community resources/services
Development of data base/spreadsheets for community bank
Use of Internet resources; e-mail with experts in field

Type II Enrichment (learning/thinking skills instruction)
Role of Type II enrichment in improving student achievement
Curriculum materials selection, evaluation, and utilization
Type III's (independent/group investigations of real problems/issues)
10 Steps Talents and Type III's manual

Weekend 4:
Differentiated Instruction/management Strategies
- Preassessment
- Types of differentiation
- Flexible grouping options
- Classroom management

Implementing Type II activities for cognitive and affective processes
Behavioral intervention techniques in Type II training
Readings: Talents Unlimited text

Trouble-shooting the Schoolwide Enrichment Model
- Involving other professionals in schoolwide enrichment
- Managing mentor relationships, including debriefing
- Advanced technology applications
  Identifying real world products/outlets
Readings: Kaplan, pp. 133-158; Maker & Nielson, pp. 403-456;
Renzulli, pp. 14-104; 115-151; 159-168; 211-148; 262-276; Tomlinson, pp. 1-94.

Weekend 5:
Other curriculum models
Unit Design Models
  Linking Talents - Schlichter
  Concept-Based Units - Lynn Erickson
  Interdisciplinary Units (SEM) Peg Beecher
  Universal/Essential Questions - Heidi Jacobs
  Backward Design - Jay McTigue & Grant Wiggins
Differentiated Instruction - Carol Tomlinson
  Content, Process, Product
  Compacting
  Mentoring
  Questioning
  Anchor Activities
  Contracts
  Stations/Learning Centers
  Simulations
  Problem-Based Learning
  Tiered Instruction

Effective collaboration
Class members will make oral presentations of SEM projects/efforts
Readings: Maker & Nielson, pp. 357-402; Tomlinson, pp. 95-124
SPE 582: Rubric for Type I

General

_______ 5 Type I activities

_______ 3 Type I activities implemented

_______ 1 expert presentation/demonstration/field visit

_______ Help explore a field or discipline

_______ Offer ideas for Type IIIs

Evaluation

_______ Narrative form

_______ Evaluation of experiences with students

_______ Analysis of events: determining topic

_______ Analysis of events: helping students focus interests

_______ Debriefing: your own evaluation

_______ Debriefing: students' strengths and weaknesses

_______ Debriefing: specific cues about what to do next
_________ Special features, modifications for your district

_________ Grade (due Weekend 2)

Name______________________________

SPE 582: Rubric for Type II

General

_________ 10 sample Type II instructional activities

_________ 5 activities should relate to inquiry/methodological skills (50 points possible)

_________ 1 each for PT, DM, PL, F, & C (50 Points Possible)

_________ If special materials, descriptions / references / samples / stimulus picture should be included

Evaluation

_________ Document 5 implemented activities.

_________ Describe how activities helped students dig deeper into interests.

_________ Describe how activities helped prepare students for Type IIIs.

_________ Follow-up activities

_________ Sample student responses
_______ Total Points (30 possible)

_______ Grand Total Points (130 possible)

_______ Grade (Due Weekend III)

Name__________________________

SPE 582: Rubric for Type III

1. ________ A detailed, narrative description and (if feasible) an actual copy/photograph of the Type III (or Type II 1/2) product that emerges from your SEM implementation. The idea for this activity may be initiated by you but should reflect the interest of students. (**20 points**)

   (a) ________ A completed "Management Plan for Individual and Small Group Investigation." (**5 points**)

   (b) ________ A completed "Student Product Assessment Form." (**5 points**)

_______ Total Points for Description and Attachments (30 points)

2. ________ **Evaluation:** This information should be accompanied by:
   A typed analysis-evaluation that documents the implementation of any Type III related activities (e.g., methodological assistance, mentor, etc.). This evaluation should clearly reflect your thoughts/feelings about
your efforts to implement the SEM model. Your peak and valley experiences should be reflected along with your ideas about what you might do differently the next time. (30 points).

Total Points (60 points possible)

Name: ___________________________ Grade: ___________________________

SUPPLEMENTARY READING LIST


SPE 583: Creative Problem Solving

SPE 583: Creative Problem Solving Syllabus - Fall, 2013

Instructor Information
Name: Dr. Jane Newman

Office: 215-B

Office Hours: Thursday (10:00 – 12:00), Friday (9:00 a.m.- 4:00 p.m.)

Phone: 205.348.1444
Email: jnewman@bamaed.ua.edu

Class Meeting Dates:
08/24/13 – 8:30 a.m. – 12:30 p.m.
09/14/13 – 8:30 a.m. – 12:30 p.m.
11/16/13 – 8:30 a.m. – 12:30 p.m.
12/03/13 – 8:30 a.m. – 12:30 p.m.

Students will also participate in online sessions (Blackboard Collaborate) to cover content and (Blackboard Discussion) to discuss reading assignments that are required for each Module.

Course Description
A guided sequence of exercises and experiences leading to increased personal creative behavior with emphasis on methods for nurturing creative talent in students of all ages. This course is designed for the educator or administrator, at any level, who wants to delve into the "whys" and "hows" of nurturing creative talent in his/her subject matter field or environmental setting and who realizes that there is no sure or easy way to accomplish this.

Conceptual Framework
The vision of the College of Education (COE) at The University of Alabama is to develop effective, ethical, and reflective professionals who advance the theme of the COE: Unites, Acts, and Leads (UA Leads). By engaging in theoretically informed and intellectually advanced effective practice our graduates will

**UNITE** with the larger community to collaboratively nurture cultural competence, empathy, and a vision of equity and justice for all learners;

**ACT** to develop the full potential of all learners to be excellent professionals in their field; and

**LEAD** through continuous research-based critical inquiry of policy and reflective practice to enable transformative change in our diverse local and global communities.
SPE 583: Creative Problem Solving

Course Prerequisites and Co-requisites
Prerequisites and/or Co-requisites – None

Required Texts
• Supplemental readings as listed in Modules and in Reference Section.

Course Presentation
This course is organized into five learning modules, each of which will include one or more of the following:

WHAT (Information/Ideas)
• All materials for that module
• Lectures (Multi-media) or Face-to-face; Online Blackboard

HOW (Instructional Strategies to Experience/Process Information/Ideas)
• All assignments for that module (Processing, Experiencing)
• Discussions [Self: Reflective thinking, journaling (or online)]; [Others: Dialogue with others face-to-face (or online)]

OUTCOMES (Products/Presentations)
• Assessments (Authentic Assessments, Performance-Based Assessments, Self-Assessments, Project-based Learning, Problem-based Learning, Online Threaded Dialogue/Discussion).

Course Topics
• What is Creativity?
  o Classic Theories of Creativity
  o History of creativity, noting the theorists and their contributions
  o Definitions of creativity, and which is most like your definition of creativity
  o The relationship between self-actualization and creativity

• Who is the Creative Person?
  o Creativity and intelligence
  o Personality traits and behavior characteristics of creative people.
  o "What bugs you?" Applying creative processes to minimize problems
  o Self-confidence in the ability to be deliberately creative and to heighten sensitivity to the problems that surround us.
  o Vital importance of creative effort for all people in all cultures with respect to professional activities and in personal living; strengthening motivation to utilize personal creative potential
  o Producing original ideas of high quality for solution of problems
  o Assessing creative potential and creative ability
How Do We Improve Creative Thinking?
- Creative and productive thought, critical thinking, leadership training, and visual and performing arts
- Learning theories specifically suited to exceptional students
- Creative and productive thought, critical thinking, leadership skills, and visual and performing arts in the gifted curriculum
- Students' misconceptions, ideas, and experiences as a basis for planning instructional activities, and use students' inquisitiveness to develop inquiry, problem solving, and critical and creative thinking skills
- Recognize, question, and interpret ideas from a variety of perspectives
- Creative learning climate where individual differences are respected
- Creative ideas; recording them in your idea Trap

How Do We Overcome Blocks to Creativity?
- Climate for creativity
- Techniques for intellectual blockbusting
- Techniques for emotional blockbusting
- Techniques for perceptual blockbusting
- Techniques for cultural blockbusting

Talents and Creative Thinking
- Listing many, varied, and unusual problems or situations that “bug” you (Productive Thinking)
- Listing many, varied, unusual ideas for an invention that solves a problem or something that bugs you (Productive Thinking)
- Deciding on the best idea for an invention prototype (Decision-Making)
- Planning and creating the invention prototype (Planning)
- Predicting effects of creating various designs of prototypes (Forecasting)
- Producing an artistic replica of the invention and artistic packaging of the invention artifact (Communication)
- Writing and presenting a creative advertisement for your product (Communication)

Creative Problem Solving introduction
- Sensing problems and challenges (Mess Finding)
- Observing and fact finding
- Recognizing the real problem
- Idea finding
- Assessing ideas and solution finding
- Acceptance finding and planning the solution; Preparation for putting ideas into action
- Implementation of the solution

Policy on Late Work
Do not wait until the last minute to submit your assignments, assessments, and discussions. Work submitted after the deadlines outlined in the course schedule may result in a grade of zero. Instructors are solely responsible for determining whether provisions will be made for
unforeseen circumstances. You must report these circumstances as soon as possible after the event. You may be required to produce documentation.

Objectives
In order to pass this course, students must demonstrate competency in all stated objectives. This course will enable students to:

- Demonstrate knowledge of creative and productive thought, critical thinking, leadership training, and visual and performing arts; [SDE Rule 290-3-3-.38(1)(a)4.]
- Use learning theories specifically suited to exceptional students;
- Use and evaluate teaching models and strategies specifically suited to the unique cognitive and social characteristics and learning styles of exceptional students;
- Relate the cognitive and affective dimensions of learning to curriculum;
- Use group dynamics in interpersonal relationships concerning relevant instructional processes with professionals, gifted and talented students, and their parents;
- Use a concentration in the basic disciplines such as English/humanities, math/science, social sciences, or other appropriate areas;
- Be familiar with definitions and taxonomies of thinking skills as used in several major models for critical, creative, problem solving, and decision making instruction, including models developed in the United States and other countries;
- Demonstrate an ability to incorporate creative and productive thought, critical thinking, leadership skills, and visual and performing arts in the gifted curriculum; [SDE Rule 290-3-3-.38(1)(b)8.]
- Demonstrate knowledge of how to stimulate critical thinking and problem solving; [SDE Rule 290-3-3-.04(2)(a)1.(iii)]
- Demonstrate knowledge of how groups influence individuals, and how individuals influence groups in a democratic society; [SDE Rule 290-3-3-.04(2)(a)1.(vi).]
- Demonstrate an ability to incorporate students' misconceptions, ideas, and experiences as a basis for planning instructional activities, and use students' inquisitiveness to develop inquiry, problem solving, and critical and creative thinking skills; [SDE Rule 290-3-3-.04(2)(a)(b)2.(l)]
- Demonstrate an ability to create a learning climate in which individual differences are respected; [SDE Rule 290-3-3-.04(2)(b)2.(l)]
- Demonstrate an ability to encourage students to recognize, question, and interpret ideas from a variety of perspectives; [SDE Rule 290-3-3-.04(2)(d)2.(v)]
- Demonstrate an ability to vary teaching roles such as instructor, facilitator, coach, and listener; [SDE Rule 290-3-3-.04(2)(c)2.(xii)] [SDE Rule 290-3-3-.42(4)(d)1.(x)] [SDE Rule 290-3-3-.42(4)(d)2.(x)]
- Demonstrate the knowledge and ability to use technology to enhance professional growth (e.g. through accessing web-based information, online collaboration with other educators and experts, and online professional courses);
- Demonstrate an ability to create an optimal learning environment by utilizing, evaluating, modifying, and adapting the classroom setting, curricula, teaching strategies, materials, and equipment;
Grading

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<tr>
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<th>150 pts</th>
<th>100%</th>
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<tbody>
<tr>
<td>Problem Solving Project</td>
<td>30</td>
<td>20%</td>
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<tr>
<td>Creative Practicing</td>
<td>30</td>
<td>20%</td>
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<tr>
<td>Ingenuity Contest (Invention Prototype)</td>
<td>20</td>
<td>15%</td>
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<tr>
<td>Creativity Scavenger Hunt</td>
<td>30</td>
<td>20%</td>
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<tr>
<td>Idea Book</td>
<td>10</td>
<td>5%</td>
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<tr>
<td>Readings and Threaded Discussions</td>
<td>30</td>
<td>20%</td>
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97-93 % = A  
87-83 % = B  
77-73 % = C  
67-63 % = D  
59-0 % = F

Grading Policies

Evaluation in a course on creative problem solving is not based totally on absorption of subject matter. This course aims to broaden and improve attitudes and thinking abilities; therefore, evaluation is based on the degree to which students demonstrate such gains in application, analysis, synthesis, and evaluation. In view of the course objectives, the evaluation plan includes a variety of activities and assignments. (Please see assignments below. Specifics are provided in links and in modules.)

Assignments

1. PROBLEM SOLVING PROJECT (30 points)
   This project is an application of the Osborn-Pames Creative Problem-Solving Model to self-selected problems representing personal or professional areas. (The process to be discussed and practiced in class) will help to complete this activity.) The student will select a personal or professional problem (with approval of instructor) to process and solve, using the Creative Problem-Solving Model.

   Evaluation: The documentation for this project will be a typed worksheet packet to be distributed in class. (Minimum criteria and rubric are included in packet.) [Packet Due Last Class] [SDE Rule 290-3-3-.38 (1) (a) 4.]; [SDE Rule 290-3-3-.38 (1) (b) 8.].

RUBRIC

2. CREATIVE PRACTICING (30 points)
   This project is designed to provide you an opportunity to stretch your own creativity through regular practice over several weeks (15 hours minimum practice time is required).

   [SDE RULE 290-3-3-.42(4)(d).1.(x)] [SDE RULE 290-3-3-.42(4)(d).2.(x)] (Demonstrate the knowledge/ability to use technology to enhance professional growth (for example, through
accessing web-based information, on-line collaboration with other educators and experts, and on-line professional courses).

The focus of your creative practicing may be almost anything; however, you must get faculty approval to ensure that your project is, indeed, a CREATIVE SKILLS BUILDING ENDEAVOR. (For instance, Pilates Class is not an acceptable creative project.) Some possibilities are: writing; movement/dance; music; involvement in a community effort; home decorating; changing personal style of fashion/designing fashions; interpersonal skill development; architecture; family activities; public speaking; song writing; oral history; cuisine; entrepreneurship; photography; politics, etc. Whatever you choose as your creative practicing goal, you must be able to defend it in terms of an opportunity to try out something new or to do something in a new way. The ultimate goal to keep in mind is: exploring and developing personal creative power. (Due Fourth Class Session.)

Evaluation: Evaluation will be based on your effectiveness in choosing a goal that can stretch your creativity and in developing your personal creative power through practice. A 3-5 page typed, double-spaced summary paper will provide documentation for this activity. [290-3-3.42(4)(d)1.(vii)] [290-3-3.42(4)(d)2.(vii)] demonstrate students' knowledge/ability to facilitate students' individual and collaborative use of technologies (including, but not limited to spreadsheets, web page development, digital video, the Internet, and email) to locate, collect create, produce, communicate, and present information.

The paper should address:
(a) Description of the creative practicing project you selected;
(b) Descriptions and reflections of blocks to your creativity that occurred and techniques you employed to overcome those blocks; and
(c) Summary assessment including what you think was accomplished, how you feel about the experience, how you would change your creative practicing, and what avenues you plan to address with creative practicing in the future.

Ongoing class time to share progress in creative practicing will be provided, and final technology product due at the third class meeting. (30 pts. possible. Please see below links for Sample Student Creative Practicing Paper and Rubric.)

3. INGENUITY CONTEST (20 points)
Each student will engage in the inventive process by designing an original invention (prototype) to solve a personal "bug" or pet peeve. (Due 2nd Class Session)

Evaluation: In order to encourage creative "risk-taking", all students will receive an automatic 20 points for creating an invention; however, criteria for this legitimate, yet fun, practice of creative thinking include:
- Create an original invention (prototype) to solve a problem.
- Create an original ad to promote your invention. (Can be presented face-to-face in class or by media presentation.)
- Create original, professional packaging to "sell" your invention.
- Create an original invention that has potential to be patented and used by society.

(Automatic 20 pts. for completion.) [SDE Rule 290-3-3-.38 (1) (a) 4.]; [SDE Rule 290-3-3-.38 (1) (b) 8.]. Rubric for Ingenuity Contest
(See Sample of student work: http://www.youtube.com/watch?v=Z-DwrPcWGXs&feature=em-share_video_user&noredirect=1)
4. CREATIVITY SCAVENGER HUNT (30 points)
Students will be given directions for the *creativity scavenger hunt* and will conduct this hunt in the two environments (one that is creative; one in a non-creative environment). The focus of this *hunt* is to identify people who are solving problems in creative ways. Specific directions and handouts will be given in class. (Please see specific instructions on link Students’ findings will be communicated in a creative way (photographic essay, computer website, video/slide presentation, etc.) at the (Due Third Class Session).
[SDE Rule 290-3-3-.38 (1) (a) 4.]; [SDE Rule 290-3-3-.38 (1) (b) 8.]. [290-3-3.42(4)(d)1.(vii)] [290-3-3.42(4)(d)2.(viii)] Demonstrate students’ knowledge/ability to facilitate students’ individual and collaborative use of technologies (including, but not limited to spreadsheets, web page development, digital video, the Internet, and email) to locate, collect create, produce, communicate, and present information. [Link to Instructions] [Link to Rubric]

(Student Work Sample: Kelsey Burkhalter)

5. IDEA BOOK (10 points)
Students will keep an "idea trap" which is like an inventor’s notebook, a writer’s journal, or an artist's sketch pad. An entry should be made each day of ideas, insights, images, musings, fleeting thoughts that might otherwise be lost. These ideas may or may not be used to assist in other class projects. (Evaluation: Self- Evaluation, Scale of 1 – 10, with 10 being the highest score; Honor Code.)

6. READINGS AND PARTICIPATION (Reflective Dialogue: face-to-face and online; please see required reading assignments in each of the five modules.)

Creative thinking is not a spectator sport. Students will be involved in a variety of in-class activities. These will include simulations and discussions related to brainstorming, attribute listing, forced relationships, creative problem solving, synectics, futuristics, and designing inventions. An accepting attitude that serves to stimulate and support creative thinking in classmates will also contribute to class participation. It is expected that your class discussion (face-to-face and online) should reflect that you are reading in the areas of creativity, creative thinking, and creative problem solving. These readings will enhance your awareness of the rationale for this course, of approaches to employ for increasing creativity among youngsters, of specific techniques for increasing/applying your own creative power. (30 pts. possible)

NOTE: Because both textbooks for this class will facilitate completion of projects, as well as your general understanding of creativity, it is a class requirement that you read both texts. Also, be prepared to share orally, during each class meeting, your favorite quotes/ideas from each reading assignment in the five modules; be prepared to give a
rationale for the selections that you choose to share. [SDE Rule 290-3-3-.38 (1) (a) 4.];
[SDE Rule 290-3-3-.38 (1) (b) 8.]
To assist you in selecting ideas for posting your reflective dialogue for the required reading in
the modules, please respond to the questions included on the SPE 583 Panel Review (listed
below).

Documentation: Post on Blackboard Discussion Board your responses to the questions.
Then, participate in “Threaded Discussion” by responding to two of your classmates’
responses for each question. We will address one question per week. This list of
questions includes an SPE 583: Creative Problem Solving question that will be included
in your MA Comprehensive Exams. Please prepare a file for each question and begin
collecting information to address each question. (By the time you take COMPS, you will
have a good start on your studying!)

(Evaluation: Ratings on a scale of 1-30 by the instructor are based on posted, threaded
discussions and on class observations of participation and behavior that reflect your knowledge
and applications of the reading assignments and responses to the questions on the SPE 583 –
Panel Review Questions listed below. 30 points possible.)

SPE 583 – Panel Review Questions

1. Compare your definition of creativity prior to taking this course to the definition you
   have formulated. To support your answer, use specific readings as well as
   experiences/activities you have encountered. (See Module #1: Research on
   Creativity/What is Creativity?)

2. One of the goals of this course is not just to learn about creativity, but also to enhance
   your own creativity. In what ways have you grown in becoming a more creative person?
   Please use specific examples and insights to support your answer. (See Module #3:
   Improving Your Creativity.)

3. Do you consider yourself to be a creative person? What are the characteristics of a
   creative person? What are the areas that are strong for you and which are relatively
   weaker areas? How can you improve your weaker areas? (See Module #2: The Creative
   Person.)

4. What is the creative problem solving process? How do you see yourself employing the
   process to solve both personal and professional problems in your future? (See Module
   #5: Creative Problem Solving Process.)

5. Give three examples of ways that you will use the creative problem solving process with
   your students. (See Module #5: Creative Problem Solving Process.)

6. Do you think that there is a relationship between creativity and insanity? Please refer to
   the specific readings, discussions upon which to support your answer.
   (See Module #1: Research on Creativity/What is Creativity?)

7. Do you think creativity can be taught? Use readings, class activities, etc., to support
   your views. (See Module #1: Research on Creativity and See Module #3: Improving
   Your Creativity.)

8. Adams lists “Perceptual Blocks, Emotional Blocks, Cultural and Environmental Blocks,
   and Intellectual and Expressive Blocks” as “walls” that block creative problem solver
   from correctly perceiving a problem or conceiving its solution. Discuss the “walls” that
   have been blocking your creative productiveness. Then, discuss the strategies that you
   have used or plan to use to change the situation to a more positive one. (See Module

9. # 4: Exploring/Overcoming Blocks to Creativity.)
Supplemental Reading List


System Requirements
This course requires a high-speed Internet connection and the following free multimedia plug-ins:

- Adobe Reader
- Flash Player
- PowerPoint Viewer
- QuickTime, RealPlayer, or Windows Media Player.
- In the event that you will need a plug-in to listen to Media Site lectures, you will be prompted to download Silver Light.

You must have speakers installed and working properly on your computer before beginning the course. Contact College of Continuing Studies Online Course Technical Support Site for assistance with technical issues: phone 205-348-9157, toll-free 1-866-205-1011.

Minimum Student Technical Skills
Participation in an online course requires knowledge of computer technology. In order to participate successfully in an online course, you should already be able to:

- Access and use Blackboard Learn (review the Blackboard Learn Tutorials for assistance).
- Use a word processing program to:
  o Create, format, edit, spell check, save, and print a document.
  o Cut, copy, and paste information.
  o Save a word processing document in txt, rtf, doc, or docx format as requested.
- Use a spreadsheet program to:
  o Create, format, edit, spell check, save, and print a spreadsheet.
  o Cut, copy, and paste information.
  o Create graphs.
- Use a web browser to view, navigate, and search for information on the Internet.
- Use your Crimson email account and the Blackboard Learn Mail tool to send and receive messages and file attachments.

Technical Support
To obtain assistance with technical issues, contact the College of Continuing Studies online course technical support team. The team can be reached online or by phone at 1-866-205-1011 during their regular business hours.

Email
You can use the Mail tool in Blackboard Learn to contact your instructor. View the Blackboard Learn Tutorials for assistance using the Mail tool. It is also crucial that you monitor your Crimson Mail regularly as you will be responsible for notices sent to that address.

Library Services
All students, those on campus and at a distance, have access to the resources available at the UA Libraries. Please visit the UA Libraries Distance Education web site for more information.

Netiquette
Student to Student Etiquette.
There are course expectations concerning etiquette or how we should treat each other online. It is very important that we consider the following values during online discussions and when emailing fellow students:
SPE 583: Creative Problem Solving

- **Respect.** Each student's opinion is valued as an opinion. When responding to a person during the online discussions, be sure to state an opposing opinion in a diplomatic way.
- **Confidentiality.** When discussing topics, be sure to be discreet on how you discuss children, teachers, and colleagues. Do not use names of people or names of facilities.

Student to Instructor Etiquette.
In addition to the above values, I expect that each student will submit completed assignments in a timely manner.

Instructor to Student Etiquette.
Students can expect that the instructor will also follow the values listed above by responding to emails and grading assignments in a timely manner.

**University of Alabama Policies**

**Academic Honor Code:**
All students in attendance at The University of Alabama are expected to be honorable and observe standards of conduct appropriate to a community of scholars. The University of Alabama expects from its students a higher standard of conduct than the minimum required to avoid discipline. At the beginning of each semester and on tests and projects, at the discretion of the instructor, each student will be expected to sign an Honor Pledge. The Academic Honor Pledge reads as follows:

> i promise or affirm that I will not at any time be involved with cheating, plagiarism, fabrication, or misrepresentation while enrolled as a student at The University of Alabama. I have read the Academic Honor Code, which explains disciplinary procedures that will result from the aforementioned. I understand that violation of this code will result in penalties as severe as indefinite suspension from the University.

**Code of Academic Conduct:**
Academic misconduct includes all acts of dishonesty in any academic or related matter and any knowing or intentional help, attempt to help, or conspiracy to help, another student commit an act of academic dishonesty. Academic dishonesty includes, but is not limited to, the following acts, when performed in any type of academic or academically related matter, exercise, or activity: cheating, plagiarism, fabrication, and misrepresentation.

**Compliance with the Americans with Disabilities Act:**
In keeping with its mission and in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, The University of Alabama is committed to providing persons with disabilities an equal opportunity to participate in and benefit from all programs and services conducted or sponsored by the University. See the Office of Disability Services web site for more information.

ODS is the central contact point for students with disabilities at UA. Services for students focus upon providing accommodations and services to help meet University demands, while promoting student responsibility and self-advocacy.

Students who choose not to self-identify when they enter UA do not forfeit their right to identify themselves and to receive accommodations at a later date. However, UA is not obligated to provide accommodations or services for students with disabilities until students are registered with ODS. **Students must also make known their need for accommodations each semester.**
SPE 583: Creative Problem Solving

For more information on The University of Alabama student policies, see the Student Handbook.

History of the Capstone Creed
The Capstone Creed was created by the Student Leaders Council. In the spring of 2000, a discussion of campus culture among student leaders led to an effort to identify the core values that sustain us as members of the University community. The Student Leaders Council recognized that the Capstone experience is not limited to our formal affiliation with the University during enrollment and that the University community does not end at the geographic boundaries of campus. As members of the Capstone community, there is a common thread that unites us all, and the Student Leaders Council has endeavored to make those core values manifest through the implementation of a campus-wide creed with which all Capstone stakeholders can identify.

Rubric for Problem Solving Project
SPE 583 – Fall 2013

1. Description of Mess/Problem (background data, importance, need for seeking solution). /4

2. Data Finding /4

3. Understanding the Challenge (Framing Problem is critical). /4

4. Generating Ideas. /4

5. Solution Finding. /4

6. Acceptance Finding. /4

7. Total Package/Clear understanding of process, writing skills, Professional Product. /6

Total Possible Points (30) TOTAL POINTS EARNED:


Sample Student Creative Practicing Project: Learning How to Effectively Use i-Movie Maker

December 2013

When first assigned this project, I experienced my first "Conceptual Block". I could not think of one project that I could spend an extra 15 hours on practicing to be creative. When I have many tasks that need completing in a short amount of time, I have always attempted to try to combine as many as possible; "Kill two birds with one stone," philosophy. While I truly desired to stretch my creative skills, I also wanted these newly honed skills to benefit not only me, but to benefit my students, my family, and my friends. I am a visual and auditory learner. When I teach my gifted students or when I share information with my family and friends, I find that sharing through images and sound always enhances whatever I am trying to accomplish.

For my "Creative Practicing" project, I chose how to learn to use Movie Maker with an i-phone and/or i-pad that would effectively engage my students while teaching. I knew the very basics of creating a short movie by importing photos and sounds. This process was always very time-consuming due to the following: importing pictures from a digital camera, using a special cable with a camcorder to import video, attempting to add songs just at the perfect time, and many other technical issues that only made me dread trying to create anything for my students or family.

As I read Conceptual Blockbusting by James L. Adams, I was extremely intrigued by how I could relate to the specific conceptual blocks. I learned that not only was my frustration due to technical barriers, but I also had several other blocks that was stifling my creativity. When trying to use Movie Maker before, I always had trouble creating special effects and choosing songs to capture what I was trying to convey. After reading Dr. Adam's book, I was able to pinpoint which blocks I struggle with and learned ways to handle each type of conceptual block.

The first type of block mentioned in the book and one I experienced, as well, was a perceptual block. This type of block is when someone cannot clearly perceive the information to solve the problem. I knew that using my i-phone/i-pad to directly send photos or videos to a file on my computer should be a lot quicker and easier, but I could not clearly perceive what information I needed to solve the problem. Adams discussed how isolating the problem is critical to any problem-solving. For me, this block was solved by making a specific list of what I wanted to accomplish with my photos and videos. My list included actual steps needed to transfer photos and video from my i-phone to a file on my computer; which I would then have to use in the actual Movie-Maker program.

The second block I experienced was an emotional block. This type of conceptual block often may include fear of taking risks and fear of failing. Through reading Adam's chapter on emotional blocks, I realized that I had a fear of trying to create an i-movie for my students to assist me in teaching a lesson and a fear of failing by: (1) Either the students would be bored to tears with the i-movie, or (2) Once I spent time on the creation, I would find it unsatisfactory and not even use it in a lesson. Adams discussed, "achieving flow" in one's life and how that is usually done when we are doing something we love and enjoy. I love watching any movie (big screen or short i-movie), so I pressed on for several more hours practicing with special effects in the movie-maker program until I felt liberated in my creativity.

A third conceptual block listed in Adam's book was cultural and environmental blocks. At first, I did not think I experienced this type of block for this particular project. As I continued to read this chapter, I realized that I had experienced some of the environmental blocks, such as: distractions and lack of support to bring ideas to fruition. For me, creating a "good" i-movie takes time, and I had rather that time to be uninterrupted. This rarely happens to me at school or at home. I just begin to get the hang of sending pictures or creating a special effect, when I have to stop due to a distraction. After stopping and starting, I just usually give up on the project.
I also was frustrated that our tech-support at school would not assist me as quickly as needed. This combination of blocks probably created the most frustration during my creative practicing; however, I persevered and continued practicing with the movie program until I was comfortable to move forward.

The fourth conceptual block I experienced was a combination of intellectual and expressive blocks. According to Adams, these types of blocks include lack of or incorrect information and inadequate language skills to express ideas. I knew that I was experiencing these blocks because I was never able to think of what text to include on the title screens, what captions to write, or what songs to add to which certain parts of the movie. I spent additional hours on the project by working on my communication skills to ensure I used adequate words and music to relay my message within any i-movie I created.

For me, by acknowledging these blocks, learning what the blocks actually mean, and addressing each block individually, I was able to learn how to effectively use the movie maker program. I created a short movie of my G.T. students about “Why Gifted Matters”. I have used this movie during a G.T. Parent Night, at faculty meetings, and with our Board of Education. My G.T. students love watching it. I am now in the tedious process of teaching my students how to use the program for their independent research projects. Many of them are experiencing conceptual blocks of their own, and we are dealing with them accordingly.

This assignment benefited me greatly by challenging me to break through mental blocks and encouraged me to strive to be more creative. Teaching my students to use the movie maker program effectively and creatively is turning out to be one of the best projects of this school year!

Rubric For Creative Practicing

| Effectiveness in choosing a goal which would stretch creativity? | /4 |
| Written description of creative practicing project | /6 |
| Written descriptions and reflections of blocks to creativity that occurred and techniques employed to overcome those blocks | /8 |
| Written summary assessment and overall experience | /8 |
| Verification which documents authentic experience (photos, video, signatures, demonstrations, etc.) | /2 |
| **Total Points** | **/30** |
RUBRIC FOR Ingenuity Contest INVENTION PROJECT

Please rate yourself on the following criteria for self-evaluating your Ingenuity Contest Invention Prototype and process. (Each student will receive an automatic 20 points on this assignment for participating in the Ingenuity Contest by sharing your Invention Prototype with the class.)

1. Productive Thinking Talent Lesson - Written Correctly /2
2. Decision Making Talent Lesson – Written Correctly /2
3. Planning Talent Lesson – Written Correctly /2
4. Forecasting Talent Lesson – Written Correctly /2
5. Communication Talent Lesson – Written Correctly /2
6. Creativity of Idea for Ingenuity Product /2
7. Ad for Ingenuity Product /2
8. Packaging for Ingenuity Product /2
9. Likelihood that Idea could be Patented /2
10. Total "Package" of Ingenuity Product /2

TOTAL POINTS /20

Creativity Scavenger Hunt Description: SPE 583 – Fall, 2013

Here finally is your chance to see
The many facets of creativity
Theories, articles, lessons and such
Without reality are nothing much
So with curiosity please proceed.
Ingenuity is what you’ll need.
To complete the hunt – the ultimate test
Let’s see which hunter is really best!

Your hunt will take place in two environments. One environment, an Alabama Festival such as the Kentuck Festival, will be a place where you would expect to find creativity. The other site should be a seemingly ordinary or unlikely spot to associate with creativity. Examples of this
type of environment might include a used car lot, the woods or a pond, a school cafeteria, a busy street corner, etc.

Samples of creativity to look for at each site:

1. Someone doing ordinary things in a creative way.
2. At least three examples of flexibility.
3. Art forms in an unlikely setting.
4. Inanimate objects communicating in an original way.
5. Problems that have been solved in original ways.
6. Something that Shakespeare would write about.
7. Something that Barbara Streisand, Reba McIntyre or Whitney Houston would sing about.

Communicate your findings in an unusual way. Try a suggestion listed below or create one that is best suited to match your special talents or personality.

Photographic essay  Skit
Poem and photo journal  Video or slide production
Computer website w/photos, etc.

Suggested Alabama Festivals for SPE 583

Kentuck Festival of Arts – Saturday and Sunday, October
Location: Kentuck Park, Northport Alabama (Tuscaloosa County).
9:00 a.m. – 5:00 p.m.

Now in its 32nd year, Kentuck is a two-day outdoor juried arts festival which attracts 30,000 visitors to historic downtown Northport. More than 300 booths are filled with invited artists from throughout the United States, nationally acclaimed visionary folk artists and demonstrations by expert traditional craftsmen. Visual arts are augmented with performances by legendary musicians, children’s arts activities and unique southern and ethnic food specialties. Located in Kentuck Park near the airport. Shuttle buses run from historic downtown Northport to the festival, but parking is plentiful near the festival site.
(This juried art show is the recommended event for this class.)

Festival in the Park – October
Location: River Front Park, Montgomery, AL

Now in its 31st year, Festival in the Park is a one day juried arts festival which features more than 225 exhibitors. This art/craft show, like Kentuck Festival, has been voted one of the best 20 juried shows in the nation. For more information, call 334.241.2300.

Annual Pioneer Days Festival, September
Location: Ralph Gaines Race Fever Campgrounds on Speedway Blvd.

This is the 6th year event. Will have artisans, craftsmen, and vendors participating.
For more information, call Talladega Chamber of Commerce (256.362.9075); Ralph or Mary Sue Gaines (205.763.2186); e-mail: information@TalladegaChamber.com

Annual Outdoor Arts and Crafts Fair, October
Location: Mobile Museum of Art, 4850 Museum Dr., Mobile, AL

Held annually the last full weekend of October. Features arts and crafts, entertainment, student competition and activities, food and family fun. Sponsored by the Art Patrons League and the Mobile Museum of Art. For more information, call Erica at 251.208.5200.

Homestead Hollow Harvest Festival, Springville, AL, October 3rd, 4th, and 5th.
Directions: 30 miles north of Birmingham off 159N, 2 miles west of Exit 154.
For more information, call the Springville Chamber of Commerce, 205.467.2339.

Christmas in the Country, Homestead Hollow, Springville, AL, November 7, 8.

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Rubric for Creativity Scavenger Hunt
SPE 583

Possible Points

Examples of creativity found in expected creative environments:

1. /1
2. /1
3. /1
4. /1
5. /1
6. /1

Examples of creativity found in unlikely creative environments:

1. /1
2. /1
3. /1
4. /1
5. /1
6. /1

Quality of Sites /6
Quality of Product /6
Quality of Presentation /6

Total Points: /30
CONCEPTUAL FRAMEWORK:
The vision of the College of Education (COE) at The University of Alabama is to develop effective, ethical, and reflective professionals who advance the theme of the COE: Unites, Acts, and Leads (UA Leads). By engaging in theoretically informed and intellectually advanced effective practice our graduates will:

UNITE with the larger community to collaboratively nurture cultural competence, empathy, and a vision of equity and justice for all learners;

ACT to develop the full potential of all learners to be excellent professionals in their field; and

LEAD through continuous research-based critical inquiry of policy and reflective practice to enable transformative change in our diverse local and global communities.

Course Description
Understanding the special needs and abilities of subgroup or special population students often overlooked or misunderstood by educators. These subgroups include culturally different students, pupils with physical or learning disabilities, underachievers, the economically disadvantaged, and gifted females. Examining a variety of administrative designs, curriculum options, instructional models, and strategies to meet the unique cognitive and affective needs/abilities of special populations of gifted students.

Class Schedule
Hybrid Class: Most of our course work will be conducted online. However, to facilitate the exchange of ideas, we will meet face-to-face five (5) times during the semester. The following dates and time are when we will meet:

- January 11th: 1:00 – 5:00
- February 1st: 1:00 – 5:00
- March 1st: 1:00 – 5:00
- April 5th: 1:00 – 5:00
- April 26th: 1:00 – 5:00

Knowledge Base
An education commensurate with each child’s ability to learn is one of the basic tenets of American educational philosophy. The literal interpretation of that statement encompasses a primary rationale for differentiated programs that identify and develop the special characteristics and abilities of gifted and talented children defined in the following way by the Rules of the Alabama Board of Education, State Department of Education (1993), Chapter 209-080-090.

Gifted students are those who are identified as possessing demonstrated gifted behaviors (including creative or productive thinking) and, who by reason thereof require services not ordinarily provided by the regular school program.
Graduate training in the Gifted and Talented Specialty is based on the research literature relating to the Schoolwide Enrichment Model (Renzulli & Reis, 1985) and its service delivery components, the Enrichment Triad Model (Renzulli, 1977), and the Revolving Door Identification Model (Renzulli, Reis, & Smith, 1981). This system provides a comprehensive structure for graduate level training that is based on the extensive research literature supporting the employment of a broadened conception of giftedness in providing educational programs for able students.

**Policies on Attendance, Misconduct, and Accommodation**

**Policy on late work**
No late work will be accepted without prior approval of the professor. All late assignments will receive a zero (except in cases where extended time for reasonable cause is negotiated with the instructor). If you realize you will have to submit an assignment late, a minimum 48-hour notice is required.

**Policy on make-up tests**
Make-up exams are given only with prior approval of instructor.

**Policy on attendance**
Attendance and participation is a mandatory component of this class. Given that SPE 584 meets face-to-face only five times during the semester, it is imperative that you attend each class. Missing more than one class will result in an automatic F for the course.

**Practicum hours:** As part of the course work, you are required to complete 15 practicum hours. This will be organized through the Office of Clinical Experiences.

**Academic misconduct**
Academic misconduct by students includes all acts of dishonesty in any academically related matter and any knowing or intentional help or attempt to help, or conspiracy to help, another student commit and act of academic dishonesty. The Academic Misconduct Disciplinary Policy will be followed in the event of academic misconduct. Please refer to [http://registrar.ua.edu/policies/](http://registrar.ua.edu/policies/) for the revised Codes of Conduct.

**Equal Treatment**
The instructors and students in this course will act with integrity and strive to engage in equitable verbal and non-verbal behavior with respect to differences arising from age, gender, race, physical ability, and religious preferences.

**Accommodations**
If you are registered with the Office of Disability Services, please make an appointment with the instructor as soon as possible to discuss any course accommodations that may be necessary. If you have a disability but have not contacted the Office of Disability Services, please call 354-5175 or visit Osband Hall to register for services.

**Plagiarism**
Plagiarism is the act of representing words, data, works, ideas, computer programs or output, or other material not generated by the student as his or her own. Plagiarism may be inadvertent or purposeful. However, plagiarism is not a question of intent. All suspected incidences of plagiarism must be reported by the course instructor to the Assistant Dean of the College of Education. Plagiarism is a serious act of academic misconduct and may result in a student's receiving an F in the course and being suspended from the University. For more information, refer to [http://registrar.ua.edu/policies/](http://registrar.ua.edu/policies/). For an excellent tutorial on plagiarism, please visit [http://owl.english.purdue.edu/owl/resource/589/01/](http://owl.english.purdue.edu/owl/resource/589/01/). A multimodal tutorial on plagiarism called PLAYING IT SAFE is available at [http://www.lib.ua.edu/tutorials/](http://www.lib.ua.edu/tutorials/).
Course Objectives (Knowledge)

Students must demonstrate competency in all objectives to pass the course.

1. demonstrate knowledge of the cultural and socioeconomic factors that impact on the identification and instruction of the gifted with particular emphasis on special populations, including minority students, underachieving students, and students with physical and emotional disabilities.

2. understand the nature and needs of gifted and talented students of varying abilities, characteristics, and cultures. Students will demonstrate knowledge of the variety and application of technologies that are responsive to diversity of learners, learning styles and special needs of all students (for example, assistive technologies for students with special needs).

3. use assessment/evaluation data in providing appropriate individual education programs, use and evaluate teaching models and strategies specifically suited to the unique cognitive and social characteristics and learning styles of gifted and talented students. Students will demonstrate ability to design, manage, and facilitate learning experiences incorporating technologies that are responsive to diversity of learners, learning styles and special needs of all students (for example, assistive technologies for students with special needs).

4. relate the cognitive and affective dimensions of learning to curriculum content areas and to the learning environment;

5. demonstrate knowledge of counseling techniques for gifted students;

6. organize, manage, and evaluate various programming alternatives, including the use of appropriate technology;

7. demonstrate ability to design, manage, and facilitate learning experiences incorporating technologies that are responsive to diversity of learners, learning styles and special needs of all students (for example, assistive technologies for students with special needs);

8. use community resources, articulate with other educational agencies and develop mentor relationships;

9. use current research in education of the gifted;

10. demonstrate ability to select, design, utilize, and evaluate curriculum materials for gifted students;

11. select and use evaluation/assessment instruments accounting for cultural differences, and properly interpret data to professionals and to youngsters and their parents (including use of the case study technique);

12. use assessment/evaluation data;

13. demonstrate knowledge/ability of in providing appropriate individual education programs (case study subject);

14. demonstrate ability to maximize the use of technological advances in the instructional program;

15. demonstrate knowledge of and the ability to use technology to enhance professional growth (e.g., through accessing web-based information, online—collaboration with other educators and experts, and on-line professional courses.);

16. demonstrate ability to apply diverse theories and various approaches to manage...
Required Text

- Castellano, J. A., & Frazier, A. D. (2011) Special Populations in Gifted Education: Understanding our Most Able Students from Diverse Backgrounds
- Various articles that will be posted to BlackBoard.

Class Assignments
This course is designed to encourage active reading and learning, problem solving, and implementation in a classroom setting. Assignments will require students to demonstrate their ability to apply course objectives to a relevant curriculum unit, to specific students, or to a learning situation. Options for modifying these assignments to meet individual needs are welcomed. Students may share ideas, work together, and/or receive feedback before submitting their work for grading.

1. Class Participation and Culturally Responsive Program In-class Project (25%) (April 25th) – Because your superintendent knows you are completing SPE 584, she is asking your team to prepare a that informs all stakeholders about your school district’s under identified and culturally diverse gifted students. In particular, she wants you to inform colleagues, parents, and students about the identification process that complies with state regulations and that will increase the number of students ruled eligible for gifted services. In addition, she wants a comprehensive (K – 12) plan describing a culturally responsive program that engages students and prepares them for post-secondary settings.

There is considerable pressure from the local school board to increase the number of students from culturally diverse and other underrepresented populations that participate in the program. The superintendent wants your group to present your proposal at the next school board meeting.

2. Student interview and paper (25%) (March 2nd): Conduct an individual interview with one student of high ability, from a different cultural background from yourself. You must obtain written permission from his/her parent(s)/guardian(s). The interviews should be designed to help you explore themes in the student’s perceptions of him/herself and his/her relationships with others (peers, family, teachers, etc.). The analytic paper (7-10 pages) should include:

Appendices: the permission form, and a copy of the preliminary interview questions b. Introduction: describe the students and why you selected them; describe the setting, atmosphere and duration of the interviews. c. Summarize the interviews, emphasizing main themes, using direct quotes when needed, and relate your findings to SPE 584 content and readings (use APA style for references). c. Write your personal reflections on and reactions to the interviews.

3. Book Trailer (25%) (April 10th): A book trailer is like a movie trailer in that it previews the story in a captivating way that encourages others to read the information. Also, it provides the viewer with detailed information about what information is discussed in the book. After reading J. L. Davis’s book ‘Bright, Talented, and Black: A Guide for Families of African American Gifted Learners, you will create a 3 - 5 minute book trailer that summarized the key components.

4. Midterm Examination (Due by March 17th; 10%) & Final Examination (Due by April 28th; 15%) - The purpose of this assignment to demonstrate your ability to synthesize the course content presented during this semester. Two exams will be administered to further assess students' applied understanding of course content. The exams will cover assigned readings, lecture notes, and activities. The midterm will be taken online. The final exam is a take-home exam; more information on the final will be given later in the semester.

Percentages for grades are as follows: A = 90%; B = 80%; C = 70%.
### Tentative Schedule (all module assignments are due by the last day of the module unless noted) – Subject to changed based on class needs

* = Face-To-Face Class Meeting Dates – All Classes Will Meet 1:00 – 5:00

<table>
<thead>
<tr>
<th>Date</th>
<th>Readings</th>
<th>Assignment due</th>
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| **Module 1**  
1/8 – 1/19  
- Complete the *How to Become a Culturally Responsive Teacher* mind map (we will initiate this during January 11th class meeting). |
| **Module 2**  
1/20 – 2/2  
*February 1st* | - Castellano & Frazier (Ch. 2, pp. 27 – 46; Ch. 3, pp. 47 – 72; Ch. 5, pp. 99 – 124; Ch. 11, pp. 249 – 272; Ch. 18, pp. 383 – 400) | - Respond to the *What is the Differences Between Cultural Competence and Cultural Sensitivity?* blog post.  
- Respond to the *What I Can Do to Address the Various Cultures in My Classroom* blog post. |
| **Module 3**  
2/3 – 2/16 | - Castellano & Frazier (Ch. 1, pp. 3 – 26; Ch. 4, pp. 73 – 98; Ch. 15, pp. 317 - 332) | - Respond to the *How Do We Identify RELD Giftedness?* blog post.  
- Respond to the *How Does the Perseverance Model Fit?* blog post. |
| **Module 4**  
2/17 – 3/2  
*March 1st* | - Castellano & Frazier (Ch. 6, pp. 125 – 152; Ch. 9, pp. 195 – 226; Ch. 19, 401 - 416) | - Respond to the *I Have Never Been A Gifted Female* blog post.  
- Watch *Gifted Girls: Challenge and Potential* by Susan Weaver and respond to the blog post.  
- *(March 2nd)* Student Interview & Paper |
| **Module 5**  
3/4 – 3/17 | - Castellano & Frazier (Ch. 7, pp. 153 – 174; Ch. 8, pp. 175 – 194; Ch. 10, pp. 227 - 248) | - Respond to the *Tell Me What You Know About 2e Students* blog post.  
- Respond to the *What is Twice-Exceptionality?* blog post.  
- Respond to the *Physical Disabilities and Giftedness* blog post.  
- *(March 17th)* Mid-Term Exam |
| **Module 6**  
3/18 – 4/7  
(Spring Break: 3/22 – 3/29)  
*April 5th* | - Castellano & Frazier (Ch. 13, pp. 287 – 304; Ch. 16, pp. 333 – 352; Ch. 17, pp. 353 - 382) | - Respond to the *What is the Impact of immigration on Gifted Programs?* blog post  
- Respond to the *What are Some Type I, Type II, and Type III Activities* blog post. |
<table>
<thead>
<tr>
<th>Module 7</th>
<th>Castellano &amp; Frazier (Ch. 12, pp. 273 – 286; Ch. 14, pp. 305 – 316; Ch. 20, pp. 417 - 446)</th>
<th>Respond to the Gifted Education and LGBT Populations blog post</th>
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<tbody>
<tr>
<td>4/8 – 5/2</td>
<td></td>
<td>Responded to the What Can I do to Address the Various Cultures in my Classroom post.</td>
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<tr>
<td>*April 26th</td>
<td></td>
<td>Responded to the What is a Culturally Responsive Teacher? blog post</td>
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<td>(April 10&lt;sup&gt;th&lt;/sup&gt;) Book Trailer Due</td>
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<td></td>
<td>(April 28&lt;sup&gt;th&lt;/sup&gt;) Final Exam Due</td>
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SPE 585 Syllabus

Instructor Information

Name: Dr. Jane Newman
Office: 215-B Graves Hall
Location: 
Office Hours: By Appointment
Phone: 205.348.1444
Email: jnewman@bamaed.ua.edu or use Blackboard Learn Mail tool. Emails will be answered within 36 hours during weekdays.

Course Description

This course offers a survey of existing thinking skill approaches and programs, as well as techniques for creating new programs for thinking. Emphasis will be placed on thinking skills integration into gifted education and regular education for all children.

Course Prerequisites and Corequisites

SPE 589: Summer Enrichment Workshop. Student who take this course are earning a Masters degree, Masters Alternative degree, or Masters Certification.

Conceptual Framework

The vision of the College of Education (COE) at The University of Alabama is to develop effective, ethical, and reflective professionals who advance the theme of the COE: Unites, Acts, and Leads (UA Leads). By engaging in theoretically informed and intellectually advanced effective practice our graduates will
UNITE with the larger community to collaboratively nurture cultural competence, empathy, and a vision of equity and justice for all learners;
ACT to develop the full potential of all learners to be excellent professionals in their field; and
LEAD through continuous research-based critical inquiry of policy and reflective practice to enable transformative change in our diverse local and global communities.

Objectives

Upon the completion of this course, the student should be able to:

- Use and evaluate program models and teaching strategies specifically suited to the unique cognitive and social characteristics and learning styles of gifted/talented students [SDE RULE 290-3-3-.42(e)2.].
- Relate the cognitive and affective dimensions of learning to curriculum content areas and to the learning environment [SDE RULE 290-3-3-.42(e)2].
- Demonstrate ability to incorporate creative and productive thought, critical thinking, leadership skills, and visual and performing arts in the gifted curriculum.
• Understand a variety of methods and instruments available for assessing thinking skills growth.
• Use group dynamics in interpersonal relationships concerning relevant instructional processes with professionals, gifted and talented children, and their parents [290-3-3-.42(e)5.].
• Organize, manage, and evaluate various programming alternatives, including the use of appropriate technology.
• Students will demonstrate knowledge of strategies and ability to identify and evaluate technology resources and technical assistance (i.e., those available on-line and on-site within a school and district setting) [SDE RULE 290-3-3.42(4)(d)2.(i)].
• Understand research on the efficacy of teaching creative and critical thinking, problem solving, and decision-making skills to all persons, regardless of ability level.
• Use a concentration in the basic disciplines such as English/humanities, math/science, social sciences, or other appropriate areas.
• Demonstrate ability to select, design, utilize, and evaluate curriculum materials for gifted students [SDE Rule 290-3-3-.38(1)(b)(3.)].
• Students will demonstrate knowledge of and ability for using methods for assessing advantages and limitations of current and emerging technologies, and on-line and software content to facilitate teaching and student learning [SDE RULE 290-3-3.42(4)(d)2.(ii)].

Required Texts

• Costa, A. L. (2001). Developing Minds: A Resource Book for Teaching Thinking. Association for Supervision & Curriculum Development. (You do not have to purchase. I will link articles in the appropriate modules that relate to the articles.)
• Schlacter, C.L., & Palmer, W.R. (Eds.) (1993). Thinking Smart: A primer of the Talents Unlimited model. Mansfield Center, CT: Creative Learning Press. (You do not have to purchase. I will link selected articles in the modules.)

Recommended Texts and Other Material


System Requirements

This course requires a high-speed Internet connection and a compatible browser [PDF]. Courses may also require these free tools:

• Java
• Adobe Reader
• Flash Player
• Microsoft Silverlight
• QuickTime
• Windows Media Player (or Flip4Mac)

You must have speakers or headphones.
You will need access to Microsoft Office or OpenOffice to complete assignments. OpenOffice is a free alternative to Microsoft Office that allows you to save your files with the required Microsoft Office extensions.

**Minimum Student Technical Skills**

Participation in an online course requires knowledge of computer technology. In order to participate successfully in an online course, you should already be able to:

- Access and use Blackboard Learn (review the Blackboard Learn Tutorials for assistance).
- Use a word processing program to:
  - Create, format, edit, spell check, save, and print a document.
  - Cut, copy, and paste information.
  - Save a word processing document in txt, rtf, doc, or docx format as requested.
- Use a spreadsheet program to:
  - Create, format, edit, spell check, save, and print a spreadsheet.
  - Cut, copy, and paste information.
  - Create graphs.
- Use a web browser to view, navigate, and search for information on the Internet.
- Use your Crimson email account and the Blackboard Learn Mail tool to send and receive messages and file attachments.

**Technical Support**

To obtain assistance with technical issues, contact the College of Continuing Studies online course technical support team. The team can be reached online or by phone at 1-866-205-1011 during their regular business hours.

**Course Presentation**

The course content is divided into units called learning modules, which are accessible via the Learning Modules link on the Course Menu. Each module contains assigned readings, discussions, journal reflections, and assignments.

A discussion board for SPE 585 is available in Blackboard. An online discussion rubric will be used to assess and grade your postings. You should use the rubric to ensure you are meeting the requirements for your postings. The discussion board has several threads available for communicating. Each student is required to participate in the introduction forum to introduce him or herself to the course. A thread is also available for general questions. Please use this thread to ask questions regarding the syllabus, assignments, exams, etc. A classmate may be able to answer a question about content more quickly than your instructor. In addition, posting content questions in the Discussions link will allow everyone to see the answers to common questions. The instructor monitors the discussion board with the intention of providing responses every workday when deemed necessary. Discussions created as assignments are required contributions to the discussion board. Students are expected to post responses to module questions and peers’ postings on a regular basis.

According to these guidelines and following the discussion rubric [PDF], discussion board postings should be of quality rather than quantity. For example, a response that basically says “I agree” with no additional information or documentation will earn 0 points; responses that possess a higher standard of quality will be graded accordingly.
Common procedural or curricular questions that arise each semester are answered on the syllabus. For correspondence to the professor, students are required to use only the Mail tool, which is located on the Course Tools menu in Blackboard Learn, upon logging into the course.

The turn-around time for the Professor's response to emails and discussions will be within 36 hours. Expect a turn-around time for the grading of any writing assignments to be within 72 hours. Refer to the contact information above should you need personal assistance by phone or require a personal appointment. The professor will always shoot for these timeframe as basic parameters, unless circumstances prevent, at which time the response time may be extended when deemed necessary. The professor will also make allowances for students in case they have extenuating circumstances to occur in their lives, but the instructor must be notified as quickly as possible.

**Course Schedule**

The [course schedule](#) provides due dates for all activities in this course. Please refer to the [UA Academic Calendar](#) for other important dates.

**Policy on Late Work**

Do not wait until the last minute to submit your assignments, assessments, and discussions. Work submitted after the deadlines outlined in the course schedule may result in a grade of zero. Instructors are solely responsible for determining whether provisions will be made for unforeseen circumstances. You must report these circumstances as soon as possible after the event. You may be required to produce documentation.

**Grading Policy**

<table>
<thead>
<tr>
<th>Total</th>
<th>1030</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussions (9 @ 10 points each)</td>
<td>90</td>
</tr>
<tr>
<td>Journal Reflections (8 @ 5 points each)</td>
<td>40</td>
</tr>
<tr>
<td>Synectics Assignments</td>
<td>200</td>
</tr>
<tr>
<td>Writing Talents Assignments</td>
<td>150</td>
</tr>
<tr>
<td>Teaching Talents Assignments</td>
<td>250</td>
</tr>
<tr>
<td>Concept-Based Unit Assignments</td>
<td>100</td>
</tr>
<tr>
<td>Differentiated Education Plan Assignment</td>
<td>100</td>
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<tr>
<td>Multiple Intelligences Assignment</td>
<td>100</td>
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</tbody>
</table>

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

There are no exams in this course.

Email

You should only use the Mail tool in Blackboard Learn to contact your instructor. Common procedural or curricular questions that arise each semester are answered on the syllabus. If you are unable to find the answers you need, you may contact the instructor. View the Blackboard Learn Tutorials for assistance using the Mail tool. It is also crucial that you monitor your Crimson Mail regularly as you will be responsible for notices sent to that address.

University of Alabama Policies

Academic Honor Code:

All students in attendance at The University of Alabama are expected to be honorable and observe standards of conduct appropriate to a community of scholars. The University of Alabama expects from its students a higher standard of conduct than the minimum required to avoid discipline. At the beginning of each semester and on tests and projects, at the discretion of the instructor, each student will be expected to sign an Honor Pledge. The Academic Honor Pledge reads as follows:

I promise or affirm that I will not at any time be involved with cheating, plagiarism, fabrication, or misrepresentation while enrolled as a student at The University of Alabama. I have read the Academic Honor Code, which explains disciplinary procedures that will result from the aforementioned. I understand that violation of this code will result in penalties as severe as indefinite suspension from the University.

Code of Academic Conduct:

Academic misconduct includes all acts of dishonesty in any academic or related matter and any knowing or intentional help, attempt to help, or conspiracy to help, another student commit an act of academic dishonesty. Academic dishonesty includes, but is not limited to, the following acts, when performed in any type of academic or academically related matter, exercise, or activity: cheating, plagiarism, fabrication, and misrepresentation.

Compliance with the Americans with Disabilities Act:

In keeping with its mission and in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, The University of Alabama is committed to providing persons with disabilities an equal opportunity to participate in and benefit from all programs and services conducted or sponsored by the University. See the Office of Disability Services web site for more information.

ODS is the central contact point for students with disabilities at UA. Services for students focus upon providing accommodations and services to help meet University demands, while promoting student responsibility and self-advocacy.
Students who choose not to self-identify when they enter UA do not forfeit their right to identify themselves and to receive accommodations at a later date. However, UA is not obligated to provide accommodations or services for students with disabilities until students are registered with ODS. **Students must also make known their need for accommodations each semester.**

For more information on The University of Alabama student policies, see the [Student Handbook](#).

**History of the Capstone Creed**

The Capstone Creed was created by the Student Leaders Council. In the spring of 2000, a discussion of campus culture among student leaders led to an effort to identify the core values that sustain us as members of the University community. The Student Leaders Council recognized that the Capstone experience is not limited to our formal affiliation with the University during enrollment and that the University community does not end at the geographic boundaries of campus. As members of the Capstone community, there is a common thread that unites us all, and the Student Leaders Council has endeavored to make those core values manifest through the implementation of a campus-wide creed with which all Capstone stakeholders can identify.

**I. Module 0: Introduction**

**Overview**

You will find that online courses require skills and habits that may be less essential in traditional courses. Successful students effectively manage their workload by setting up a regular time and location to study in an environment that is comfortable and free of clutter and distractions.

The course content is divided into units called learning modules, which are accessible via the Learning Modules link on the Course Menu. You must not procrastinate on module assignments; instead, show initiative by completing your work well ahead of the due date. Working ahead will allow you time to overcome any technical problems you may encounter and make your online experience go more smoothly.

Remember, technical difficulties do not constitute a valid excuse for late work, so planning and working ahead are essential. All technical questions should be directed to technical support while questions regarding course content should be addressed with your course faculty.

**Major Activity:**

This course requires a portfolio that is to be submitted at the end of the term. The portfolio should contain all the assignment completed during this term. You will submit the portfolio in a three-ring binder at the end of the term to the instructor.

**Netiquette**

There are general expectations concerning etiquette in an online course. Consider the following when interacting with others online:

**Timeliness:** Monitor course activity and respond to communications in a timely manner.
**Confidentiality:** Be discreet in online discussions and discourse. Avoid using names of people or facilities.

**Language tone:** The absence of face-to-face interaction increases the misinterpretation of written text. Avoid using offensive language, excessive exclamation points, sarcasm, acronyms, emoticons, and slang. Do not use all caps in your communications, as it is considered shouting.

**Respect:** Each student's viewpoint is valued as an opinion. When responding to another person, be sure to state an opposing opinion in a diplomatic way. Disagree with ideas, but do not make personal attacks. Be careful what you write because you cannot use body language or tone of voice.

**Diversity:** Recognize and value the experiences, abilities, and knowledge each person brings to class.

**Brevity:** Be concise when contributing to a discussion. Online courses require a lot of reading; therefore, your points may be missed if hidden in a flood of text.

**Preparation:** Read all posts in a discussion thread before you post a comment, so you do not repeat information. Proofread and spell check all messages before you post them.

**Citation:** Cite your references and do not plagiarize.

**Library Services**

All students have access to the resources available at the UA Libraries. Please visit the UA Libraries Distance Education website for more information.

**Writing Center**

The University of Alabama Writing Center provides free professional tutoring to all UA students. They can help you with both general and discipline-specific composition. They also provide these resources to assist you.

**Activities**

Please progress through this module as follows:

1. Watch the instructor's welcome video [MM:SS]. You may be prompted to download Microsoft Silverlight to view the video.
2. Print and review the syllabus that is linked on the course homepage.
3. Print and review the course schedule [PDF]. You will reference the schedule throughout the course.
4. The Discussions link on the Course Menu will be used for various types of communication in the course.
   - Utilize the Frequently Asked Questions thread to ask common questions that can be shared with the entire class.
   - Use the Virtual Coffee Shop thread to discuss general course-related topics.
5. Post to the Introductions discussion thread to introduce yourself to the rest of the class.

After you have completed this module, proceed to Module 1.

**II. Module 1: Intro to Synectics**

**Overview**

This module will familiarize you with synectics. Synectics means to "join together different and irrelevant ideas (McAuliff & Stoski)." Although, synectics can be complex in the beginning when you are first learning how to correctly use it when teaching students, it also enhances creativity and problem solving in a non-traditional way other than the classic use of brainstorming. There will be another module later on in this course that deals more with using
synectics to differentiate instruction. Therefore, this module is designed to help you learn the basics of synectics in order to become an effective facilitator of the synectics instructional method.

Objectives

Upon completion of this module, you will be able to:
- Describe and give examples of Direct Analogy (Simple Comparison).
- Describe and give examples of Personal Analogy.
- Describe and give examples of Compressed Conflict.

Readings

Please read the following:
- Read the Synectics: The Creative Common article.
- Read the Synectics handout.
- Read the Three Operational Mechanisms defined by Synectics handout.
- Read the Whose House handout.

Activities

Please progress through this module as follows:

1. Complete the Direct Analogy handout for personal practice and reflection.
2. As you become more knowledgeable of Synectics, discuss how you can use the process as an important instructional strategy in your “toolbox.”

Upon completion of Module 1, proceed to Module 2.

III. Module 2: Introduction to Teaching Thinking Skills (The Big Picture)

Overview

This course (SPE 585: Advanced Thinking Skills) is taught as a co-requisite to SPE 589: Summer Enrichment Workshop. You will explore the broad subject of teaching thinking skills. In addition, you will practice instructional strategies for teaching thinking and will apply them to your daily instruction at SEW.

Objectives

- Discuss research and rationale supporting the integration of thinking skills instruction for all learners (gifted learners for SEW).
- Describe research-based methods to stimulate critical thinking and problem solving, including creative thinking.

Readings

Please read the following:

- Read and view the Introduction to Thinking Skills PowerPoint presentation. You may also download the print version for your studying and note-taking purposes.
• Read the Chapter 13 excerpt It Takes Some Getting Use To: Rethinking Curriculum for the 21st Century by Arthur L. Costa & Bena Kallick.
• Read the Chapter 12 excerpt Thinking Patterns.
• Read the Thinking Skills for the Information Age article.

Activities

Please progress through this module as follows:

1. Access the Discussions link on the Course Menu to participate in the Module 2 Teaching Thinking Skills discussion thread.
2. Discuss why teaching thinking skills is SO CRITICAL as we prepare students for the 21st Century Global World.
3. Access the Journal Reflections link on the Course Menu, select Module 2 The Big Picture, and post a journal reflection.
4. What is your "take away" from this module? What did you learn that you will continue to use in your teaching?

Upon completion of Module 2, proceed to Module 3.

IV. Module 3: Introduction to Teaching Thinking Skills

Overview

This course (SPE 585: Advanced Thinking Skills) is taught as a co-requisite to SPE 589: Summer Enrichment Workshop. You will explore the broad subject of teaching thinking skills. In addition, you will practice instructional strategies for teaching thinking and will apply them to your daily instruction at SEW.

Objectives

Upon the completion of this module, you will be able to:

• Discuss research and rationale supporting the integration of thinking skills instruction for all learners (gifted learners for SEW).
• Describe research-based methods to stimulate critical thinking and problem solving, including creative thinking.

Readings

Please read the following:

• Read the following from the textbook Developing Minds (Costa, 2001):

Activities

Please progress through this module as follows:
1. Access the Discussions link on the Course Menu to participate in the Module 3 Introduction to Teaching Thinking Skills discussion thread.
2. Discuss the process that Beyer’s uses to teach a thinking skill to students? Share an example of how you would teach a specific thinking skill lesson, applying Beyer’s process.
3. Access the self-quiz: Is Distance Learning for Me? web site and complete the self-assessment.
4. Complete the What’s Your Learning Style? Assessment. This assessment will not be graded; however, it will be used as a reference for your discussion post.
5. What are three main “take aways” from this module’s readings?
6. Access the Journal Reflections link on the Course Menu, select Learning Styles Inventory Reflection, and post a journal reflection.

Upon completion of Module 03, proceed to Module 04.

V. Module 4: Addressing Student Differences in Thinking and Learning: Differentiated Instruction

Overview

During the past 50 years, medical investigators and cognitive scientists have conducted unprecedented research on how people think and process information. Education has attempted to use brain research and inventories of learning styles, multiple intelligences, social and emotional learning activities, critical and creative thinking strategies, and problem-based learning to improve the quality of students’ thinking. This module will focus on the broad concept of differentiation to address the varied individual needs.

Several practical and philosophical issues emerge:

- To what extent should curriculum content, process, and product be modified to account for student differences?
- To what extent should instructional methods be modified if a substantial number of students share similar cognitive traits?

What is Differentiated Instruction?

- Content, process, and products are developed in response to a variety of learner needs.
- It is based on diagnosis of student readiness, interest, and learning profiles.
- It is focused on key concepts, skills, and understandings.
- It ensures that all students do engaging/challenging work and provides continuous progress for each learner.
- It provides a flexible use of time and space.
- It targets instruction using a variety of strategies, i.e., tiered assignments, learning centers. Contracts, compacting, independent study, and study buddies.
- It includes learning in pairs, triads, quads, student-selected groups, teacher selected groups, random groups, and the whole class.


Educators have begun to modify instructional practices based on the relevance of such information on the learning community. This module will focus on differentiation and how it is used to modify instruction based on what the students bring to the classroom.

Objectives

Upon the completion of this module, you will be able to:
• Identify key features of an effectively differentiated classroom.
• Explain some of the key concepts and principles of differentiated instruction.
• Identify ways in which you currently employ strategies and principles of differentiation, in addition to areas you might target for additional growth in differentiated instruction.
• Use one or more instructional and/or management strategies that support differentiated instruction.

Readings

Please read the following:

• Read from the following the textbook Developing Minds (Costa, 2001):
• Read and view the following resources for Differentiated Instruction:
  o Differentiation: Tiered Activities: Grade Level 1
  o Coleman, A. (2004). Differentiation 101 PowerPoint
  o What is this thing called differentiation: A quiz
• Read and view The Basics of Differentiated Instruction presented at the 2003 ASCD Summer Conference on Differentiated Instruction in Chicago, IL.

Activities

Please progress through this module as follows:

1. Watch the Differentiated Instruction video [MM:SS].
2. Complete the Differentiated Education Plan by following the instructions below:
   a. **Format:** You will need Microsoft Word or a compatible word processing application to complete this assignment. Prepare the document as follows: Times New Roman, 12-point font; 1” margins; double-spaced.
   b. **Content:** Review the following presentation to complete this assignment: Gentry, M. (2004). Developing a Classroom Environment Where Differences are Celebrated and Understood: An Introductory Activity. Follow the instructions by forming small groups based on the students’ least preferred way of learning.
      1. Tell them that they will have to do the activity using their least preferred learning style. Tell them that that is what we do to students every day by not differentiating the curriculum. Ask the students how they feel about this. Is it fair to always teach using one mode/method? What can we do about this problem?
   2. Use the Guides for Planning Differentiated Instruction and Differentiated Education Plan to develop a lesson for varied content, process, product, and/or assessment. Help them learn to write a tiered lesson using the Guides for Planning Differentiated Instruction from Basic to Authentic in only one area: content, process, product, or audience. Have students share their activities, which demonstrate differentiation. Remind students to start small; not to try to change all of the components of a lesson at once.
   3. Using the Differentiated Education Plan and your knowledge base, choose an activity from your Menu and develop a Differentiated Lesson for three groups: high, medium, and low.
   c. **Submission:** Save the document as "DEP_yourname" and submit in class to the instructor.
3. Access the Discussions link on the Course Menu to participate in the Module 04 Differentiating Instruction discussion thread. (Do you consider Differentiation to be an important instructional strategy for all students, especially gifted? Why? Why not?)
4. Access the Journal Reflections link on the Course Menu, select Module 04 Differentiated Instruction in SEW, and post a journal reflection. (What is your main
"take away" from this module that you will use during the rest of your teaching career?)

Upon completion of Module 04, proceed to Module 05.

VI. Module 5: Applying Bloom’s Taxonomy and Multiple Intelligences to Differentiate

Overview

"The theory of Multiple Intelligences should not be confused with learning styles. They are distinct and separate systems. When dealing with intelligence, we are referring to a bio-neurological, cognitive process. The intelligences represent ways of knowing or acquiring knowledge... distinct capacities we can activate to help us learn and to more fully understand various kinds of knowledge.” (Howard Gardner)

Objectives

Upon the completion of this module, you will be able to:

- Integrate the various intelligence capacities into the design of curriculum units.
- Expand and incorporate the fine arts part of the curriculum into the academic areas.
- Discuss how curriculum guides should be written so that the development of a full range of intellectual capabilities is clearly valued. (Howard Gardner)

Readings

Please read the following:
- Read About Multiple Intelligences: How You Can Apply Multiple Intelligences.

Activities

Please progress through this module as follows:

1. Access the Discussions link on the Course Menu and participate in the Module 05 Multiple Intelligences discussion thread.
2. How to you plan to apply the MI model by incorporating the thinking skills into your SEW mini-course/classroom?
3. Complete the Multiple Intelligences assignment by following the instructions below:
   a. Complete the assessments – Multiple Intelligences Checklist.
   b. Tally your score using the Answer Key for Multiple Intelligences Checklist.
   c. Reflect on your results. Which two of the eight intelligences are your strongest, and share what you learned about yourself from the checklist.
   d. Next, administer the Multiple Intelligences Checklist to your SEW students (who are old enough to respond/understand).
   e. Discuss areas of strength for the class. (You may want to post percentages of the highest and lowest scores; no names.)
   f. Use Bloom’s Taxonomy to write higher-level activities/thinking skills related to your unit.
   g. Then, use the Matrix Plan to plan an activity that combines the use of Bloom’s Taxonomy and Multiple Intelligences.
   h. Submit your Multiple Intelligences assignment.
   i. Access the Discussions link on the Course Menu; post your completed matrix plan and reflections to the Module 5 Multiple Intelligences Assignment discussion thread the day after the submission due date to the instructor.
4. Access the Journal Reflections link on the Course Menu, select Module 05 Bloom’s Taxonomy and Multiple Intelligences, and post a journal reflection.
(What are three main “take aways” from this module that you will incorporate into your teaching?)

Upon completion of Module 05, proceed to Module 06.

VII. Module 6: Using Synectics to Differentiate

Overview

In module 1, you were introduced to synectics. Module 1 provided you with the basics of synectics that will be needed to develop lessons in this module by using the synectics instructional method.

Objectives

Upon the completion of this module, you will be able to:

- Describe and give examples of a Direct Analogy (Simple Comparison).
- Describe and give examples of a Personal Analogy.
- Describe and give examples of Compressed Conflict.

Readings

Please read the following:

- Read the text on Synectics (pp. 3-7)
- Read the text on The Operational Mechanisms of Synectics (pp. 33-56)
- Read the Synectics handout to review the three types of synectics.
- Read Interdisciplinary Examples from Learning is Connection-Making by W. J. J. Gordon and Tony Poze.

Activities

Please progress through this module as follows:

1. Access the Discussions link on the Course Menu, and participate in the Module 6 Synectics discussion activity.
   - Post an example of each type of synectics and respond to the discussion post.
   - (Discuss how you will teach students the Compressed-Conflict lesson developing strategy. What are some “tips” that you have learned in developing some examples for your unit?)

2. Access the Journal Reflections link on the Course Menu, select Module 06 Using Synectics to Differentiate, and post a journal reflection.

3. Use the Synectics Lesson Format to develop a direct, personal, and compressed conflict lesson that will be integrated into your SEW unit in Module 9.

Upon completion of Module 06, proceed to Module 07.

VIII. Module 7: Writing Lesson Plans for Talents Unlimited

Overview

Talents Unlimited (Schlichter & Palmer, 2002) is a Type II Thinking Skills Model, which improves students’ critical and creative thinking skills. This program increases student capacity and performance in work-related thought processes of: Productive Thinking, Decision Making, Planning, Forecasting, and Communication, in addition to the Academic Talent.
Through consistent practice of the sub-skills of this Model, students acquire complex skills and also master content.

Objectives

- Demonstrate ability to select design, utilize, and evaluate curriculum materials for gifted students (SDE RULE 290-3-3-.38(1)(b)3.).
- Demonstrate ability to modify methods, materials, and equipment to meet student needs (SDE RULE 290-3-3-.34(1)(b)8.).
- Integrate creative and productive thought, critical thinking, leadership training, and visual and performing arts in curriculum and instruction for gifted students.

Readings

Please read the following:


Activities

Please progress through this module as follows:

1. Access the Discussions link on the Course Menu and participate in the Module 07 Talents Unlimited discussion activity. (Discuss how a general education teacher might choose to use the Talents Unlimited Model in the classroom. Then, discuss how a gifted specialist might use the TU Model in teaching gifted youngsters?)
2. Complete the Analyzing and Critiquing Thinking Skills Lessons by following the instructions below:
   a. **Format:** You will need Microsoft Word or a compatible word processing application to complete this assignment. Prepare the document as follows: Times New Roman, 12-point font; 1” margins.
   b. **Content:** Analyzing and Critiquing Thinking Skills Lesson (Group Project): Use the Talents Lesson Plan Critique Form to analyze the lessons and decide if they have been written correctly or incorrectly. These activities will utilize "study groups" for in-depth examination of the Talents Unlimited model; group membership is determined by personal choice.
   c. **Evaluation:** Use the Criteria Checklist for lesson plans to critique four written talents lessons, each study group will critique four written lessons and one video teaching demonstration provided by the instructor, demonstrating knowledge of the Talents Unlimited model.
      - 20 points for the lesson plan
   d. **Submission:** Save the document as "TalentsCritique_Group#", list the group members on the critique, and submit in class to the instructor.
3. Access the Journal Reflections link on the Course Menu select Module 07 Writing a Talents Unlimited Lesson Plan, and post a journal reflection.
4. What is your important “take away” for this module?

Upon completion of Module 07, proceed to Module 08.
IX. Module 8: Teaching Lesson Plans for Talents Unlimited

Overview

Talents Unlimited (Schlichter & Palmer, 2002) is a Type II Thinking Skills Model, which improves students' critical and creative thinking skills. This program increases student capacity and performance in work-related thought processes of: Productive Thinking, Decision Making, Planning, Forecasting, and Communication, in addition to the Academic Talent.

Through consistent practice of the sub-skills of this Model, students acquire complex skills and also master content.

Objectives

Demonstrate ability to utilize effective teaching strategies designed to teach a Talents Unlimited lesson, promote learning and improve student achievement (SDE RULE 290-3-3-.34(1)(b)7.).

Readings


Activities

Please progress through this module as follows:

1. Watch the Talents Unlimited video [MM:SS].
2. Access the Discussions link on the Course Menu to participate in the Module 08 Creating a Lesson with Talents Unlimited discussion thread. (Discuss why some gifted youngsters do not finish their Type IIIIs and why some do not create a quality Type III (based on the research in Newman's article.)
3. Complete the Teaching Lesson Plan for Talents Unlimited by following the instructions below:
   a. **Format:** You will need Microsoft Word or a compatible word processing application, video camera, and to schedule a time conduct your lesson with the instructor to complete this assignment. Prepare the document as follows: Times New Roman, 12-point font; 1" margins. Use the Teacher Talk and the Talents Lesson Plan Critique Form to construct your lessons and decide if they have been written correctly or incorrectly.
   b. **Content:** Teaching a lesson: This activity demonstrates your knowledge on teaching with Talents Unlimited model.
   c. **Evaluation:** Use the criteria checklists for the lesson plan and the Teacher Self-Rating Scale for teaching demonstrations in Talents Unlimited, you will write a lesson and demonstrate a teaching Talent to the instructor, demonstrating knowledge of the Talents Unlimited model. You will then use the Talents Unlimited Self-Assessment Rubric to evaluate the lesson you taught.
   d. **Reflection Summary:** Write a reflection about you teaching the Talents Unlimited Lesson using the Teaching Talents Unlimited Self-Assessment form as a guide. Here is an example of a reflective summary.
e. **Submission:** Save the document as "LessonPlan_yourname", submit in class, and schedule a live teaching lesson with instructor in class.

4. Access the Journal Reflections link on the Course Menu, select Module 8 Teaching a Talents Unlimited Lesson and post a journal reflection. (What is your “take away” for this module?)

Upon completion of Module 08, proceed to Module 09.

**X. Module 9: Developing Concept-Based Units**

**Overview**

Many bright children are global thinkers; therefore, they need to see the whole picture before analyzing the details. It is essential that our students become thinkers and problem-solvers, not just good test takers and memorizers of facts. They need big ideas that they can take with them throughout their lives and that they take this knowledge and apply it to numerous setting.

Concept-based curriculum (CBC) focuses on conveying “the big picture” to students by teaching broad, generalized concepts related to an interdisciplinary theme through the following components: (Erickson, 2002)

- Essential understandings
- Essential (guiding) questions
- Processes and key skills
- Instructional activities
- Culminating performance

**Objectives**

Upon the completion of this module, you will be able to:

- Emphasize depth over breadth of information.
- Focus on deep understanding, synthesizing, and applying rather than just identifying and recalling facts and details.
- Require students to use higher-level thinking skills and make connections.
- Create interdisciplinary thematic units.

**Readings**

Please read the following:

- Read and view the Creating Curriculum-Framing Questions to Support Thinking Skills PowerPoint presentation.
- View the Concept-Based Curriculum PowerPoint presentation by April Coleman.
- Read the material on a Concept-Based Curriculum for the Gifted Learner.
- Read the PowerPoint presentation on Understanding by Design (Backward Design) by McTighe and Wiggins.
- Read the Interdisciplinary Concept Model handout.

**Activities**

Please progress through this module as follows:

1. Email the instructor the model(s) you will use for your Concept-Based Unit for approval.
2. Use the Curriculum & Project Planner to update your SEW menu.
3. Complete the Developing a Concept-Based Unit by following the instructions below:
   a. View the example of a Concept-Based Unit by Cynthia Lynch, Unit Plan: CSI Hannah
   b. Synthesize the information on Developing Concept-Based Units and Backwards Design.
   c. Next, revise your Menu of Type Is, IIs, and IIIs to create a Concept-Based Unit, using the Understanding By Design (UBD) Template. Here is an example of the UDB lesson template on Westward Expansion.
4. Access the Discussions link on the Course Menu to participate in the Module 09 Concept-Based Instructions discussion thread. (What are your views as to why Concept-Based units are an excellent instructional strategy for gifted youngsters?)
5. Access the Journal Reflections link, select Module 09 Concept-Based Unit Lesson, and post a journal reflection. (What is your main “take away” from this module?)
6. **Portfolio due:** Turn in all of the completed activities in this course in a three-ring notebook and submit in class to the instructor.
   a. Binder Cover:
      - Name
      - Date
      - Course Information

This module concludes the requirements for this course.
SPE 586: The Social and Emotional Components of Talent Development  
Spring 2014

Course Description
This course will explore current research, psychological theory and practical intervention techniques relevant to the social and emotional components of giftedness. Some topics include perfectionism, gender issues, underachievement, and special populations.

Class Schedule
Hybrid Class: Most of our course work will be conducted online. However, to facilitate the exchange of ideas, we will meet face-to-face twice during the semester. The following dates and time are when we will meet.

CONCEPTUAL FRAMEWORK: CONCEPTUAL FRAMEWORK: The College of Education prepares practitioners who understand the purposes of education and have the ability to engage in the ongoing processes of reflection and dialogue that lie at the heart of socially-responsible, theoretically-informed, and research-based effective practice.

The vision of the College of Education (COE) at The University of Alabama is to develop effective, ethical, and reflective professionals who advance the theme of the COE: Unites, Acts, and Leads (UA Leads). By engaging in theoretically informed and intellectually advanced effective practice our graduates will

UNITE with the larger community to collaboratively nurture cultural competence, empathy, and a vision of equity and justice for all learners;

ACT to develop the full potential of all learners to be excellent professionals in their field; and

LEAD through continuous research-based critical inquiry of policy and reflective practice to enable transformative change in our diverse local and global communities.

Knowledge Base
An education commensurate with each child's ability to learn is one of the basic tenets of American educational philosophy. The literal interpretation of that statement encompasses a primary rationale for differentiated programs that identify and develop the special characteristics and abilities of gifted and talented children defined in the following way by the Rules of the Alabama Board of Education, State Department of Education (1993), Chapter 209-080-090.

Gifted students are those who are identified as possessing demonstrated gifted behaviors (including creative or productive thinking) and, who by reason thereof require services not ordinarily provided by the regular school program.

Graduate training in the Gifted and Talented Specialty is based on the research literature relating to the Schoolwide Enrichment Model (Renzulli & Reis, 1985) and its service delivery components, the Enrichment Triad Model (Renzulli, 1977), and the Revolving Door Identification Model (Renzulli, Reis, & Smith, 1981). This system
provides a comprehensive structure for graduate level training that is based on the extensive research literature supporting the employment of a broadened conception of giftedness in providing educational programs for able students.
Policies on Attendance, Misconduct, and Accommodation

Policy on late work
No late work will be accepted without prior approval of the professor. All late assignments will receive a zero (except in cases where extended time for reasonable cause is negotiated with the instructor). If you realize you will have to submit an assignment late, a minimum 48-hour notice is required.

Policy on make-up tests
Make-up exams are given only with prior approval of instructor.

Policy on attendance
Attendance and participation is a mandatory component of this class. Given that SPE 586 meets face-to-face only twice during the semester, it is imperative that you attend each class. Missing one will result in an automatic F for the course.

Academic misconduct
Academic misconduct by students includes all acts of dishonesty in any academically related matter and any knowing or intentional help or attempt to help, or conspiracy to help, another student commit and act of academic dishonesty. The Academic Misconduct Disciplinary Policy will be followed in the event of academic misconduct. Please refer to http://registrar.ua.edu/policies/ for the revised Codes of Conduct.

Equal Treatment
The instructors and students in this course will act with integrity and strive to engage in equitable verbal and non-verbal behavior with respect to differences arising from age, gender, race, physical ability, and religious preferences.

Accommodations
If you are registered with the Office of Disability Services, please make an appointment with the instructor as soon as possible to discuss any course accommodations that may be necessary. If you have a disability but have not contacted the Office of Disability Services, please call 354-5175 or visit Osband Hall to register for services.

Plagiarism
Plagiarism is the act of representing words, data, works, ideas, computer programs or output, or other material not generated by the student as his or her own. Plagiarism may be inadvertent or purposeful. However, plagiarism is not a question of intent. All suspected incidences of plagiarism must be reported by the course instructor to the Assistant Dean of the College of Education. Plagiarism is a serious act of academic misconduct and may result in a student's receiving an F in the course and being suspended from the University. For more information, refer to http://registrar.ua.edu/policies. For an excellent tutorial on plagiarism, please visit http://owl.english.purdue.edu/owl/resource/589/01/. A multimodal tutorial on plagiarism called PLAYING IT SAFE is available at http://www.lib.ua.edu/tutorials/.
Course Objectives (Knowledge)

Students must demonstrate competency in all objectives to pass the course

1. Demonstrate knowledge of definitions, characteristics, prevalence, and the incidence of giftedness (SDE Rule 290-3-3-.38(1)(a)(1));
2. Demonstrate ability to recognize unique cognitive and social characteristics and learning styles of gifted students (SDE Rule 290-3-3-.38(1)(b)(1));
3. Demonstrate knowledge of normal growth and development patterns, as well a common delays in the normal mastery sequence of developmental skills (SDE Rule 290-3-3-.34(1)(a)(4));
4. Select and use evaluation/assessment instruments accounting for cultural differences, and properly interpret data (vi, 2: demonstrate knowledge/ability to use technology tools for student assessment....) to professionals and to youngsters and their parents (including use of the case study technique);
5. Use assessment/evaluation data [ili (1) demonstrate knowledge of strategies for developing and implementing a classroom management plan to ensure equitable and effective student access to available technology resources.] [vi (2): demonstrate knowledge/ability of (6) all listed technology tools for (1) instruction, (2) student assessment, (3) management, (4) reporting purposes, (5) communication with parents/guardians of students] in providing appropriate individual education programs (case study subject);
6. Use group dynamics in interpersonal relationships concerning relevant instructional processes with professionals, gifted and talented students, and their parents (specifically in case study activities);
7. Demonstrate knowledge of the roles of professionals, students, and families as members of a collaborative team (SDE Rule 290-3-3-.34(1)(a)(10));
8. Demonstrate ability to implement or assist other teachers in implementing the student's individualized education plan by selecting, developing, and using appropriate instructional techniques, ongoing measurement techniques, media and materials, equipment, technological advances, (vi (1) (2) (3): demonstrate ability to use technology tools for instruction, student assessment, management), and support personnel (SDE Rule 290-3-3-.34(1)(b)(3));
9. Demonstrate ability to effectively communicate the goals of the instructional program to the student, the student's primary care-givers, and appropriate professionals (SDE Rule 290-3-3-.34(1)(b)(6)). (vi (4) (5): demonstrate knowledge/ability to use technology tools for reporting purposes and communication with parents/guardians of students.)
Course Requirements

Required Text
  Waco, TX.
- Children's Literature Novel (Grades 3 – 12) of your choosing. Potential list in Appendix A of textbook
- Various articles that will be posted to the eLearning site.

Class Assignments
This course is designed to encourage active reading and learning, problem solving, and implementation in a classroom setting. Assignments will require students to demonstrate their ability to apply course objectives to a relevant curriculum unit, to specific students, or to a learning situation. Options for modifying these assignments to meet individual needs are welcomed. Students may share ideas, work together, and/or receive feedback before submitting their work for grading.

1. Class Participation (25%) –

2. Student interviews and paper (25%) (April 8th): Conduct and record individual interviews with two students of high ability, after obtaining written permission from their parent(s)/guardian(s). The interviews should be designed to help you explore themes in the students’ perceptions of themselves and their relationships with others (peers, family, teachers, etc.) The analytic paper (4-5 pages) should include:
   - Appendices: the permission form, and a copy of the preliminary interview questions
   - Introduction: describe the students and why you selected them; describe the setting, atmosphere and duration of the interviews.
   - Summarize the interviews, emphasizing main themes, using direct quotes when needed, and relate your findings to SPE 586 content and readings (use APA style for references).
   - Write your personal reflections on and reactions to the interviews.

3. Literature Review & Professional Presentation (25%) (Outline due by February 19th; Paper & Presentation due April 22nd) - This assignment allows you to identify a personal/professional topic of interest, research pertinent literature, and present your findings. Students are required to write on a topic address in their Children's Literature Novel. In this paper, will summarize the fundamental aspects of your topic and state your opinion about why your selected topic is of importance. Finally, you will explain how this topic impacts classroom instruction in the gifted education classroom and describe how a teacher can use the information you presented to improve educational outcomes. You will be expected to state your opinion and support it with sound research.

The paper must be typed, double-spaced, and beginning with page number two; each paper must be consecutively numbered at the top (follow APA format 6th edition). Use 12 point, Times New Roman font. The paper should be between 10-14 pages in length (not including the title page, abstract, and reference section). The paper must include a minimum of 12 references, not including your textbook, at least 7 of which must be found in academic journals. The best papers in this class have utilized reference material outside of the text. Inevitably, the search for and subsequent study of these outside materials has enhanced the student’s knowledge of the subject area and has resulted in a more scholarly paper. For your paper, style, grammar, spelling, and all matters of form will be taken into consideration. The research paper should be prepared in a careful and scholarly manner. No more than 5% of the paper may consist of direct quotes or close paraphrases of source materials. Quotes and ideas taken from any source must be acknowledged in the text and a reference list must be attached. Your paper will be graded on the following criteria:
   - Originality - Are the ideas in your paper original to you? Do you look at your topic in a unique, creative way? Do you offer a new insight into the topic or is it just a rehash of other people's
ideas?

- **Organization** - Is your paper well organized with appropriate headings and smooth transition?
- **Readability** - Is your paper easy to read? Does it make sense? Are major points well-communicated and presented in understanding terms?
- **Opinions** - Do you demonstrate understanding of the topic(s)? Do you provide opinions and conclusions about the question you are trying to answer?
- **Documentation** - Do you provide evidence to support your opinions and conclusions?
- **APA Style** - Does the paper adhere rigidly to the rules of APA Style?
- **Professional Quality** - Is the paper professionally done with no spelling or grammar errors?
- **References** - Are references complete and accurate? Do you have references from a variety of sources - not just from the WWW?

4. **Midterm Examination (Due by March 11th; 10%) & Final Examination (Due by May 4th; 15%)** - *The purpose of this assignment is to demonstrate your ability to synthesize the course content presented during this semester.* Two exams will be administered to further assess students' applied understanding of course content. The exams will cover assigned readings, lecture notes, and activities. The midterm will be taken on-line. The final exam is a take-home exam; more information on the final will be given later in the semester.

Percentages for grades are as follows: A = 90%; B = 80%; C = 70%; D = 60%.
<table>
<thead>
<tr>
<th>Date</th>
<th>Readings</th>
<th>Assignment due</th>
</tr>
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</table>
| Module 1 1/15 – 1/26 | • Hebert (Introduction & Ch. 1, pp. 1 – 50)  
• Tolan, S. S. (1996). Is it a Cheetah (link to this reading found on eLearning)  
* Post personal introduction  
* Respond to first class discussions |
| Module 2 1/27 – 2/9    | • Hebert (Ch. 2 & Ch. 3, pp. 51 – 116)  
• Cross, T. L. (2003). Competing with myths about the social and emotional development of gifted students (link to this reading found on eLearning)  
• Roepfer, A. (2003). The emotional needs of the gifted child (link to this reading found on eLearning)  
* Respond to class discussion via VoiceTread |
| Module 3 2/10 – 2/23 | • Hebert (Ch. 4 & Ch. 5, pp. 117 - 180)  
• Delisle, J. (2003). Risk-Taking and risk-making: Understanding when less than perfection is more than acceptable (link to this reading found on eLearning)  
• Listen to "No Limits:" Family SENGinar Event (link to this podcast found on eLearning)  
* Respond to class discussion via VoiceTread  
* Research paper outline (2/19) |
| Module 4 2/24 – 3/9 | • Hebert (Ch. 6 & Ch. 7, pp. 181 - 270)  
• Amend, E., Schuler, P., Beaver-Gavin, K., & Beights, R. (2009). A unique challenge: Sorting out the differences between giftedness and Asperger's disorder. (link to this reading found on eLearning)  
• Watch "Eleven Key Parenting Issues" (link to this video found on eLearning)  
* Respond to class discussion via VoiceTread |
| Module 5 3/10 – 3/30  
(Spring break: 3/21 – 3/28) | • Hebert (Ch. 8, pp. 271 - 304)  
• Webb, N., & Dietrich, A. (2005). Gifted and learning disabled: A neuropsychologist's perspective. (link to this reading found on eLearning)  
• Watch "Intensity Through the Ages" (link to this video found on eLearning)  
* Respond to class discussion via VoiceTread  
* Midterm (3/30) |
| Module 6 3/31 – 4/13 | • Hebert (Ch. 9, pp. 305 - 340)  
• Gallagher, R. (2007). Nurturing global citizens for the 21" century: How can schools effectively work with parents who are educated in other countries? (link to this reading found on eLearning)  
• Listen to “Nature and Needs of the Gifted: Understanding and Affirming the Whole Person" (link to this podcast found on eLearning)  
* Respond to class discussion via VoiceTread  
* Student Interview & Paper (4/8) |
| Module 7 4/14 – 4/27 | • Hebert (Ch 10 & entire Appendix, pp. 341 - 474)  
• Foster, J. (2010). What should I do if my child isn't sufficiently challenged at school? (link to this reading found on eLearning)  
• Delisle, J. R. (2002) Do we know if gifted children are being served appropriately? (link to this reading found on eLearning)  
* Respond to class discussion via VoiceTread  
* Paper & Presentation (4/22) |
Area: Teacher Education  
Program: Gifted and Talented  
Course Title: Addressing the Needs and Talents of All Students in the Regular Classroom  
Course number: SPE 587 (3 hours)  
Faculty Member: Kevin D. Besnoy  
Telephone number: 205-348-9141  
Office Hours: Wed, Thurs, Fri 11-3pm  
Office Address: 210 Graves Hall  
Email address: kdbesnoy@bamaed.ua.edu (preferred method of contact)  

Required course for Masters in Gifted and Talented  
Required course for Alabama Gifted Certification  

SPE 587: Addressing the Needs and Talents of All Students in the Regular Classroom  
Summer 2013  

Course Information  

Course Description  
This course will outline instructional and managerial techniques that can be used in the grade level or heterogeneous classroom to address the individual learning needs, strengths, styles, and preferences of all students. Emphasis will be placed on differentiation strategies that improve student achievement through the use of large group, individual, and small group instructional practices. A study of current and promising practices, as well as relevant research will be presented. This course will provide students with a research-based set of strategies that can be used to improve their ability to work with special education, gifted education, compensatory education, and culturally diverse gifted students in the regular classroom. Additionally, this course will prepare educators of the gifted to work with regular classroom teachers to expand opportunities for students with gifts and talents in the regular classroom. Finally, the instructor will adapt course requirements and assignments to address the particular needs of the students enrolled.  

Class Schedule  
Online meetings will be arranged by discussion between instructor and students.  

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### Course Objectives (Knowledge)

<table>
<thead>
<tr>
<th>ALSDE Rule</th>
<th>Students will</th>
<th>Assessed in</th>
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<tbody>
<tr>
<td>1 290-3-3-.38(1a)5.;</td>
<td>demonstrate knowledge of programming for gifted students</td>
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<tr>
<td>2 290-3-3-.34(1a)6.;</td>
<td>demonstrate knowledge of student learning styles and instructional strategies, including collaborative teaching</td>
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<tr>
<td>3 290-3-3-.38(1b)3.;</td>
<td>demonstrate ability to select design, utilize, and evaluate curriculum materials for gifted students</td>
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<tr>
<td>4 290-3-3-.34(1b)8.;</td>
<td>demonstrate ability to modify methods, materials, and equipment to meet student needs</td>
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<td></td>
<td>integrate creative and productive thought, critical thinking, leadership training, and visual and performing arts in curriculum and instruction for gifted students;</td>
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<tr>
<td>290-3-3-.38(1b)6.;</td>
<td>demonstrate ability to incorporate the contributions and participation of parents and other teachers in the instructional program</td>
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<td>290-3-3-.34(1b)4.;</td>
<td>demonstrate ability to continuously analyze the effectiveness of the individualized education plan and make appropriate modifications</td>
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<tr>
<td>290-3-3-.34(1b)7.;</td>
<td>demonstrate ability to utilize effective teaching strategies designed to promote learning and improve student achievement</td>
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<tr>
<td>290-3-3-.38(1b)7.;</td>
<td>demonstrate ability to solicit, manage, and evaluate the support and contribution of various professional groups and community services, including the development of mentor relationships</td>
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<tr>
<td>290-3-3-.34(1b)10.;</td>
<td>demonstrate ability to work effectively with member of the instructional team and professionals from related fields</td>
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<td></td>
<td>Use assessment/evaluation data in providing appropriate individual education programs;</td>
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Students must demonstrate competency in all objectives to pass the course. The major instructional objective of this course is to provide graduate students with a set of instructional strategies and management techniques that will allow them to improve their ability to address individual student needs, learning styles, and strengths within the regular classroom. Research suggests that currently, the vast majority of teachers make few, if any, changes in the grade level curriculum to address individual levels of achievement, learning rate, learning styles, or talent areas. Research also suggests that those modifications that are made are not implemented as effectively as they could be, resulting in minimal changes in student achievement and self-esteem. Finally, research has suggested that using the pedagogy of gifted education will students with different learning needs may enhance their individual levels of achievement. This course will proceed from the theoretical construct of talent development for all students. For these reasons, the following instructional objectives will guide the course structure and content:

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>Assessed in</th>
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<tbody>
<tr>
<td>1. Students will be able to Trace the historical events that created grade level</td>
<td>Module 1</td>
</tr>
<tr>
<td>heterogeneous classrooms and the need for curriculum differentiation</td>
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<tr>
<td>2. Identify the relevant differences among students that impact learning.</td>
<td>Module 2</td>
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<td>3. Identify the factors that explain variance in student performance and</td>
<td>Module 2</td>
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<tr>
<td>academic achievement</td>
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<td>4. Evaluate their own teaching, or the teaching of others, to identify and</td>
<td>Module 4</td>
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<td>analyze present practices with respect to curriculum modification and</td>
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<td>differentiation</td>
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<td>5. Describe promising practices for addressing student differences and</td>
<td>Module 4</td>
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<tr>
<td>increasing academic achievement. Use the pedagogy of gifted education to address</td>
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<td>the needs of high ability students in the regular classroom.</td>
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<td>6. Identify, collect or design appropriate instruments or strategies for</td>
<td>Module 3</td>
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<tr>
<td>identifying students' interests, styles, strengths, needs, prior experiences, and</td>
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<tr>
<td>learning goals</td>
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<td>7. Conduct a case study to identify a student's prior achievements, needs,</td>
<td>Module 4</td>
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<td>learning styles, etc. and make recommendations for instructional strategies that</td>
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<td>address these talents and needs</td>
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<td>8. Analyze and evaluate the appropriateness, relevance and alignment of</td>
<td>Module 4</td>
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<tr>
<td>curriculum objectives, assessment strategies, teaching and learning activities,</td>
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<td>resources and products</td>
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<td>9. Modify a learning objective and its accompanying assessment, teaching and</td>
<td>Module 4</td>
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<tr>
<td>learning activities, products and resources to improve alignment and the overall</td>
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<td>quality of the lesson plan</td>
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<td>10. Develop introductory activities that demonstrate relevance and</td>
<td>Modules 1, 2, 3, &amp; 4</td>
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<td>engage students with low intrinsic motivation to learn</td>
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<td>11. Use a wide variety of preassessment, performance assessment, rubric (tiered,</td>
<td>Modules 3 &amp; 4</td>
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<td>differentiated), and diagnostic procedures to identify students' current level</td>
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<td>of performance with respect to a learning objective.</td>
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<td>12. Identify the benefits and drawbacks of various grouping design to</td>
<td>Module 2, 3, &amp; 4</td>
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<td></td>
<td>facilitate differentiated instruction.</td>
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<tr>
<td>13</td>
<td>Orient students and organize flexible small groups (FSG) to address individual learning needs. Develop a series of research-based strategies for managing flexible small groups (e.g., home base anchor activities, etc.).</td>
</tr>
<tr>
<td>14</td>
<td>Differentiate instruction, resources, products, and learning activities to address students' varying developmental levels, prior knowledge and experiences, interests, preferences, and learning styles. Design mediation and active learning strategies to increase academic achievement.</td>
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<tr>
<td>15</td>
<td>Create learning centers and contracts to address student differences</td>
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<tr>
<td>16</td>
<td>Develop problem solving scenarios, active learning activities, and project or performance based learning activities to address transfer and application of learned skills and content.</td>
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<tr>
<td>17</td>
<td>Design at-home learning activities to increase parental participation in the learning process</td>
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<tr>
<td>18</td>
<td>Create interest-based enrichment activities to accommodate differences in students' interests, talents, and motivation for learning.</td>
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<tr>
<td>19</td>
<td>Improve collaboration between gifted and regular educators to address the unique learning needs of students with gifts and talents in the regular classroom.</td>
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Students may vary in their competency levels on these abilities. You may expect to achieve these goals and objectives, and acquire these abilities ONLY IF you honor all course policies, attend classes regularly, complete all assigned work in good faith and on time, and meet all other course expectations of you as a student.

Course Requirements

**Required Text**


- Various articles that will be posted to the class website site [https://sites.google.com/site/spe587gtgeneralclassroom/home](https://sites.google.com/site/spe587gtgeneralclassroom/home)
Class Assignments

This course is designed to encourage active reading and learning, problem solving, and implementation in a classroom setting. Assignments will require students to demonstrate their ability to apply course objectives to a relevant curriculum unit, to specific students, or to a learning situation. Options for modifying these assignments to meet individual needs are welcomed. Students may share ideas, work together, and/or receive feedback before submitting their work for grading.

1. **Active Class Participation (33%)**
   One key component of any class is active class participation. Throughout this course, I will post prompts that are intended to ‘simulate’ classroom discussion. Thus, these are called ‘Class Conversations’. For these posts, it is expected that you participate in deep, meaningful ways. While there are no minimum word lengths or response rates, it is expected that you approach this in an appropriate graduate school manner.

2. **Review of the Research Paper (33%)**
   This assignment allows you to identify a personal/professional topic of interest, research pertinent literature, and present your findings. Students are required to write a literature review discussing differentiation. In this paper, will summarize the fundamental aspects of differentiation and state your opinion about the appropriateness of differentiation. Finally, you will explain how this theoretical approach will impact your classroom instruction. You are expected to state your opinion and support it with sound research.

The paper must be typed, double-spaced, and beginning with page number two; each paper must be consecutively numbered at the top (follow APA format 6th edition). Use 12 point, Times New Roman font. The paper should be between 8 - 12 pages in length (not including the title page, abstract, and reference section). The paper must include a minimum of 12 references, not including your textbook, at least 7 of which must be found in academic journals. The best papers in this class have utilized reference material outside of the text. Inevitably, the search for and subsequent study of these outside materials has enhanced the student’s knowledge of the subject area and has resulted in a more scholarly paper.

For your paper, style, grammar, spelling, and all matters of form will be taken into consideration. The research paper should be prepared in a careful and scholarly manner. No more than 5% of the paper may consist of direct quotes or close paraphrases of source materials. Quotes and ideas taken from any source must be acknowledged in the text and a reference list must be attached. Your paper will be graded on the following criteria:

- **Originality** - Are the ideas in your paper original to you? Do you look at your topic in a unique, creative way? Do you offer a new insight into the topic or is it just a rehash of other people’s ideas?
- **Organization** - Is your paper well organized with appropriate headings and smooth transition?
- **Readability** - Is your paper easy to read? Does it make sense? Are major points well-communicated and presented in understanding terms?
- **Opinions** - Do you demonstrate understanding of the topic(s)? Do you provide opinions and conclusions about the question you are trying to answer?
- **Documentation** - Do you provide evidence to support your opinions and conclusions?
- **APA Style** - Does the paper adhere rigidly to the rules of APA Style?
• **Professional Quality** - Is the paper professional done with no spelling or grammar errors?
• **References** - Are references complete and accurate? Do you have references from a variety of sources - not just from the WWW?

3. *Creation of a Curriculum Unit*

Students will be required to create a curriculum unit with elements of differentiated teaching and learning. This unit of instruction should be based on a unit of instruction that you already teach or have taught. It is expected that you will follow the ideas identified in the two Westphal: Differentiating Instruction with Menus you selected, Heacox text, class lectures/readings, and activities. Below are the requirements for this assignment:

• **Analysis of Existing Instructional Unit (2 – 3 pages):**
  You are required to analyze and evaluate an existing instructional unit of your choice for differentiated activities, resources, and assessments. The analysis must include a description of your teaching style and how it relates to the activities that you have selected. In addition you must describe what outcomes you anticipate occurring as a result of your modified unit.

• **Instructional Unit**
  You will create an instructional unit that consists of at least 8 lessons (the format of these lesson plans are up to you). Each of these lessons should have opportunities for students to engage with the content at their instructional level (give them choice). Those who are most successful include the following: (1) Key concepts, (2) Essential Questions, (3) Unit Theme, (4), Lessons, and (5) Assessments. It is up to you as to how you organize the differentiated activities. However, you are expected to demonstrate a deep understanding of the differentiate approach.

Percentages for grades are as follows: A = 90%; B = 80%; C = 70%; D = 60%.
Learning Modules

Module 1: (June 4 – June 9) Introduction

- Readings
  - Heacox: Introduction and Ch. 1-4 (pp. 1 – 70)
  - NAGC Position Statement on Differentiation

- Class Lecture
  - What is Differentiation?

- PRACTICE:
  - Personal Introductions
  - Learning Styles Inventory – Where Does Your Intelligence Lie?
  - Teaching Style Inventory – Where Does Your Teaching Style Lie?
  - Class Conversations (respond to online discussion questions)

Module 2: (June 10 – June 16) The Planning Process

- Readings
  - Heacox: Ch. 5 – 8 (pp. 71 – 129)

- Class Lecture:
  - Planning the Differentiated Classroom

- Practice:
  - Research Paper Outline (Due June 10th)
  - Class Conversations (respond to online discussion questions)

Module 3: (June 17 – 23) Implementation

- Readings:
  - Heacox: Ch. 9 – Index (pp. 130 – 178)

- Class Lecture:
  - Implementing a Differentiated Instructional Unit

- PRACTICE:
  - Class Conversations (respond to online discussion questions)
  - Research Paper Due (June 23rd)
Module 4: (June 24 – June 29) Evaluation

- Readings:

- Class Lecture
  - Evaluating Your Teaching

- Practice:
  - Class Conversation (respond to online discussion questions)
  - Differentiated Unit Plan Due (June 29)
COURSE SYLLABUS – Fall 2014
Internship in Gifted and Talented - SPE 589-910

Area: Teacher Education
Program: Special Education
Course Title: Internship in G/T (Fall);
Course Number: SPE 589-910
Credit Hours: 3 semester hours

Faculty Member: Dr. Jane Newman
Telephone Number: 348-1444
Office Hours: Posted
Office Address: Graves 215-B
E-mail: Jnewman@BAMAED.UA.edu

COURSE DESCRIPTION: Designing, implementing and evaluation of instructional programs and classroom organization procedures through supervised practicum experience in programs for gifted and talented students.

CONCEPTUAL FRAMEWORK: CONCEPTUAL FRAMEWORK: The College of Education prepares practitioners who understand the purposes of education and have the ability to engage in the ongoing processes of reflection and dialogue that lie at the heart of socially-responsible, theoretically-informed, and research-based effective practice.

The vision of the College of Education (COE) at The University of Alabama is to develop effective, ethical, and reflective professionals who advance the theme of the COE: Unite, Acts, and Leads (UA Leads). By engaging in theoretically informed and intellectually advanced effective practice our graduates will UNITE with the larger community to collaboratively nurture cultural competence, empathy, and a vision of equity and justice for all learners; ACT to develop the full potential of all learners to be excellent professionals in their field; and LEAD through continuous research-based critical inquiry of policy and reflective practice to enable transformative change in our diverse local and global communities.

Prerequisites: SPE 581, SPE 582.

COURSE OBJECTIVES: the intern will:

1. select and use evaluation/assessment instruments, and [vi (1) (2) (3) (4) (5): demonstrate ability to use technology tools for instruction, student assessment, management, reporting purposes and communication with parents/guardians of students, including, but not limited to spreadsheets, web page development, digital video, the Internet, and e-mail] accounting for cultural differences, and properly interpret data to professionals and to youngsters and their parents;
2. use evaluation/assessment data in providing appropriate individual education programs through curriculum compacting;
3. use and evaluate teaching strategies [viii (1) (2): including ability to design, manage, and facilitate technologies that are responsive to diversity of learners, learning styles and special needs of all students (for example, assistive technologies for students with special needs)] and specifically suited to the unique cognitive and social characteristics and learning styles of gifted and talented students;
4. relate the cognitive and affective dimensions of reaming to curriculum content areas and
9. work with individual gifted and talented students in facilitating Type III investigations based on student self-selected interests and strengths;
10. create and maintain climate and instructional organization conducive to the development of creative, intellectual, and emotional skills of gifted and talented students;
11. set up evaluation and feedback process with students so that opportunities for independence, self-initiated reaming, and self-evaluation are maximized;
12. demonstrate ability to apply diverse theories and various approaches to manage behavior (SDE RULE 290-3-3-.38 (1) (b)(5.) [iii (1) (2): including ability to design strategies for developing and implementing a classroom management plan to ensure equitable and effective student access to available technology resources].
13. be willing to reach out for new information and to search for clues for improving effectiveness as a facilitator of others' creative and intellectual functioning, taking into account cultural differences and needs;
14. demonstrate ability to maximize the use of technological advances in the instructional program (SIDE RULE 290-3-3-.38(1)(b)4. [ii (1) (2) including ability to maximize methods for assessing advantages and limitations of current and emerging technologies and on-line and software content to facilitate teaching and student learning.]
15. [x (1): Demonstrate the knowledge/ability to use technology to enhance professional growth (for example, through accessing web-based information, on-line collaboration with other educators and experts, and on-line professional courses.)


MEETINGS: This class will meet online at the beginning of the semester to review the syllabus and for class to ask questions. The course is an independent study; you will submit a plan of action listing the objectives that you plan to address. After I have approved your plan, you will put documentation to show that you have met the objective. Please get a 3-ring binder (large), copy the last page of the syllabus as many times as you have objectives. Then, used dividers to divide your notebook into sections, based on the assignments you choose. (They should add up to 120 hours.)

Your notebook will be due December 10th so that we will have time to grade and post grades. (We will use a Rubric to grade your response/documentation for each competency.)

A second assignment is that you will have 3 observations (Type I, Type II, or Type III lesson) (45 min. max). Please contact me to schedule dates during the first, middle, and last part of the semester.

If you have questions, please let me know. JN
POLICIES ON ATTENDANCE, MISCONDUCT, AND ACCOMMODATION:

Policy on late work: A class assignment which is submitted after stated due date will have 5% subtracted from grade of that assignment, except in cases where extended time for reasonable cause is negotiated with the instructor.

Attendance Policy: A minimum of 10 weeks of full-time class experience is required.

Policy on academic misconduct: All acts of dishonesty in any work constitute academic misconduct. The Academic Misconduct Disciplinary Policy will be followed in the event of academic misconduct.

Disability Accommodations: To request disability accommodations, contact Disabilities Services (348-4285). After initial arrangements with that office, contact your professor.

COURSE REQUIREMENTS/EVALUATION:

1. Observations by UA instructor of classroom sessions involving activities based on the Schoolwide Enrichment Model (SEM): a Type I experience followed by debriefing; Type II skill training with a small group or total class of students; the facilitation of a Type III investigation with an individual student, a small group of students, or a total class of students, etc. Total points: 50

2. A log of your documented SEM competencies that serves to analyze the activities in which you have engaged students during the semester. [ vi (1) (2) (3) (4) (5) (6): Demonstrate ability to use technology tools for instruction, student assessment, management, reporting purposes and communication with parents/guardians of students including, but not limited to, spreadsheets, web page development, digital video, the Internet, and email] to locate, collect, create produce, communicate, and present information.] Your log should thoroughly document the Schoolwide Enrichment Model (SEM activities and provide detailed analyses of the effect of the activities on students, ideas for improvement were you to use the same kind of activities again, and an overall assessment. Refer to the attached guidelines for documenting SEM competencies. Total points: 70

Procedure for determining final grade:

The student is required to document 90 hours of SEM competencies from the required list (attached) for a grade of B. One hundred twenty hours of well-documented work is required for a grade of A. If the student is not able to find 90 hours of competencies that represent new skills, or if your current teaching position precludes some activities, choose activities that you have successfully completed in the past. When the instructor receives the internship log, the documentation of the activities will be evaluated on a 1-3 scale: 1=Incomplete, Needs Improvement (C), 2=Complete, Satisfactorily Accomplished (b), and 3= Complete, Well Done (A). The record of these rankings will be used to determine 70% of the course grade. Course grading follows The University of Alabama policy: A=90-100; B=80-89; C=70-79; D=60-69; F=59 and below.
SPE 589: INTERNSHIP IN GIFTED AND TALENTED EDUCATION  
(Second Placement, Student's Home School)

PURPOSE OF THE INTERNSHIP:
This internship is designed as a vehicle for ensuring that all students in the master's degree program in gifted education at The University of Alabama have mastered the teaching and administrative competencies necessary for implementing a successful Schoolwide Enrichment Model (SEM) Program. Although students are required to be familiar with a variety of programming options in gifted education, it is felt that those graduating from The University of Alabama program should have a thorough familiarity with the model and philosophy advocated by the gifted education instructors at The University of Alabama and supported by the Alabama State Department of Education.

SEM COMPETENCIES:
In order to acquaint students with the breadth of these skills, we have prepared a list of SEM competencies. Ideally, students should concentrate on SEM skills they have not yet attempted from either the required or optional list. Choose new skills from the required list before making any selections from the optional list. Optional activities should also be selected from those not already mastered.

For the purposes of this course, the student will be required to document 90 hours of SEM competencies from the required list for a grade of B. One hundred twenty hours worth of well-documented work will receive a grade of A. If you are not able to find 90 hours worth of competencies that represent new skills, or if your current teaching position precludes some activities, choose activities that you have successfully completed in the past.

DOCUMENTING YOUR COMPETENCIES
Use the following directions in organizing, implementing, and evaluating your internship activities.

1. READ carefully the attached list of SEM competencies. Note which required competencies you have already mastered and which you have yet to accomplish. When possible, make new competencies your target for this semester's internship.

2. CHECK the number of new competencies on the list that you can successfully complete during this semester given your present teaching situation. Make sure that the total list involves at least 90 hours of work. (120 hours of well documented work will receive a grade of A.)

3. WRITE the list of competencies to be accomplished on the Planning Sheet for SEM Competencies Documentation. 
   [vi (1) (2) (3) (4) (5) (6): Demonstrate the ability to use technology tools for instruction, student assessment, management, reporting purposes and communication.] Use the alphabet letters and numbers on the competencies list to identify your selections in column one (example: A-2). In column two, abbreviate the competency (example: Attend presentation on SEM). In the third column, draft your initial ideas of strategies for documenting your selected competencies (example: attach copy of program; write summary of session, commenting on ways to use any of the concepts/strategies presented).
Send this list to me by TBA, keeping a copy for yourself. Be ready to discuss this initial draft and to raise any questions you may have.

4. Based on your initial plan and our discussion, complete the first two sections of the Documentation of SEM Competencies form for each competency on your contract. Keep a copy for your files.

Submit your final Planning Sheet for SEM Competencies Documentation and attachments to the UA instructor by TBA. (Please email them to me.) You will receive feedback on your plans in the following two weeks.

5. As you implement your approved plan, complete the last two sections of the Documentation of SEM Competencies form for each competency on your plan. Attach each competency's documentation (a brochure, a photo, a lesson plan, newsletter, etc.) to its appropriate documentation sheet. Your analysis should include comments on the effects on students (or other appropriate audience) of activities associated with each competency and ideas for improvement were you to use the same kind of activities again. This notebook is due (TBA).

6. An overall assessment of your efforts should be included at the end of your log. Log is due to course instructor by (TBA).
TIME ALLOCATION: REQUIRED SEM COMPETENCIES

A. Internship Experiences

Time Allocation
In Hours

6 1. Describe three Type I sites and develop a menu of at least 10 Type I, Type II and type III suggestions for each site. (30 total - 10 per site)

3 2. Attend one inservice conference or related topic presentation on some aspect of the (SEM) Schoolwide Enrichment Model. (E.g., Alabama CEC Super Conference).

3 3. Visit another school district in Alabama which provides an SEM Program and interview the SEM facilitator concerning the development of the program and the process of implementation.

4. Document how your program provides differentiated instruction to g/t students in terms of content, process, and learning environment (Note: This is REQUIRED.) [At least 40 days in an established g/t program or 40 days of "SEM in the Classroom" activities are required for interns without a g/t teaching position.]

B. Identification and Interest Assessment

1 1. Complete a SRCBCSS for a student referred for the GT Program. Find a non-achieving bright student who might/should be placed in the Talent Pool by an alternate pathway. Complete a support folder for this student, including at least 5 pieces of evidence.

2 3. Interview a student for past accomplishments inside and outside of school.

2 4. Outline an explanation to a student/parent as to why a student is not in the gifted program's Talent Pool.

2 5. Explain the rationale for the Talent Pool identification method.

3 6. Administer and tally an interest inventory to one class.
C. Individual Education Plans

2 1. Complete a Compactor for an elementary, middle school, or high school student (or a group of students).

D. Type I Activities

12 1. Plan and carry out at least five Type I activities based on student interests. Each Type I should include a Type I announcement, debriefing, and summary to teachers.

10 2. Prepare a Type Interest Development Center.

3 3. Contact, prepare and schedule three Type I speakers. (not included in #1 above).

E. Type II Activities

3 1. Evaluate the quality of three Type II commercial materials (use guide in We Schoolwide Enrichment Model, pp. 363-5 and directions on pp. 361-2).

5 2. Teach two methodological "how to" lessons.

24 3. Teach one unit of at least 12 lessons representing at least two of the four categories of Type II skills. (pp. 338-343, SEM

2 4. Conduct a Type II demonstration lesson for a classroom teacher, including debriefing with the teacher.

1 5. Assist a regular classroom teacher in planning at least one lesson integrating Type II skills into his/her curriculum.

F. Type III Activities

20 1. Work regularly with at least one student to complete a Type III Investigation.

1 2. Solicit and evaluate student responses during a Type III intake interview.

1 3. Focus a child's interests into a manageable Type III project.

1 4. Complete a management plan with a student.
Provide at least ten suggestions to a child for a Type III project in a given content area.

Suggest at least three necessary methodological Type II skills that can be used for a given Type III topic.

Find 5 or 6 appropriate reference books for a Type III project. List references in APA format. Annotate each reference, indicating general nature of the content and specific notes on how it can be useful to a student. [II (1)(2): Demonstrate ability to assess advantages and limitations of current and emerging technologies and on-line and software content to facilitate teaching and student learning.]

Find appropriate raw data gathering activities with regard to the Type III project. [vi (1)(2)(3)(4)(5)(6): Demonstrate the ability to use technology tools for instruction, reporting purposes, and communication.]

Teach students at least one product development technique such as film-strip production, videotaping, audio-cassette recording, slide show production, or overhead transparency production. [vii (1)(2)(3): facilitate students’ individual and collaborative use of technologies (including, but not limited to, spreadsheets, web page development, digital video, the Internet, and email) to locate, collect, create, produce, communicate, and present information.]

Find a real-world audience for a student’s Type III product.

Evaluate the quality of a Type III product using the Student Product Assessment Form (SPAF).

Demonstrate the ability to evaluate students’ technology proficiency and students’ technology-based products within curricular areas.

G. Management

Edit and produce two monthly newsletters for your faculty and/or parents.

Develop a program budget for one year.

Publish a weekly GT Program Schedule.

Document 6 specific behaviors or activities used to develop program ownership among faculty and administration.

H. Communication

Write effective and well constructed business letters, memos, parent/staff notes and newsletters. (Submit three examples.)

Demonstrate ability to use technology tools (including but not limited to spreadsheets, web page development, digital video, the Internet, and visitors. (Students may work with you on the project.)
OPTIONAL ACTIVITIES

Select of these activities:

5  1. Conduct teacher training regarding Curriculum Compacting.

10  2. Locate 30 community resources for a Type Resource Bank.

10  3. Organize a Type I Enrichment Team in your school.

10  4. [vi (1): Demonstrate your ability to use technology tools for instruction to develop a Scope and Sequence chart of Type II skills.

1  5. Teach students/teachers how to write "lightbulb messages."

2  6. Find staff/community mentor for a student pursuing a Type III,

10  7. Organize a Type II Fair.

15  8. [vi (6): Demonstrate your ability to use technology as a tool...evidence of all listed tools used to develop a 5-year plan of action for a new SEM Program.

10  9. Plan a teacher workshop on SEM including handouts and transparencies. [x (1): Use technology to enhance professional growth (for example, through accessing web-based information, on-line collaboration with other educators and experts, and on-line professional courses.]

15  10. Develop a parent handbook [vi (5): by demonstrating your ability to use technology as a tool for communication with parents/guardians of students.]

2  11. Use commercial graphics to enhance program publications.

10  12. Compile an SEM Slide show [vi (4): demonstrate your ability to use technology as a tool for reporting purposes.]

2  13. Design an SEM Bulletin Board for your classroom or school [vi (1) (5): demonstrating your ability to use technology as a tool for instruction and communication with parents/guardians of students.]

10  14. Design a videotape about your SEM program [vi (4) (5): use technology as a tool for for reporting purposes and for communication with parents/guardians of students.]

4  15. Present a program update to the school board [vi (6) showing evidence of knowledge of all listed tools (4) for reporting purposes.]

3  16. Arrange for presentations of program activities to social and civic organizations [vi (4) (5) (6): by demonstrating your ability to use technology as a tool for reporting purposes, communication, (6) showing evidence of knowledge of all listed tools.

5  17. Assist local administrators in developing district gifted education policies.
5  18. Accept speaking engagements regarding gifted education.

2  19. Participate in a radio or television talk show.

20  20. Organize a Saturday enrichment experience for your school.

TBA  21. Other:
The University of Alabama
Program in Gifted and Talented Education

DOCUMENTATION OF SEM COMPETENCIES

Name ___________________________________________ Date: __________________

Code/Competency _______________________________ Required: ______ Optional: ______

What I will do to Prove My Skill:

How I will document my skill:

Analysis of my efforts:

Instructor's Comments:
COURSE SYLLABUS SPE 589-001 - SEW
Summer 2013

Area: Interdisciplinary Teacher Education
Program: Gifted and Talented
Course Title: Internship in G/T(Sum): SEW
Course Number: SPE 589-300
Credit Hours: 3

Faculty Member: Dr. Jane Newman
Telephone Number: 205.348.1444
Office Hours: By Appt.
Office Address: 215-B Graves Hall
E-Mail address: Jnewman@bamaed.ua.edu

COURSE DESCRIPTION: Designing, implementing and evaluation of instructional programs and classroom organization procedures through supervised practicum experience in programs for gifted and talented students. (3 semester hours) Prerequisites: SPE 581, SPE 582.
Co-requisite: SPE 585 (June 4-29).

CONCEPTUAL FRAMEWORK: CONCEPTUAL FRAMEWORK: The College of Education prepares practitioners who understand the purposes of education and have the ability to engage in the ongoing processes of reflection and dialogue that lie at the heart of socially-responsible, theoretically-informed, and research-based effective practice.

The vision of the College of Education (COE) at The University of Alabama is to develop effective, ethical, and reflective professionals who advance the theme of the COE: Unites, Acts, and Leads (UA Leads). By engaging in theoretically informed and intellectually advanced effective practice our graduates will

UNITE with the larger community to collaboratively nurture cultural competence, empathy, and a vision of equity and justice for all learners;

ACT to develop the full potential of all learners to be excellent professionals in their field; and

LEAD through continuous research-based critical inquiry of policy and reflective practice to enable transformative change in our diverse local and global communities.

KNOWLEDGE BASE: An education commensurate with each child's ability to learn is one of the basic tenets of American educational philosophy. The literal interpretation of that statement encompasses a primary rationale for differentiated programs that identify and develop the special characteristics and abilities of gifted and talented children defined in the following way by the Rules of the Alabama Board of Education, State Department of Education (1993), Chapter 209-080-090. Gifted students are those who are identified as possessing demonstrated gifted behaviors (including creative or productive thinking) and, who by reason thereof require services not ordinarily provided by the regular school program. Graduate training in the Gifted and Talented Specialty is based on the research literature relating to the Schoolwide Enrichment Model (Renzulli & Reis, 1988) and its service delivery components, the Enrichment Triad Model (Renzulli, 1977), and the Revolving Door Identification Model (Renzulli, Reis, & Smith, 1981). This system provides a comprehensive structure for graduate level training that is based on the extensive research literature supporting the employment of a broadened conception of giftedness in providing educational programs for able students.
COURSE OBJECTIVES: (Students must demonstrate competency in all objectives to pass the course.)

The intern will demonstrate knowledge of:

1. cultural and socioeconomic factors that impact on the identification and instruction of the gifted, with particular emphasis on special populations, including minority students, underachieving students, and students with physical and emotional disabilities SIDE Rule 290-3-3-.38(1)(a)2.

2. the curriculum in elementary and secondary education SDE Rule 290-3-3-.38(1)(a)3.

3. creative and productive thought, critical thinking, leadership training, and visual and performing arts SDE RULE 290-3-3-.38(1)(a)4.

4. programming models for gifted students SIDE RULE 290-3-3-.38(1)(a)5.

The intern will demonstrate ability to:

5. recognize unique cognitive and social characteristics and learning styles of gifted students SIDE RULE 290-3-3-.38(1)(b)1.

6. select, design, utilize, and evaluate curriculum materials for gifted students SIDE Rule 290-3-3-.38(1)(b)3.

7. maximize the use of technological advances in the instructional program SDE Rule 290-3-3-.38(1)(b)4.

8. apply diverse theories and various approaches to manage behavior SDE Rule 290-3-3-.38(1)(b)5.

9. incorporate the contributions and participation of parents and other teachers in the instructional program SIDE Rule 290-3-3-.38(1)(b)6.

10. solicit, manage, and evaluate the support and contribution of various professional groups and community services, including the development of mentor relationships SDE Rule 290-3-3-.38(1)(b)7.

11. incorporate creative and productive thought, critical thinking, leadership skills, and visual and performing arts in the gifted curriculum SIDE Rule 290-3-3-.38(1)(b)8.

Related objectives:

12. create and maintain climate and instructional organization conducive to development of creative, intellectual, and emotional skills of gifted students.

13. set up evaluation and feedback process with students so that opportunities for independence, self-initiated learning, and self-evaluation are maximized.

14. be willing to reach out for new information and too search for clues for improving effectiveness as a facilitator of others' creative and intellectual functioning, taking into account cultural differences and needs.

15. select and use evaluation/assessment instruments accounting for cultural differences, and properly interpret data [vi, 2: demonstrate knowledge/ability to use technology tools for student assessment,...] to professionals and to youngsters and their parents (including use of the case study technique);

16. use assessment/evaluation data [iii (1) demonstrate knowledge of strategies for developing and implementing a classroom management plan to ensure equitable and effective student access to available technology resources.] [vi (2): demonstrate knowledge/ability of (6) all listed technology tools for (1) instruction, (2) student assessment, (3) management, (4) reporting purposes, (5) communication with parents/guardians of students] in providing appropriate individual education programs (case study subject).

POLICIES ON ATTENDANCE, MISCONDUCT, AND ACCOMMODATION:

Policy on late work: A class assignment which is submitted after stated due date will have 5% subtracted from grade of that assignment, except in cases where extended time for reasonable cause is negotiated with the instructor. Additionally, all university requirements must be met prior to grade submission, including but not limited to room, equipment, library book checkout, and any other requirements as specified by university supervisor or master teacher.

Policy on make-up tests: Make-up exams are given only with prior approval of instructor.

Policy on attendance: Attainment of the objectives of this course is directly related to the developmental sequences of experiences from meeting to meeting; thus, absence from class makes it unlikely that a grade of A could be earned. There are no excused absences since you are responsible for teaching students for 3 weeks. Please let Dr. Newman know asap if you have a family emergency or an illness that could prevent you from being in class. We must have a certified teacher in each room each day.

Cell Phones: Please turn off all cell phones during class except in cases of extreme emergency.

University Policies
Academic Misconduct:
Academic misconduct by students includes all acts of dishonesty in any academically related matter and any knowing or intentional help or attempt to help, or conspiracy to help, another student commit an act of academic dishonesty. The Academic Misconduct Disciplinary Policy will be followed in the event of academic misconduct. Please refer to http://registrar.ua.edu/policies/ for the revised Codes of Conduct.

Equal Treatment:
The instructors and students in this course will act with integrity and strive to engage in equitable verbal and non-verbal behavior with respect to differences arising from age, gender, race, physical ability, and religious preferences.

Accommodations:
If you are registered with the Office of Disability Services, please make an appointment with the instructor as soon as possible to discuss any course accommodations that may be necessary. If you have a disability but have not contacted the Office of Disability Services, please call 354-5175 or visit Osband Hall to register for services.

Plagiarism:
Plagiarism is the act of representing words, data, works, ideas, computer programs or output, or other material not generated by the student as his or her own. Plagiarism may be inadvertent or purposeful; however, plagiarism is not a question of intent. All suspected incidences of plagiarism must be reported by
the course instructor to the Assistant Dean of the College of Education. Plagiarism is a serious act of academic misconduct and may result in a student’s receiving an “F” in the course and being suspended from the University. For more information, refer to http://registrar.ua.edu/policies/.

**COURSE REQUIREMENTS/EVALUATION:** (Note: All requirements related to the clinical experience)

**Planning Activities (25%)**
1. Write inviting descriptions (including creative captions) for two mini courses. 
   **DUE DATE:** January 21. (See Appendix E in Handboook for examples)
2. Develop written "instructional menu" for three-week mini courses which includes the following components; Examples of menus are found in Appendix C of Handbook.
   a. examples of Type I activities that could be used to introduce and stimulate student interest in major topic/subtopics for each course;
   b. Type II lesson ideas representing several categories of skills in the Type II hierarchy (for general training in cognitive and affective processes; the Talents Unlimited model must be represented);
   c. descriptions of possible Type III activities for each course topic.
   **DUE DATE:** Draft of instructional menu is due on April 21 for planning session with master teachers; revised copy to professor and master teachers by June 5; final plans are due to professor on June 7.
3. Identify primary resource persons, AV equipment, field trips, and any special order materials/supplies needed for implementation of two mini courses. 
   **DUE DATE:** final forms due on June 7.
4. Display Kid Talk charts/posters for each Talents Unlimited cluster. 
   **DUE DATE:** to be up in classroom on June 7.
5. Display theme board for teaching Talents Unlimited. 
   **DUE DATE:** to be up in classroom on June 7.
6. Display interest center OR bulletin board to focus student interest in each mini course topic. 
   **DUE DATE:** to be up in classroom during first week of S.E.W.
7. Create an inviting poster for each of your mini courses to be placed on/near the classroom door to help students locate the class. The title of the course and the age range of students should be included. 
   **DUE DATE:** to be up by 7:45 a.m., June 10.
8. Make name tags for students in your two mini courses (a list will be provided on June 5). 
   **DUE DATE:** 7:45 a.m., June 10.
9. Participate in all scheduled planning sessions and special seminars.

**Implementation Activities (50%)**
Implementation Activities (50%)

1. Teach three-week mini courses using the instructional menus to develop students' potential for gifted behavior (See Appendices N and O for rating scales) DUE DATE: Daily, 8:00-11:45 a.m., June 10-June 28.

You will have 2 Observations (Talents) conducted by your Master Teacher and 2 Observations (Talents) by University Faculty. (Teacher Self-Evaluation Scale)

2. Participate in daily evaluations/planning sessions with Master Teacher. This time should be used to discuss the day's activities, to note student progress, and to make specific decisions/revisions regarding instructional plans for the following days; the choices/plans made in these daily conferences should reflect expressed interests and needs of students. An important aspect of instruction is classroom management and includes consideration of and planning for the arrangement and organization of space and physical resources, use of time, teacher and student interaction patterns, procedures for participation in class discussion/organized activities, and involvement of students in developing self-discipline. These factors in classroom management may be topics for discussion in intern's conferences with master teachers. (see attached format for daily lesson plans to be submitted to master teacher) DUE DATE: Daily, 7:30-8:00 a.m. or 11:45 a.m.-12:15 p.m., June 10-June 28.

3. Keep a daily observation log on each student taught. Log entries should provide specific examples of student behaviors which reflect the three clusters of behavioral traits of giftedness: above average ability, creativity, and task commitment. DUE DATE: Daily for each student, June 10-June 28. (A list of characteristic behaviors is found in Appendix H; a sample log entry page is in Appendix I.)

Evaluation Activities (25%)

1. Use the entries (5 per student) in your observation log (#3 above) to develop journals from you to each student in your mini courses. Enhance entries with photographs and samples of student work on particular projects/activities. Master teachers will evaluate first drafts, suggest revisions, and assist the director in approval of the final journals. (See Appendix J in Handbook and refer to journal packet for criteria and due dates.) DUE DATE: June 25 for final check and June 28 (i.e., journals go home with students on last day).

2. Develop and implement strategy for assisting your students in evaluating the two mini courses; provide description of strategy to instructor. DUE DATE: June 25.

3. Complete program and College course evaluations for SPE 589 and participate in exit interview. DUE DATE: At time of exit interview. June 25, 26, 27

4. Complete evaluation of MAP Apprentice(s). DUE DATE: June 25!

Procedure for determining final grade: A = 90-100; B = 80-89; C = 70-79; D = 60-69; F = 59 and below. (See attached form: Student Course Requirements).

Note: All Course Objectives must be mastered to pass the course.
TOPICAL COURSE OUTLINE: See page 8 in SPE 589 Handbook.

See Supplemental Reading Materials in APPENDIX A in Handbook

<table>
<thead>
<tr>
<th>Type I</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type II</td>
<td>20</td>
</tr>
<tr>
<td>Type III</td>
<td>5</td>
</tr>
</tbody>
</table>

Menu Checklist

PT
DM
PL
F
C

All activities begin with verbs and identify student behaviors. (Note: Explain, Learn, Show should be avoided).

Type I activities represent a variety of activities. (Note: speakers, videos, hands-on, etc.).

Type II activities represent higher order thinking skills, explore testing of new ideas, include both the cognitive and affective domains.

There is continuity among all activities.

Interest Center Checklist

Contents include books, manipulatives, realia, pictures, games, videos, suggested activities.

Activities include opportunities for art, reading, writing, auditory experiences, kinesthetic experiences, and music.

Journal Checklist

Cover sheet, introductory letter, and suggestions for continued study.

Some of the entries refer to the 'Three Rings'

Pictures are included.

Work samples are included.
## SPE 589: SEW: Lesson Plan Format

### NAME ___________________________  DATE _______________

**COURSE**

**TITLE** ___________________________  **GRADE** _______________

<table>
<thead>
<tr>
<th>Components</th>
<th></th>
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<tbody>
<tr>
<td>Major Concepts &amp; Principles</td>
<td></td>
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<tr>
<td>Essential Questions</td>
<td></td>
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<tr>
<td>Introductory Activities</td>
<td></td>
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<tr>
<td>Teaching Strategies</td>
<td></td>
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<tr>
<td>Learning Activities</td>
<td></td>
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<tr>
<td>Grouping Strategies</td>
<td></td>
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<tr>
<td>Products</td>
<td></td>
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<tr>
<td>Resources</td>
<td></td>
</tr>
<tr>
<td>Extension Activities</td>
<td></td>
</tr>
<tr>
<td>Modifications for Learner Need</td>
<td></td>
</tr>
</tbody>
</table>
History Of Amer Educn

BEF 503 Section 900

Summer 2013, Seminar

Dr. Stephen Tomlinson

BEF 503: History of American Education Syllabus

Instructor Information

Instructor Name: Dr. Stephen Tomlinson, Educational Leadership, Policy, and Technology Studies

Office Hours: TBD

Phone: (205) 348-9820

Email: Blackboard Learn Mail tool (Responses to email will be provided within 36 hours during weekdays.)

stomlins@bamaed.ua.edu

Course Description

This course offers an examination of the historical foundations of American educational thought and practice

Conceptual Framework

Preparation of Professionals as Reflective Practitioners and Ethical Decision Makers: Experiences in academic programs are devoted to developing individuals' understanding of knowledge construction, learning,
pedagogy, and responsible professional practice in the contexts of education. The University of Alabama's College of Education seeks to prepare professionals who value and demonstrate reflective practice and ethical decision making through respecting diversity, honoring difference, and promoting social justice.

Course Prerequisites and Corequisites

None

Course Goals and Objectives

After completing this course, you will be able to:

• Examine the development of American educational thought and practice with particular emphasis on the rise of public schooling, the influence of social and psychological theories, and the experiences of minorities and other "outsiders."
• Discuss the trends and issues that influenced American educational thought and practice since the Colonial Era including:
  • The social and political context of life and the developing relationship between schooling and the economy, and the place of education in the maintenance of a national identity.
  • The rise of the social sciences and their impact on theories of schooling and institutional practices.
  • The thoughts of prominent theorists on the nature of race, class, and gender—and the application of psychological and sociological thought to issues such as deviance, pauperism, child rearing, and heal
  • Broad intellectual currents influencing schooling such as nationalism, social efficiency, progressivism, conservatism, liberalism, capitalism, radicalism, and multiculturalism.

Required Readings


Additional Internet readings available from the course web site.

System Requirements

This course requires a high-speed Internet connection and the following free multimedia plug-ins:

• Adobe Reader
• Flash Player
• PowerPoint Viewer
• QuickTime, RealPlayer, or Windows Media Player

You must have speakers installed and working properly on your computer before beginning the course.
The learning management system used by The University of Alabama functions best and most reliably using the Mozilla Firefox web browser (a free download is available from the Mozilla Firefox link). College of Continuing Studies Online Course Technical Support will be better able to assist you with technical problems if you are accessing your course using Firefox.

You may need access to Microsoft Word, PowerPoint, and/or Excel to complete assignments. If you do not have access to the Microsoft Office applications, you may download the Open Office Freeware, a freeware productivity suite. You will be able to complete your assignments using this freeware and save your files with Microsoft Office file extensions.

Minimum Student Technical Skills

Participation in an online course requires knowledge of computer technology and does not undertake to teach this. In order to participate successfully in an online course, you should already be able to:

- Access and use Blackboard Learn (see Blackboard Learn Tutorials if you need assistance).
- Understand basic computer hardware, including keyboard, mouse, CD drive, removable storage device (USB drive), and printer.
- Access the Internet via DSL, cable modem, or a network interface.
- Use the computer operating system (Windows/Mac OS) to:
  - Create folders.
    Create, find, copy, move, rename, and delete files.
  - Launch, run, and switch between software applications.
- Use a word processing program to:
  - Create, format, edit, spell check, save, print, and retrieve a document.
  - Cut, copy, and paste information within and between documents.
  - Save a word processing document in txt or rtf format.
  - These Word 2007 or 2003 tutorials for PC users and Word 2008 tutorials for Mac users may be helpful.
- Use a spreadsheet program to:
  - Create, format, edit, spell check, save, print, and retrieve a document.
  - Cut, copy, and paste information within and between documents.
  - Create report quality graphs.
  - These Excel 2007 or 2003 tutorials for PC users and Excel 2011 tutorials for Mac users may be helpful.
- Use a web browser to:
  - Open, print, and save web pages to a local or removable storage drive.
  - Open, print, and save Adobe Acrobat files (PDF files).
  - Create, maintain, and manage a list of web pages (Favorites/Bookmarks).
  - Use a search engine's basic features to find information on the web.
- Download and install programs from remote servers.
  Use email to:
  - Send, receive, open, store, and retrieve messages.
• Send, receive, open, store, and retrieve file attachments.

Technical Support

To obtain assistance with technical issues (removing pop-up blockers, opening pages or quizzes, etc.), or if you are unable to see the course content or have other questions regarding the course itself, please visit the College of Continuing Studies Online Course Technical Support Site to submit a request, or call 205-348-9157 (Toll Free: 1-866-205-1011).

Course Presentation

This course is organized into learning modules, which contain assigned readings from the textbook or other resources, multimedia lectures, supplemental readings, discussions, assignments, and/or assessments. Each module page includes all information necessary on the materials, assignments, and assessments for that module.

Course Schedule

See the course schedule for a list of module topics, assignments, and due dates. Please refer to the UA Academic Calendar for other important due dates.

Grading

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Grade Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Unit Quizzes</td>
<td>80 %</td>
</tr>
<tr>
<td>2. Discussion Participation</td>
<td>10 %</td>
</tr>
<tr>
<td>3. Reflection Paper</td>
<td>10 %</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100 %</strong></td>
</tr>
</tbody>
</table>

Note: Keep a copy of all work created for the course, including work submitted through Blackboard Learn.

Grade Description

90-100 % = A

80-89 % = B

70-79 % = C
60-69 % = D

J-59 % = F

Use the following rubrics for your assignments:

- Reflection Paper Rubric
- Group Discussion Participation Peer Review Rubric

Suggested Study Methods

Online education requires skills and habits that may be less essential in traditional courses. In order to be successful in your online course you will need:

- Space—Establish a comfortable and well-organized physical workplace.
- Time management skills—Set personal study and "classroom" time as you would do for a traditional course. Procrastination should be avoided. Students are encouraged to begin assignments long before the due date so that questions can be addressed in advance of the assignment due date.
- Organization skills—Print out all class material (modules, PowerPoint presentations, assignments, additional resources, and any work you generate) and keep everything in a single location. Maintain electronic backups of all class materials.
- Communication skills—Demonstrate a willingness to interact with your instructor and classmates through email, phone calls, discussion boards, and active participation in all class activities.
- Initiative—Seek help from your instructor and classmates and ask questions as they arise.
- Discipline—Pace yourself, complete all activities and assignments before the due date, and follow through on all class requirements to completion.

The more closely you adhere to the recommendations above, the greater your chances of having a successful semester and a rewarding online experience.

Exams

This course uses exams (quizzes) to assess your learning.

- Do not take the exam until you have viewed all lectures, read all materials, and completed all assignments.
- Unless otherwise noted, you may not use notes or any outside assistance during an exam.
- Do not click the exam link unless you are ready to begin and complete the exam at that time.
- Most exams have specific time limits and availability dates. Exams not completed during the specified dates and within the specified time limits will receive no credit. Once you begin the exam, you must finish it in one sitting. Once the exam has been submitted, you cannot return to it, so be careful not to submit the exam before you have finished taking it.
• In the event of a problem with an online exam, inform your instructor as soon as possible using the Mail tool in Blackboard Learn.

Policy on Make-Ups

All work must be submitted on or before the due date as stated in the Course Schedule. Late work will be accepted for credit with permission obtained in advance and at the discretion of the instructor. Technical difficulties are a part of online education and do not constitute a valid reason for late work.

Course Netiquette

Netiquette is the protocol for communication over the Internet. It contains rules and guidelines for proper Internet or online etiquette. You are expected to perform professionally in this course, and the following tips should assist you in doing so.

Student-to-Student Etiquette

There are course expectations concerning etiquette, or how we should treat each other online. It is very important that we consider the following values during online discussions and when emailing fellow students:

• Timeliness: Monitor course activity and respond to communications from your classmates in a timely manner.
• Confidentiality: When discussing topics, be sure to be discreet on how you discuss children, teachers, and aides in the classroom. Do not use names of people or names of facilities.
• Formatting: As a general rule, please do not use all caps in your emails or discussions, as it is considered unprofessional and is hard to read.
• Recognize and value the experiences, abilities, and knowledge each person brings to class. Value the diversity of the class.
• Discussion Etiquette:
  • Language tone: The absence of face-to-face interaction increases the misinterpretation of written text. Avoid using offensive language, excessive exclamation points, all caps, humor, or sarcasm, and also avoid using acronyms, emoticons, and slang.
  • Respect: Each student's viewpoint is valued as an opinion. When responding to a person during the online discussions, be sure to state an opposing opinion in a diplomatic way. Disagree with ideas, but do not make personal attacks. Be careful what you write because you cannot use body language or tone of voice.
  • Brevity is best. Be concise when contributing to a discussion. Online courses require a lot of reading; therefore, your points may be missed if hidden in a flood of text.
  • Read all discussions before you post a comment, so you do not repeat information. Proofread all
messages before you send them, including spell check.

\* Cite your references and avoid plagiarism.

**Student-to-Instructor Etiquette**

In addition to the above values, you are expected to respond to communications from your instructor in a timely manner. Any emergencies that arise due to illness, death, etc. should be reported to the instructor as quickly as possible.

**Instructor-to-Student Etiquette**

The instructor of this course will also follow the values listed above by checking and responding to emails and grading your assignments in a timely manner. Specifically, the course Blackboard Learn web site will be checked periodically, and any emails will be answered during those times. Assignments will be graded within a reasonable time after the posted deadline for each assignment (or after the assignments are actually received).

**Email**

Unless otherwise noted, you should use only the *Mail* tool in Blackboard Learn to contact your instructor. If needed, view the *Blackboard Learn Tutorials* for assistance using the *Mail* tool. It is crucial that your Crimson Mail be monitored regularly throughout the online semester, as you will be responsible for notices sent to it address.

**Library Services**

All students, those on campus and at a distance, have access to the resources available at the UA Libraries. Please visit the UA Libraries Distance Education web site for more information.

**Writing Center**

The University of Alabama Writing Center provides professional writing tutors to all UA students, graduate and undergraduate. They can help you with general writing skills and more discipline-specific forms of writing at any stage of the writing process. They also provide writing guides and other helpful resources.

**University of Alabama Policies**

**Academic Honor Code**: All students in attendance at The University of Alabama are expected to be honorable and observe standards of conduct appropriate to a community of scholars. The University of Alabama expects from its students a higher standard of conduct than the minimum required to avoid discipline. At the beginning of each semester and on tests and projects, at the discretion of the professor, each student will be expected to sign an Honor Pledge. The Academic Honor Pledge reads as follows:
I promise or affirm that I will not at any time be involved with cheating, plagiarism, fabrication, or misrepresentation while enrolled as a student at The University of Alabama. I have read the Academic Hon Code, which explains disciplinary procedures that will result from the aforementioned. I understand that violation of this code will result in penalties as severe as indefinite suspension from the University.

**Code of Academic Conduct:** Academic misconduct includes all acts of dishonesty in any academic or related matter and any knowing or intentional help, attempt to help, or conspiracy to help, another student commit an act of academic dishonesty. Academic dishonesty includes, but is not limited to, the following acts, when performed in any type of academic or academically related matter, exercise, or activity: cheating, plagiarism, fabrication, and misrepresentation.

**Compliance with the Americans with Disabilities Act:** In keeping with its mission and in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, The University of Alabama is committed to providing persons with disabilities an equal opportunity to participate in and benefit from all programs and services conducted or sponsored by the University. See the Office of Disability Services website for more information.

For more information on The University of Alabama student policies, see the Student Handbook.

**History of the Capstone Creed**

The creed was created by the Student Leaders Council. In the spring of 2000, a discussion of campus culture among student leaders led to an effort to identify the core values that sustain us as members of the University community. The Student Leaders Council recognized that the Capstone experience is not limited to our formal affiliation with the University during enrollment and that the University community does not end at the geographic boundaries of campus. As members of the Capstone community, there is a common thread throughout us all, and the Student Leaders Council has endeavored to make those core values manifest through the implementation of a campus-wide creed with which all Capstone stakeholders can identify.

**Office Hours and Contact Information**

**Prerequisites**

http://sylabi.ua.edu/osm/unit/Subject%3ABEF/node/46333?class=20133031851
Course Description

Catalog description not available.

Student Learning Outcomes

Required Texts

Textbook data from the Supply Store not found for this course.

Severe Weather Guidelines

The guiding principle at The University of Alabama is to promote the personal safety of our students, faculty and staff during severe weather events. It is impossible to develop policies which anticipate every weather-related emergency. These guidelines are intended to provide additional assistance for responding to severe weather on campus.

UA is a residential campus with many students living on or near campus. In general classes will remain in session until the National Weather Service issues safety warnings for the city of Tuscaloosa. Clearly, some students and faculty commute from adjacent counties. These counties may experience weather related problems not encountered in Tuscaloosa. Individuals should follow the advice of the National Weather Service for that area taking the necessary precautions to ensure personal safety. Whenever the National Weather Service and the Emergency Management Agency issue a warning, people in the path of the storm...
(tornado or severe thunderstorm) should take immediate life saving actions.

When West Alabama is under a severe weather advisory, conditions can change rapidly. It is imperative to get to where you can receive information from the National Weather Service and to follow the instructions provided. Personal safety should dictate the actions that faculty, staff and students take.

The Office of University Relations will disseminate the latest information regarding conditions on campus in the following ways:

• Weather advisory posted on the UA homepage
• Weather advisory sent out through UA Alerts to faculty, staff and students
• Weather advisory broadcast over WVUA at 90.7 FM
• Weather advisory broadcast over Alabama Public Radio (WUAL) at 91.5 FM
• Weather advisory broadcast over WVUA-TV/WUOA-TV, and on the website at http://wvuatv.com/content/weather. WVUA-TV Home Team Weather provides a free service you can subscribe to which allows you to receive weather warnings for Tuscaloosa via e-mail or cell phone. Check http://wvuatv.com/content/free-email-weather-alerts for more details and to sign up for weather alerts.

In the case of a tornado warning (tornado has been sighted or detected by radar; sirens activated), all university activities are automatically suspended, including all classes and laboratories. If you are in a building, please move immediately to the lowest level and toward the center of the building away from windows (interior classrooms, offices, or corridors) and remain there until the tornado warning has expired. Classes in session when the tornado warning is issued can resume immediately after the warning has expired at the discretion of the instructor. Classes that have not yet begun will resume 30 minutes after the tornado warning has expired provided at least half of the class period remains.

Disability Statement

If you are registered with the Office of Disability Services, please make an appointment with me as soon as possible to discuss any course accommodations that may be necessary.

If you have a disability, but have not contacted the Office of Disability Services, please call (205) 348-4285 (Voice) or (205) 348-3081 (TTY) or visit 133-B Martha Parham Hall East to register for services. Students who may need course adaptations because of a disability are welcome to make an appointment to see me during office hours. Students with disabilities must be registered with the Office of Disability Services, 133-B Martha Parham Hall East, before receiving academic adjustments.

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standards of conduct appropriate to a community of scholars. The University of Alabama expects from its students a higher standard of conduct than the minimum required to avoid discipline. At the beginning of the semester and on examinations and projects, the professor, department, or division may require that each student sign the following Academic Honor Pledge: “I promise or affirm that I will not at any time be involved with cheating, plagiarism, fabrication, or misrepresentation while enrolled as a student at The University of Alabama. I have read the Academic Honor Code, which explains disciplinary procedure resulting from the aforementioned. I understand that violation of this code will result in penalties as severe as indefinite suspension from the University.”

See the Code of Student Conduct for more information.
This syllabus is published. You may republish to apply any changes shown below.

- Published Link: http://syllabi.ua.edu/osm/viewsyllabus/201410/16431
- Private Link: http://syllabi.ua.edu/osm/viewsyllabus/201410/16431/0b3fa8290895873a47755212e40c2be3

Last published January 27, 2014 8:12 pm

Intro Educatn Research

BER 500 Section 900

Spring 2014, Lecture

Dr. Judy Giesen

Office Hours and Contact Information

OFFICE: 210A Carmichael Hall

EMAIL: jgiesen@bamaed.ua.edu

PHONE: 205 348-7582

OFFICE HOURS: Tuesdays 1:00 - 4:00 and by appointment

Prerequisites

UA Course Catalog Prerequisites

No prerequisites or none listed.

Course Description
An overview of research methodology, primarily for master's students. Offered fall, spring, and summer semesters.

Student Learning Outcomes

Student Learning Objectives:

1. Demonstrate an understanding of the research process
2. Demonstrate an understanding of sources of knowledge, the nature of science and research, and the scientific approach
3. Demonstrate and understanding of qualitative and quantitative research methods
4. Demonstrate an understanding of the ethical and legal implications of conducting and using research
5. Demonstrate an understanding of basic statistics including descriptive and inferential statistics.
6. Demonstrate an understanding of program evaluation and needs assessment
7. Demonstrate the ability to construct a basic research proposal

Required Texts

- HOUSER / COUNSELING & EDUCATION RESEARCH (Required)

Syllabus Description of Conceptual Framework

UA Leads

The vision of the College of Education (COE) at The University of Alabama is to develop effective, ethical, and reflective professionals who advance the theme of the COE: Unite, Act, and Lead (UA Leads). By engaging in theoretically informed and intellectually advanced effective practice our graduates will

UNITE with the larger community to collaboratively nurture cultural competence, empathy, and a vision of equity and justice for all learners;

ACT to develop the full potential of all learners to be excellent professionals in their field; and
LEAD through continuous research-based critical inquiry of policy and reflective practice to enable transformative change in our diverse local and global communities

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Last published January 27, 2014 8:25 pm

Computer Based Instruction

CAT 531 Section 900

Spring 2014, Lecture

Dr. Vivian Wright

Office Hours and Contact Information

Course Name: CAT 531: Computer Based Instructional Technologies
Credit Hours: 3 Graduate
Name: Dr. Vivian H. Wright
Office Location: 208 A Graves Hall
Virtual Office Hours: Skype by Appointment @ vhwright1
Phone: (205) 348-1401
Email: Use Blackboard Learn Mail tool. Emails will be answered within 2 business days.

Prerequisites
Course Description

An introductory course for teacher educators in the fundamentals of computer applications for educational use. It covers historical and social contexts of computer development, fundamentals in computer systems, Macintosh and DOS, configuring hardware, and the use of word-processing, database, and spreadsheet software applications for personal productivity and educational uses.

Student Learning Outcomes

Conceptual Framework

The vision of the College of Education (COE) at The University of Alabama is to develop effective, ethical, and reflective professionals who advance the theme of the COE: Unites, Acts, and Leads (UA Leads). By engaging in theoretically informed and intellectually advanced effective practice our graduates will

UNITE with the larger community to collaboratively nurture cultural competence, empathy, and a vision of equity and justice for all learners;

ACT to develop the full potential of all learners to be excellent professionals in their field; and

LEAD through continuous research-based critical inquiry of policy and reflective practice to enable transformative change in our diverse local and global communities.

Clinical Experiences

Candidates in advanced programs for teachers participate in field experiences that require them to apply course work in classroom settings, analyze k-12 student learning, and reflect on their practice in the context of theories on teaching and learning (NCATE/CAEP). You are required to have a clinical placement in this
class. If you don’t have your own classroom, an appropriate placement will be procured for you through the Office of Clinical Experiences.

Objectives

Upon the completion of this course, the student should be able to:

- Identify and evaluate technology resources and technical assistance. (i.e. those available on-line and on-site within a school and district setting). 290-3-3-.42 (2) (i)
- Assess advantages and limitations of current and emerging technologies, on-line resources and software to facilitate teaching and student learning. 290-3-3-.42 (2) (ii)
- Use technology tools for instruction, student assessment, management, reporting purposes and communication with parents/guardians of students including, but not limited, to spreadsheets, web page development, digital video, the Internet, and email. 290-3-3-.42 (2) (vi)
- Design, manage, and facilitate learning experiences incorporating technologies that are responsive to the diverse needs of learners, learning styles and the special needs of all students (e.g., assistive technologies for students with special needs). 290-3-3-.42 (2) (vii)
- Evaluate students' technology proficiency and students' technology-based products within curricular areas. 290-3-3-.42 (2) (ix)
- Use technology to enhance professional growth (e.g., through accessing web-based information, on-line collaboration with other educators and experts, and on-line professional courses). 290-3-3-.42 (2) (x)

Additional and/or Specific Outcomes

- Develop lesson plans and productivity products incorporating word processing, databases, and spreadsheets in grade-level appropriate instructional activities. (290.3.3.04.g.1.v)
- Create an original spreadsheet appropriate for use in managing a specific grade or skill level. (290.3.3.04.g.1.vi, 2. vi)
- Create an original database, using online resources, for managing some aspect of the teaching/learning environment and enhancing professional development. (290.3.3.04.g.1.vi, vii, x)
- Evaluate and recommend content appropriate software for inclusion in a specific content area. (290.3.3.04.g.1.i, ii, vi, viii)
- Evaluate and recommend Web sites for inclusion in teaching and learning in a specific content area. (290.3.3.04.g.1.ii, v, viii)
- Evaluate and describe a technology plan, AUP, or current school problem, research the problem, and make recommendations. (290.3.3.04.g.1.iii)
- Use presentation software to develop a presentation for instructional purposes. (290.3.3.04.g.1.vii)
- Describe the Child Internet Protection Act (CIPA), copyright, and fair use guidelines affecting schools today. (290.3.3.04.g.1.iv)
- Locate teacher resources using the Alabama Virtual Library (AVL) and other online databases, along with other popular Internet teaching sites. (290.3.3.04.g.1.ii, vi, vii, 2. i, ii)
- Interview one faculty member and/or K-12 teacher to determine how he/she manages and facilitates learning experiences in relationship to diverse students, special needs students, and students with different learning styles. (290.3.3.04.g.1.viii)
- Use email and discussion board on a regular basis to communicate with colleagues, other 531 students, and professor. (290.3.3.04.g.1.vii)
- Use productivity software to communicate, organize, and manage information. (290.3.3.04.g.1.ii, vi, vii)
- Produce an electronic portfolio for professional growth. (290.3.3.04.g.1.x2x) **(290.3.3.04.g.1.vii)

Course Objectives and Student Outcomes

Course objectives are designed to further prepare teachers and instructional technologists to use technology professionally and efficiently to enhance teaching and learning and are aligned with the International Society of Technology in Education's (ISTE) National Educational Technology Standards (NETS), NCATE, and ALSDE courses of study.

The student will develop cognitive competencies and/or skills as indicated:

- Knowledge of media communication technologies that enrich learning opportunities. Quality Teaching Standard (3)(c)1.(iii) (will be assessed using the 1-4 rubric located at the end of this syllabus)
- Strategies to identify and evaluate technology resources and technical assistance available within the school and district. 290-3-3-.42 (1) (i)
- Methods for assessing advantages and limitations of current and emerging technologies, and on-line and software content to facilitate teaching and student learning. 290-3-3-.42 (1) (ii)
- Strategies for developing and implementing a classroom management plan to ensure equitable and effective student access to available technology resources. (290-3-3-.42 (1) (iii)
- Safe, responsible, legal and ethical uses of technologies including fair-use and copyright guidelines and the Child Internet Protection Act (CIPA). 290-3-3-.42 (1) (iv)
- Characteristics of appropriate and effective learner-centered lessons and units that integrate technology. 290-3-3-.42 (1) (v)
- Technology tools for instruction, student assessment, management, reporting purposes, and communication with parents/guardians of students including but not limited to word processing, databases, spreadsheets, graphics programs, internet, and email. 290-3-3-.42 (1) (vi)
- How to facilitate students' individual and collaborative use of technologies to locate, collect, create, produce, communicate, and present information. 290-3-3-.42 (1) (vii)
• Strategies for addressing the variety and application of technologies that are sensitive to diversity, learning styles and special needs of all students. 290-3-3-.42 (1) (viii)
  'roceses and criteria for evaluating students' technology proficiency and students' technology based products within content area learning. 290-3-3-.42 (1) (ix)
• Application of the resources for enhancing professional growth using technology (for example through accessing web-based information, online collaboration with other educators and experts, and online professional courses) 290-3-3-.42 (1) (x)

Meeting Quality Teaching Standards

In order to earn a passing grade in this course, all work submitted for meeting state standards must receive a score of Level 2 or above using the rubric below.

<table>
<thead>
<tr>
<th>(1) Unacceptable</th>
<th>(2) Developing</th>
<th>(3) Target</th>
<th>(4) Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates a minimal level of understanding and/or skill expected of teaching professionals at the Class B or Alternative A level of certification. Knowledge conveyed and/or performance demonstrated is unacceptable.</td>
<td>Demonstrates a growing level of understanding and/or skill expected of teaching professionals at the Class B or Alternative A level of certification. Knowledge conveyed and/or performance demonstrated is consistent with preservice teachers' initial understanding and/or performance in this area.</td>
<td>Demonstrates acceptable understanding and/or skill expected of teaching professionals at the Class B or Alternative A level of certification. Knowledge conveyed and/or performance demonstrated is consistent with effective pre-service teachers.</td>
<td>Demonstrates exceptional understanding and/or skill expected of teaching professionals at the Class B or Alternative A level of certification. Knowledge conveyed and/or performance places the candidate at level far beyond peers.</td>
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</table>

Required Texts

UA Supply Store Textbook Information

http://syllabi.ua.edu/osm/unit/Dept%3AELPT/node/78367?class=20141018536
Textbook data from the Supply Store not found for this course.

Texts will be online and assigned by the instructor.

Outline of Topics

Modules and assignments for this course include the following overarching topics:

- Basic Skills, Getting Started, and Word Processing
- Communication Tools
- Electronic Portfolios/Digital Tools
- Software and Emerging Technologies
- Productivity and Classroom Administration
- Presentation Software
- Research in Technology
- Technology Integration

Grading Policy

The final grade will be based upon completion of all activities outlined below. All coursework must be completed before or by the due date. Incomplete grades: A grade of "I" (Incomplete) is evaluated as an "F," and must be removed within two weeks during the next term of enrollment if the student's overall grade point average drops below a "B" as a result of the incomplete grade. The evaluations of academic progress of students who register with "I" grades still on their records can result in academic probation or dismissal. Please refer to the Graduate School handbook for additional information/policy.

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<td>Total</td>
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<tr>
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<td>Points</td>
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<td>10</td>
</tr>
<tr>
<td>M2 Blog</td>
<td>10</td>
</tr>
<tr>
<td>M3 Resource Database</td>
<td>10</td>
</tr>
<tr>
<td>M4 Electronic Portfolio</td>
<td>50</td>
</tr>
</tbody>
</table>
M5 Team Report 15

M6 Newsletter and Spreadsheet 20

M7 Digital Presentation 15

M8 Research in Technology Paper 20

M9 Integrated Lesson Plan 10

Grade Ranges

144-160 = A

128-143 = B

112-127 = C

96-111 = D

0-95 = F

Policy on Missed Exams & Coursework

Make-ups may be arranged for exams or assignments missed for religious or medical reasons, with appropriate documentation/excused absences. Otherwise, late assignments may not be accepted and/or deductions are made.

Severe Weather Guidelines

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session until the National Weather Service issues safety warnings for the city of Tuscaloosa. Clearly, some students and faculty commute from adjacent counties. These counties may experience weather related problems not encountered in Tuscaloosa. Individuals should follow the advice of the National Weather Service for that area taking the necessary precautions to ensure personal safety. Whenever the National Weather Service and the Emergency Management Agency issue a warning, people in the path of the storm (tornado or severe thunderstorm) should take immediate life saving actions.

When West Alabama is under a severe weather advisory, conditions can change rapidly. It is imperative to get to where you can receive information from the National Weather Service and to follow the instructions provided. Personal safety should dictate the actions that faculty, staff and students take.

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- Weather advisory broadcast over Alabama Public Radio (WUAL) at 91.5 FM
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Diag Asses Except Chld

SPE 501 Section 001

Spring 2014, Recitation or Discussion

Dr. Sara McDaniel

Office Hours and Contact Information

Tuesday, Thursday, Friday 1-4
Graves 215J

Prerequisites

No prerequisites or none listed.

Admission into the SPEMA Graduate Program

Course Description

Comprehensive study of diagnosis and assessment, emphasizing concepts of tests and measurements, formal and informal assessment, test administration, and use of diagnostic results in educational intervention.
Preparation of Professionals as Reflective Practitioners and Ethical Decision Makers: Experiences in academic programs are devoted to developing individuals' understanding of knowledge construction, learning, pedagogy, and responsible professional practice in the contexts of education. The University of Alabama's College of Education seeks to prepare professionals who value and demonstrate reflective practice and ethical decision making through respecting diversity, honoring difference, and promoting social justice.

Student Learning Outcomes

SPE 501 COURSE STANDARDS, OBJECTIVES, AND ASSESSMENT METHODS

(All standards must be met to obtain a passing grade for this course.)

SPE 576

COURSE OBJECTIVES

ALABAMA STATE DEPARTMENT

UA

OF EDUCATION

LEARNING

QUALITY TEACHING STANDARDS (AQTS)

for SPE 576

OUTCOME(S)

At the completion of the course, the student shall/will demonstrate an understanding of:

AL-AQT-2007.2.c.5.1

Knowledge of the purposes, strengths, and limitations of formative and summative assessment and of formal and informal assessment strategies.

- identify formative assessments, summative assessments, formal assessments, and informal assessments.

- choose measurements with appropriate
AL-AQT-2007.2.c.5.3

Knowledge of measurement-related issues such as validity, reliability, norms, bias, scoring concerns, and ethical uses of tests and test results.

AL-AQT-2007.3.c.3.1

Knowledge of the role that mathematics plays in everyday life.

AL-AQT-2007.3.c.3.3

Knowledge of the appropriate use of various types of reasoning, including inductive, deductive, spatial and proportional, and understanding of valid and invalid forms of reasoning.

- explain use and forms of reasoning in a narrative context.
- reliability and validity
- identify norms used for various assessments
- recognize bias embedded in assessments
- recognize and prevent scoring concerns associated with assessments
- assess students in an ethical manner
- explain mathematics in everyday life in a narrative context.

Required Texts

UA Supply Store Textbook Information

Textbook data from the Supply Store not found for this course.
Attendance Policy

Attendance Policy. It is expected that students enrolled in this course shall attend regularly scheduled meetings and be on time. Please notify your instructor in writing (preferably by e-mail) in advance of any anticipated absences. Excessive absences are subject to an overall grading penalty of up to one letter grade for the course. Students who are absent are responsible for insuring that assignments that are due at the time of their absence are turned in by the due date and obtaining any information from fellow students.

Policy on Missed Exams & Coursework

Late Assignments. Assignments will be graded as submitted on the due date. Students failing to submit assignments for grading by the scheduled due date are automatically subject to a minimum penalty of 10% points against their grade for the assignment for each day it is late.

Grading Policy

Points

- Assessing the Whole Child  20
- Screening Assessment  25
- Diagnostic Assessment  40
- IFSP/IEP  35
- Final Exam  50
- Case Study Presentation  130
Exams and Assignments

Assessing the Whole Child

After determining a target student to focus assessment and instruction with, students will analyze information gathered and compose a description of: Family Resources, Priorities, and Concerns and Procedural Concerns.

Possible Points: 10 Points

Screening Assessment

Students will complete a screening assessment and write a brief report summarizing:

1. Child and Family Information
2. Screening Tool and Administration
3. Screening Results
4. Activities/Strategies Learned
5. Reflection

Possible Points: 25

Diagnostic Assessment

Students will complete a diagnostic assessment on a child and write a report giving results and summarizing:

1. Child and Family Information
2. Reason for Referral and Background Information
3. Behavioral Observation
4. Diagnostic Assessment
5. Assessment Results
   a. Summary of Results
   b. Recommendations
8. Reflection

Possible Points: 40

IFSP/IEP Project

Each student will write an IFSP or IEP (depending on target student's age) with all components from the assessment and background information gathered from the target student in the practicum placement classroom.

Possible Points: 25 points

Final Exam

A total of 5, 10-point, unannounced quizzes will be given throughout the semester on the content that is covered in the assigned reading for that class. Quizzes will be completed at the beginning of the class. Makeup quizzes will not be given. The quiz grade can be relaced with the final exam, which will be given individually.

Possible Points: 50

Case Study Presentation

Individual students will design a case study presentation and written product on their target student from practicum placement. Students should dress professionally, use power point, and a handout. Each presentation will last 15-20 minutes. Case study written assignments should be organized, in a narrative format and should include information from instructional methods implemented and assessment data collected.

Outline of Topics

- Course Overview
- Overview of Assessment in Early Childhood

- No Class- Martin Luther King Jr. Birthday Observed
• How Infants and Young Children Should be Assessed

• How Standardized Tests are Used, Designed, Selected

• Screening Assessment Practice

• Diagnostic Assessment Practice

• Progress Monitoring Practice

• Using the Reporting Standardized Test Results

• Observation

• Checklists, Rating Scales, Rubrics

• Spring Break

• Teacher Designed Strategies

• Performance-Based Strategies & IEPs

• Portfolio Assessment and Psychological Reports

• Communicating with Families

• Case Study Presentations

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### SOI Report: Fall 2011

**Kevin Besnyo (SPE 581-300 Psy Gift Tal Chld Yth)**

13 Surveyed

<table>
<thead>
<tr>
<th>Question</th>
<th>Num Resp</th>
<th>Resp Rate</th>
<th>Mean</th>
<th>Std Dev</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The procedure for grading was fair.</td>
<td>3</td>
<td>23%</td>
<td>4.33</td>
<td>0.58</td>
<td>33%</td>
<td>100%</td>
<td></td>
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</tr>
<tr>
<td>The course was a valuable learning experience.</td>
<td>3</td>
<td>23%</td>
<td>5.00</td>
<td>0.00</td>
<td>100%</td>
<td></td>
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<tr>
<td>This class was sufficiently challenging.</td>
<td>3</td>
<td>23%</td>
<td>4.33</td>
<td>0.58</td>
<td>33%</td>
<td>100%</td>
<td></td>
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<tr>
<td>This class met my expectations.</td>
<td>3</td>
<td>23%</td>
<td>4.67</td>
<td>0.58</td>
<td>66%</td>
<td>33%</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>The course materials (e.g., readings, resources, etc.) were valuable.</td>
<td>3</td>
<td>23%</td>
<td>4.67</td>
<td>0.58</td>
<td>66%</td>
<td>33%</td>
<td></td>
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<tr>
<td>The course academic standards were high.</td>
<td>3</td>
<td>23%</td>
<td>4.67</td>
<td>0.58</td>
<td>66%</td>
<td>33%</td>
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<td>Tests and assignments were graded and returned in a reasonable period of time.</td>
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<td>23%</td>
<td>4.33</td>
<td>1.15</td>
<td>66%</td>
<td>33%</td>
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<td>Overall, this course was a positive learning experience.</td>
<td>3</td>
<td>23%</td>
<td>4.33</td>
<td>0.58</td>
<td>33%</td>
<td>66%</td>
<td></td>
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</table>

**The instructor was...**

- an effective communicator: | 3 | 23% | 4.67 | 0.58 | 66% | 33% |
- accessible to students outside of class: | 3 | 23% | 4.67 | 0.58 | 66% | 33% |
- well-prepared for class: | 3 | 23% | 4.67 | 0.58 | 66% | 33% |

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<tr>
<th>Question</th>
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<th>Mean</th>
<th>Std Dev</th>
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<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
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<th>Average</th>
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<td>How would you rate this course?</td>
<td>3</td>
<td>23%</td>
<td>4.67</td>
<td>0.58</td>
<td>66%</td>
<td>33%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How would you rate the instructor of this course?</td>
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<td>23%</td>
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### SOI Report: Fall 2012

**Kevin Besnay (SPE 581-300 Psy Gift Tal Chld Yth)**

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<tr>
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**The instructor was...**

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</table>
Describe positive aspects of this course.

This class prepares you for interactions with gifted children and those involved with gifted students (ex. parents, general education teachers, etc.). This course has met my expectations for the level of work, critical thinking, and thought development that a graduate course should provide.

Great introduction to Gifted and Talented. Enjoyed the article Wiki's and book. Also the midterm and final being structured and graded in the manner of a comprehensive exam is very helpful.

I learned a lot of valuable information through excellent teaching and a wide selection of materials.

We did a lot of group work during class which I enjoy because I enjoy hearing other's opinions and experiences. As a new teacher I appreciate the chance to work with veteran teachers.

I enjoyed the collaborative activities that we did during class as well as the outside reading that was assigned.

Dr. Besnoy is very fair and very thorough. He graded my papers with many helpful comments. I can tell he takes his time to grade and give positive feedback that is very beneficial.

We learned a lot of useful information in this class. I listed the negative aspects of the course below but I would like to add that the instructor took our concerns into consideration and tried to adjust the workload to better meet our needs.

Class presentations were interesting and challenging.

I am glad that the class was offered as a blended course including online assignments and some campus classes. I think it is a positive experience to be in a classroom setting.

I believe the annotated bibliography assignment and the case study were very beneficial assignments.

Dr. Besnoy was always available for questions and very personable.

Describe negative aspects of this course.

Annotated Bibliography assignment feels like busywork.

Course load was excessive.

I have to say that traveling to U of A from a distance on Friday nights and Saturdays is difficult. The Friday nights are just not practical. I have no problem with the Saturdays - but I think 2-3 are enough to meet the needs of most students.

The workload is so high that it places an additional burden on students who are working that is not felt by students whose occupation is being a student.

The coursework was rigorous but very time consuming. I do not believe that Friday and Saturday class time was used in the best manner (we could have used some of that time to work on the many required assignments). It was extremely hard to complete all the assignments along with work and family obligations.

This course was frustrating because we did not meet often. I feel I would have gotten more from the class if it met more often. I feel I learned very little, sadly.

Campus classes were on Friday nights and all day on Saturdays. This is very inconvenient for people who are traveling long distances to UA's campus.

It can be challenging to stay focused during long classes. I think some interim phone conferences or webinars would be helpful. By only meeting a few times a semester it's more difficult to develop relationships with classmates. And it was challenging for me to remember everything we discussed in class, even with my notes, when there is so much time between discussions.

There were no negative aspects of this course.

How could this course be improved?

I would suggest not meeting on Friday nights, but instead meeting maybe one or two Saturdays per month, or meeting one Saturday per month with weekly discussion board meetings and assignments due to the large amount of information to cover.

Not meeting on Friday night and Saturday. Meeting through Wimba may be appropriate for this course. Adjust the required assignments to better fit the needs of working adults.

I would add phone conferences or Skypeing sessions to break up the long periods without class. Traveling to class can be difficult for some people (such as myself) but an online session during the week can be done at home or school.

No Friday classes!

Reduce the number of articles for the annotated bibliography.

I think it needs to meet more often.

The initial workload was pretty ambitious. However, Dr. Besnoy realized this halfway through the course and made the needed adjustments.

The workload should be less. If the class were just on Saturday as opposed to both Saturday and Sunday, it would be more manageable.

Any additional comments about the instructor.

http://nsops.ua.edu/site/SOI/fetchreport/SURVEY/SOI-ED/201240E5941C5718C9764A2F7A1C19A68F844D

2/3
It is obvious Dr. Besnoy strives to provide a quality course. He puts an enormous amount of time into planning, communicating with, and providing feedback for his students.

Dr. Besnoy is dedicated to making sure we learn from our course work and are prepared for Comps. I enjoy his classes and the professionalism he brings to this program.

I appreciate Dr. Besnoy's accessibility and willingness to answer multiple questions and emails. It's nice to know he is available whenever students need him.

Dr. Besnoy is very dedicated to the field of gifted education and is very knowledgeable about research and issues related to gifted and talented students. Although the course was very rigorous, I learned so much this semester and am considering pursuing my EdS and EdD in the area of gifted and talented. The assignments/readings not only added to my knowledge base, but it also helped me to understand my passion related to the understanding and reversing the issue of the underrepresentation of culturally and linguistically diverse high-ability students.

Technologically advanced

Dr. Besnoy is a very dedicated instructor. I think that he cares about what his students learn, but I feel that he doesn't realize that most of us are extremely busy and have families at home.

The instructor truly cares about his students and gifted education. The instructor is extremely knowledgeable on matters of gifted education. The instructor is always available to his students outside of class.

Any additional comments about the course.

I feel the course has helped prepare me for comps.

This is one of the best classes that I have taken since being at the University. Keep up the great and motivating job!

If there are going to be SEW assignments during the time this course or any other is being taken - it should be communicated on the front end. It is very hard to incorporate surprise assignments into a busy schedule so late into the semester.
### SOI Report: Fall 2013

**Kevin Besnoy (SPE 581-300 Psy Gift Tal Chld Yth)**

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Describe positive aspects of this course.

There was a variety of instructional resources for us to access online. I felt that these were relevant and valuable. The work for SEW was guided, which was helpful.
Course materials were valuable, feeling like I gained a lot of new knowledge about gifted and talented students.

good content

Provided a very thorough overview of all the aspects of gifted and offered practice of concepts into the real classroom.

Dr. Besnoy is very understanding and open to working with his students. He understands that we all are working and going back to school on top of our usual lives with our families and such. He is always willing to help!
The course is really engaging. Our class time (and assignments) never felt like busy work. Enjoyable course.

This course challenged me to think about giftedness and to write and defend my opinions.

Dr. Besnoy was very supportive and always responsive to any questions.
plenty of opportunities to practice writing skills

nice atmosphere created in the class

Describe negative aspects of this course.

I felt overwhelmed at times, but Dr. Besnoy was a huge support!

It doesn’t meet in person enough. I enjoy face-to-face meetings regularly. I feel like I learn more that way.
The literature review was a little overwhelming and exhausting, and the textbook readings were not very engaging (except for the ones from “How the Gifted Brain Learns”).
lots of readings, blogs, activities... heavy load, but there was a lot of content to cover.
none

I can’t offer any negative aspects.

It was a very difficult and time-consuming course offered/required during the first year/semester of a teacher’s new placement in a job.

work load slightly overwhelming

tremendous amounts of reading and writing were at times overwhelming

How could this course be improved?

In my opinion, it was dynamic!

The only improvement I could see would be offering it completely online. For each class meeting I traveled more than three hours each way. Dr. Besnoy really uses technology in a great way to communicate, assess assignments, etc. 100% online would not be as difficult for future students were the course offered in this format.

Perhaps more explanation of various aspects of gifted education. Since I do not teach gifted yet, I sometimes felt as if everyone else knew what was going on, but I did not.

less weekly blogging—maybe limit to one blog per module?

I really don’t know why a midterm would be like a mini-research paper instead of a test on knowledge of content.

No suggestions. It was a good experience.

I understand the purpose of the literature review, but I wish that it wasn’t quite so massive. A past example might also be helpful in figuring out how to meet expectations.

I do not have an improvement. It was great.

Any additional comments about the instructor.

He was very agreeable and adaptable to students’ needs and outside lives.

Dr. Besnoy was helpful, understanding, and knowledgeable, and he tried to make the class as engaging and relevant as he could.

Dr. Besnoy is very well organized and always willing to do whatever to help his students. I enjoy having him as an instructor.

Dr. Besnoy has a passion for teaching and his students. He was always responsive and supportive throughout the course.

Dr. Besnoy was always well prepared for our class meetings and was very supportive throughout the semester. He provided quality feedback on assignments and returned feedback in a timely manner. I enjoyed the semester.

This was my first graduate course at UA.

He’s awesome.

Dr. Besnoy cared about his class and students. I learned so much by taking this course.

Any additional comments about the course.

Awesome as well.
There was a lot of work for this course but Dr. Besnoy communicated with us frequently and was always available. He is very fair. He cares about his students and realize that we have teaching jobs and can get overwhelmed. I am looking forward to other courses in the program.
**SOI Report: Spring 2011**

Jane Newman (SPE 582-300 Teach Gifted And Taltd)

19 Surveyed

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<td>The course academic standards were high.</td>
<td>3</td>
<td>16%</td>
<td>4.67</td>
<td>0.58</td>
<td>66%</td>
<td>66%</td>
<td>33%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tests and assignments were graded and returned in a reasonable period of time.</td>
<td>3</td>
<td>16%</td>
<td>4.67</td>
<td>0.58</td>
<td>66%</td>
<td>66%</td>
<td>33%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall, this course was a positive learning experience.</td>
<td>3</td>
<td>16%</td>
<td>5.00</td>
<td>0.00</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**The instructor was...**

<table>
<thead>
<tr>
<th>Question</th>
<th>Num Resp</th>
<th>Resp Rate</th>
<th>Mean</th>
<th>Std Dev</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>an effective communicator.</td>
<td>3</td>
<td>16%</td>
<td>4.67</td>
<td>0.58</td>
<td>66%</td>
<td></td>
<td></td>
<td>33%</td>
<td></td>
</tr>
<tr>
<td>accessible to students outside of class.</td>
<td>3</td>
<td>16%</td>
<td>5.00</td>
<td>0.00</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>well-prepared for class.</td>
<td>3</td>
<td>16%</td>
<td>4.67</td>
<td>0.58</td>
<td>66%</td>
<td></td>
<td></td>
<td>33%</td>
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</tbody>
</table>

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<th>Undecided</th>
<th>Disagree</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>What grade do you expect to receive in this course?</td>
<td>3</td>
<td>16%</td>
<td>5.00</td>
<td>0.00</td>
<td>100%</td>
<td></td>
<td></td>
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<table>
<thead>
<tr>
<th>Question</th>
<th>Num Resp</th>
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<th>Mean</th>
<th>Std Dev</th>
<th>Excellent</th>
<th>Above average</th>
<th>Average</th>
<th>Below average</th>
<th>Failure</th>
</tr>
</thead>
<tbody>
<tr>
<td>How would you rate this course?</td>
<td>3</td>
<td>16%</td>
<td>5.00</td>
<td>0.00</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How would you rate the instructor of this course?</td>
<td>3</td>
<td>16%</td>
<td>5.00</td>
<td>0.00</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Question</th>
<th>Num Resp</th>
<th>Resp Rate</th>
<th>Mean</th>
<th>Std Dev</th>
<th>Always</th>
<th>Usually</th>
<th>Often</th>
<th>Sometimes</th>
<th>Rarely</th>
</tr>
</thead>
<tbody>
<tr>
<td>How frequently did you attend class?</td>
<td>3</td>
<td>16%</td>
<td>4.33</td>
<td>0.58</td>
<td>33%</td>
<td></td>
<td>66%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Describe positive aspects of this course.**

Great environment, great instructor.
Loved Dr. Newman

**Describe negative aspects of this course.**

No negatives, Dr. Newman created a pleasant class.

**How could this course be improved?**

Not sure

**Any additional comments about the instructor.**

Great person.
Any additional comments about the course.
## SOI Report: Spring 2012

Jane Newman (SPE 582-300 Teach Gifted And Taltd)
17 Surveyed

### Questionnaire Results

<table>
<thead>
<tr>
<th>Question</th>
<th>Num Resp</th>
<th>Resp Rate</th>
<th>Mean</th>
<th>Std Dev</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The procedure for grading was fair.</td>
<td>7</td>
<td>41%</td>
<td>4.71</td>
<td>0.49</td>
<td>71%</td>
<td>28%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The course was a valuable learning experience.</td>
<td>7</td>
<td>41%</td>
<td>4.29</td>
<td>1.11</td>
<td>57%</td>
<td>28%</td>
<td>14%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>This class was sufficiently challenging.</td>
<td>7</td>
<td>41%</td>
<td>4.86</td>
<td>0.38</td>
<td>85%</td>
<td>14%</td>
<td>14%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>This class met my expectations.</td>
<td>7</td>
<td>41%</td>
<td>4.57</td>
<td>0.79</td>
<td>71%</td>
<td>14%</td>
<td>14%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The course materials (e.g., readings, resources, etc.) were valuable.</td>
<td>7</td>
<td>41%</td>
<td>4.71</td>
<td>0.49</td>
<td>71%</td>
<td>28%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The course academic standards were high.</td>
<td>7</td>
<td>41%</td>
<td>4.57</td>
<td>0.79</td>
<td>71%</td>
<td>14%</td>
<td>14%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tests and assignments were graded and returned in a reasonable period of time.</td>
<td>6</td>
<td>35%</td>
<td>4.17</td>
<td>1.60</td>
<td>66%</td>
<td>16%</td>
<td>16%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall, this course was a positive learning experience.</td>
<td>7</td>
<td>41%</td>
<td>4.43</td>
<td>0.79</td>
<td>57%</td>
<td>28%</td>
<td>14%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**The instructor was...**

- an effective communicator,                      7  41%  4.14  1.46
  - 57% Strongly Agree
  - 28% Agree
  - 14% Undecided
  - 14% Disagree
- accessible to students outside of class.           7  41%  4.86  0.38
  - 85% Agree
  - 14% Undecided
  - 14% Disagree
- well-prepared for class.                           7  41%  4.29  1.11
  - 57% Strongly Agree
  - 28% Agree
  - 14% Undecided
  - 14% Disagree

### Additional Questions

<table>
<thead>
<tr>
<th>Question</th>
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<th>Resp Rate</th>
<th>Mean</th>
<th>Std Dev</th>
</tr>
</thead>
<tbody>
<tr>
<td>What grade do you expect to receive in this course?</td>
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<td>41%</td>
<td>5.00</td>
<td>0.00</td>
</tr>
<tr>
<td>How would you rate this course?</td>
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<td>41%</td>
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<td>0.79</td>
</tr>
<tr>
<td>How would you rate the instructor of this course?</td>
<td>7</td>
<td>41%</td>
<td>4.71</td>
<td>0.49</td>
</tr>
<tr>
<td>How frequently did you attend class?</td>
<td>7</td>
<td>41%</td>
<td>4.86</td>
<td>0.38</td>
</tr>
<tr>
<td>Describe positive aspects of this course.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dr. Newman is very knowledgable and shares her extensive experience.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dr. Newman was very helpful inside and outside of class. The information we learned was very interesting and useful.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>This course was very practical and provided me with good materials and methods to use in my classroom.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I appreciated the fact that Dr. Newman was accessible outside of class time to collaborate/discuss questions or concerns I had during the term.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Describe negative aspects of this course.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I didn't encounter any negative experiences.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I would have liked to have my assignments back a little sooner so I could make the corrections on my next assignment before turning them in.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The focus is on SEW. As someone who traveled a long distance to attend classes, I didn't appreciate the fact that a lot of MY class time was given to the SEW students.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How could this course be improved?
I think communication between classes among the students and instructors would have been helpful. Or perhaps a few wimba sessions throughout the semester.

One way that this course could be improved is to decrease the amount of assignments due at one time. While they were beneficial, graduate students who do not have day-to-day access to gifted and talented students may be overwhelmed or possibly unable to complete the assignments within the time restraints given.

There needs to be a separate class for the SEW students.

**Any additional comments about the instructor.**

I thoroughly enjoyed the course and found the reading materials especially helpful. They will definitely become a part of my professional library.

Dr. Newman is always very helpful. She answers emails frequently and helps in all ways possible. She is very encouraging and really eager to "teach" us... not just "give" us a grade!

Dr. Newman was a great instructor and I really enjoyed going to this class. I feel like I learned a lot and I look forward to implementing what I have learned in SEW.

**Any additional comments about the course.**

Great Course!
The course prepares you well for teaching SEW. LOVE the new shorter class time on Saturday. Thanks you so much for the change! Even if taking two courses, at least there is a changeover and you are not working on one particular subject the whole day.

Dr. Newman always exudes positivity! She is very encouraging and easy to work with.

The course is helpful because it teaches us how to write and prepare lessons for gifted students, which is completely different from a general education classroom.

Dr. Newman makes the course so interesting. She is so approachable and creative. I just love her classes!

Describe negative aspects of this course.

There are a lot of expectations of the students. It is difficult to manage the process of pulling master teachers, GT teachers and MAP students together. That felt a little disorganized at times, not enough seats etc.

Also, the paper flow (handouts, articles) in the class is a bit cumbersome and disorganized at times, regardless of whether you use online or printed materials.
Dr. Newman's pace was rather slow. It seemed to take a long time to cover a little bit of information.
Two of our class sessions were taken for SEW meetings.

None

How could this course be improved?
I felt that one of Dr. Besnoy's classes and one of Dr. Newman's classes should have been taken for SEW instead of both class sessions taken from Dr. Newman.

I would love to see the department pool their talents and create a book or manual that specifically contains all of the articles, handouts etc. in a more organized manner for this and other GT courses. As a student I would be willing to pay for such a resource. It would make more inefficient use of everyone's time and serve as an aid for studying for comps.

I would love to more of a hybrid approach to the course. More of the "housekeeping" type things could be done on-line to free up class time for instruction.

Any additional comments about the instructor.
Dr. Newman is an intelligent and understanding teacher. I have enjoyed working with her as a student. I would like to point out that I particularly think she and Dr. Besnoy complement each other nicely as teaching team.

I really appreciate Dr. Newman's willingness to work with me. I work full time and have 3 small children-things happen! Dr. Newman showed much compassion and respect and allowed me the flexibility I needed to complete the assignments well.

Dr. Newman is a wonderful model for me in my own classroom. She makes you want to be there because she is fun and up-lifting. She keeps the class positive and is always there for you when you need her.

Dr. Newman always replies to my emails almost immediately. I love her feedback. As I work full time and try to get my work done on weekends if I have a question that I need answered to continue with my assignment I can count on Dr. Newman to be available to answer my questions within an hour - any time and any day.

It is so frustrating when you have to wait for an answer to proceed and she always responds promptly....

Any additional comments about the course.
I am enjoying my experience at U of A in the GT Graduate program.
SOI Report: Fall 2011
Jane Newman (SPE 583-300 Creative Prob Solving)
26 Surveyed

<table>
<thead>
<tr>
<th>Question</th>
<th>Num Resp</th>
<th>Resp Rate</th>
<th>Mean</th>
<th>Std Dev</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The procedure for grading was fair.</td>
<td>11</td>
<td>42%</td>
<td>4.36</td>
<td>0.92</td>
<td></td>
<td></td>
<td></td>
<td>63%</td>
<td>9%</td>
</tr>
<tr>
<td>The course was a valuable learning experience.</td>
<td>11</td>
<td>42%</td>
<td>4.18</td>
<td>1.25</td>
<td></td>
<td></td>
<td></td>
<td>63%</td>
<td>9%</td>
</tr>
<tr>
<td>This class was sufficiently challenging.</td>
<td>11</td>
<td>42%</td>
<td>4.18</td>
<td>1.25</td>
<td></td>
<td></td>
<td></td>
<td>63%</td>
<td>9%</td>
</tr>
<tr>
<td>This class met my expectations.</td>
<td>11</td>
<td>42%</td>
<td>4.09</td>
<td>1.45</td>
<td></td>
<td></td>
<td></td>
<td>63%</td>
<td>9%</td>
</tr>
<tr>
<td>The course materials (e.g., readings, resources, etc.) were valuable.</td>
<td>11</td>
<td>42%</td>
<td>4.18</td>
<td>1.40</td>
<td></td>
<td></td>
<td></td>
<td>63%</td>
<td>9%</td>
</tr>
<tr>
<td>The course academic standards were high.</td>
<td>10</td>
<td>38%</td>
<td>4.00</td>
<td>1.41</td>
<td></td>
<td></td>
<td></td>
<td>50%</td>
<td>30%</td>
</tr>
<tr>
<td>Tests and assignments were graded and returned in a reasonable period of time</td>
<td>11</td>
<td>42%</td>
<td>4.09</td>
<td>1.38</td>
<td></td>
<td></td>
<td></td>
<td>63%</td>
<td>27%</td>
</tr>
<tr>
<td>Overall, this course was a positive learning experience.</td>
<td>11</td>
<td>42%</td>
<td>4.09</td>
<td>1.45</td>
<td></td>
<td></td>
<td></td>
<td>63%</td>
<td>9%</td>
</tr>
</tbody>
</table>

The instructor was...

| an effective communicator.                                               | 11       | 42%       | 4.00 | 1.41    |                |       |           | 54%      | 18%               | 9%                | 9%                |
| accessible to students outside of class.                                 | 10       | 38%       | 4.40 | 1.26    |                |       |           | 70%      | 20%               | 10%               |
| well-prepared for class.                                                 | 11       | 42%       | 4.18 | 1.40    |                |       |           | 63%      | 18%               | 9%                | 9%                |

What grade do you expect to receive in this course?                      | 11       | 42%       | 5.00 | 0.00    |                |       |           | 90%      | 9%                |

How would you rate this course?                                          |           |           |      |         |                    |       |           | 63%      | 9%                | 18%               | 9%                |

How would you rate the instructor of this course?                        | 11       | 42%       | 4.18 | 1.33    |                |       |           | 63%      | 9%                | 18%               | 9%                |

How frequently did you attend class?                                     | 11       | 42%       | 4.62 | 0.40    |                |       |           | 81%      | 18%               |

Describe positive aspects of this course.

I could actually use materials and information from this class in my classroom.
It was fun to try a new skill out and learn how to solve problems.
The assignments were fun and the class was stress-free and very laid back. She treated us like adults and we had mutual respect.
Challenged me to become a more creative teacher and learner. I am using ideas from this class in my teaching.
None
Dr. Newman taught me so much about gifted education and myself. Love her!!!

Describe negative aspects of this course.

n/a
Could not contact teacher outside of class. I had to have surgery during the semester and could not contact the teacher. I emailed her and got no response.
Information was not displayed or talked about efficiently.
<table>
<thead>
<tr>
<th>How could this course be improved?</th>
</tr>
</thead>
<tbody>
<tr>
<td>It was great!</td>
</tr>
<tr>
<td>Another teacher.</td>
</tr>
<tr>
<td>n/a</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Any additional comments about the instructor.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Newman listens and is available to help you in any way.</td>
</tr>
<tr>
<td>Best class I have EVER taken!</td>
</tr>
<tr>
<td>Always willing to work with you, very flexible and informative. Teaches teachers to glean ideas from all around you.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Any additional comments about the course.</th>
</tr>
</thead>
<tbody>
<tr>
<td>This class was very beneficial and I did not feel so stressed.</td>
</tr>
<tr>
<td>Have told many people about this course, my favorite so far in grad school!</td>
</tr>
</tbody>
</table>
## SOI Report: Fall 2012

### Jane Newman (SPE 583-300 Creative Prob Solving)

22 Surveyed

<table>
<thead>
<tr>
<th>Question</th>
<th>Num Resp</th>
<th>Resp Rate</th>
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<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The procedure for grading was fair.</td>
<td>16</td>
<td>73%</td>
<td>4.69</td>
<td>0.48</td>
<td>68%</td>
<td></td>
<td>31%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The course was a valuable learning experience.</td>
<td>16</td>
<td>73%</td>
<td>4.56</td>
<td>0.51</td>
<td>56%</td>
<td>53%</td>
<td>43%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>This class was sufficiently challenging.</td>
<td>15</td>
<td>68%</td>
<td>4.40</td>
<td>0.74</td>
<td>53%</td>
<td>53%</td>
<td>33%</td>
<td>13%</td>
<td></td>
</tr>
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<td>This class met my expectations.</td>
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<td>37%</td>
<td>6%</td>
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<td>73%</td>
<td>4.50</td>
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<td>73%</td>
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<td>0.73</td>
<td>68%</td>
<td>68%</td>
<td>18%</td>
<td>12%</td>
<td></td>
</tr>
<tr>
<td>Overall, this course was a positive learning experience.</td>
<td>15</td>
<td>68%</td>
<td>4.80</td>
<td>0.41</td>
<td>80%</td>
<td></td>
<td>20%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### The instructor was...

- an effective communicator.                                               | 16      | 73%       | 4.62 | 0.50    | 62%            |       | 37%       |          |                   |
- accessible to students outside of class.                                 | 16      | 73%       | 4.81 | 0.40    | 81%            |       | 18%       |          |                   |
- well-prepared for class.                                                | 16      | 73%       | 4.56 | 0.63    | 62%            |       | 31%       | 6%       |                   |

<table>
<thead>
<tr>
<th>Question</th>
<th>Num Resp</th>
<th>Resp Rate</th>
<th>Mean</th>
<th>Std Dev</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What grade do you expect to receive in this course?</strong></td>
<td>16</td>
<td>73%</td>
<td>5.00</td>
<td>0.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question</th>
<th>Num Resp</th>
<th>Resp Rate</th>
<th>Mean</th>
<th>Std Dev</th>
<th>Excellent</th>
<th>Above average</th>
<th>Average</th>
<th>Below average</th>
<th>Failure</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>How would you rate this course?</strong></td>
<td>16</td>
<td>73%</td>
<td>4.44</td>
<td>0.81</td>
<td>62%</td>
<td>18%</td>
<td>18%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>How would you rate the instructor of this course?</strong></td>
<td>16</td>
<td>73%</td>
<td>4.56</td>
<td>0.73</td>
<td>68%</td>
<td>18%</td>
<td>12%</td>
<td></td>
<td></td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Question</th>
<th>Num Resp</th>
<th>Resp Rate</th>
<th>Mean</th>
<th>Std Dev</th>
<th>Always</th>
<th>Usually</th>
<th>Oftten</th>
<th>Sometimes</th>
<th>Rarely</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>How frequently did you attend class?</strong></td>
<td>16</td>
<td>73%</td>
<td>4.94</td>
<td>0.25</td>
<td>93%</td>
<td></td>
<td></td>
<td>6%</td>
<td></td>
</tr>
</tbody>
</table>

### Describe positive aspects of this course.

Dr. Newman has helped me to grow with regards to my creative side. She showed me many ways to enhance this side of me and to help my students grow too. Very interesting course!

Great learning experience.

This class forced me to look at my blocks in creativity and I was able to learn and develop ways for expressing my creativity. These methods will be useful when teaching gifted students.

Interesting assignments.

The open creativity

Authentic

It requires lots of scholarly creative thinking and approaches to various concepts and ideas.

This class provides valuable insight and resources for teaching gifted education.

The instructor is positive and upbeat and believes in her students.

---

file:///Users/JeffreyColeman/Desktop/Dr%20Newman/SoI/SPE%20583-Fall%202012.htm[2/26/14, 4:48:49 PM]
The course material for this class were easy to read and very beneficial. The scheduled class meetings on UA's campus were also helpful to the success of this course.

This was a great course. We learned strategies that we could take back to our classrooms and use immediately. The course assignments were fun and all of our assignments could be used with our own students.

Describe negative aspects of this course.

None

I did not experience any negative aspects.

There really are none.

The long time between class sessions makes it challenging to develop relationships with classmates. It also makes it difficult during class because there is so much to cover that it is hard to go deep into the information.

On campus classes are difficult for traveling. I think 2 should be the maximum for a course of this type.

How could this course be improved?

I would like to see more updated materials.

I would like having online sessions or phone conferences in between class meetings to touch base with the instructor and classmates. It was challenging for me to be able to remember everything we discussed in class, even with my notes. I think addition week night sessions would be helpful and easily accessible at home during the week.

I think it is excellent as it is.

More of it!

I do not believe it could

Any additional comments about the instructor.

Dr. Newman is a great professor. She is kind, understanding, and readily available to her past and present students. She makes her students feel comfortable and helps us in any way that she can. She is always available for questions (at school or at home). She understands that we are working adults with families and she takes that into consideration when planning her course schedule.

I think she is awesome and an excellent example of The University of Alabama course experience on the graduate school level.

Dr. Newman is a great instructor. She makes class and the information engaging and fun to learn. She is accessible outside of class and willing to answer any and all questions I had about assignments.

Dr. Newman is very engaging and obviously well versed in gifted and talented education. I like more organization and structure in an educational setting for adults. However, Dr. Newman appears to be aware of the varied learning needs of all of her students and tries to meet them all.

The end result is both educational and enjoyable.

Dr. Newman is by far the best teacher I have ever had.

I really like her. She is unlike any instructor I have ever had.

Dr. Newman is always accessible to her students. She also understands the trials of graduate students who are also full time teachers, spouses, and parents.

Any additional comments about the course.

I have greatly enjoyed the course.

All educators should take this course.

This is a great course. I learned a lot about creativity, my inner creativity, and how to bring out creativity in my students. Dr. Newman has done a great job teaching this course.

I loved the different projects for this class - it gave me a lot of tools to use in a classroom.

I learned a lot.
# SOI Report: Fall 2013

**Jane Newman (SPE 583-300 Creative Prob Solving)**

**18 Surveyed**

<table>
<thead>
<tr>
<th>Question</th>
<th>Num Resp</th>
<th>Resp Rate</th>
<th>Mean</th>
<th>Std Dev</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The procedure for grading was fair.</td>
<td>13</td>
<td>72%</td>
<td>4.85</td>
<td>0.38</td>
<td>84%</td>
<td></td>
<td></td>
<td>15%</td>
<td></td>
</tr>
<tr>
<td>The course was a valuable learning experience.</td>
<td>12</td>
<td>67%</td>
<td>4.58</td>
<td>0.51</td>
<td>58%</td>
<td></td>
<td></td>
<td>41%</td>
<td></td>
</tr>
<tr>
<td>This class was sufficiently challenging.</td>
<td>13</td>
<td>72%</td>
<td>4.38</td>
<td>0.65</td>
<td>46%</td>
<td>46%</td>
<td></td>
<td>7%</td>
<td></td>
</tr>
<tr>
<td>This class met my expectations.</td>
<td>13</td>
<td>72%</td>
<td>4.38</td>
<td>0.77</td>
<td>53%</td>
<td></td>
<td></td>
<td>30%</td>
<td>15%</td>
</tr>
<tr>
<td>The course materials (e.g., readings, resources, etc.) were valuable.</td>
<td>13</td>
<td>72%</td>
<td>4.15</td>
<td>1.07</td>
<td>46%</td>
<td></td>
<td></td>
<td>38%</td>
<td>15%</td>
</tr>
<tr>
<td>The course academic standards were high.</td>
<td>13</td>
<td>72%</td>
<td>4.46</td>
<td>0.66</td>
<td>53%</td>
<td></td>
<td></td>
<td>38%</td>
<td>7%</td>
</tr>
<tr>
<td>Tests and assignments were graded and returned in a reasonable period of time.</td>
<td>12</td>
<td>67%</td>
<td>4.58</td>
<td>0.51</td>
<td>58%</td>
<td></td>
<td></td>
<td>41%</td>
<td></td>
</tr>
<tr>
<td>Overall, this course was a positive learning experience.</td>
<td>13</td>
<td>72%</td>
<td>4.69</td>
<td>0.48</td>
<td>69%</td>
<td></td>
<td>30%</td>
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</tbody>
</table>

**The instructor was...**

<table>
<thead>
<tr>
<th>Question</th>
<th>Num Resp</th>
<th>Resp Rate</th>
<th>Mean</th>
<th>Std Dev</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>an effective communicator.</td>
<td>13</td>
<td>72%</td>
<td>4.46</td>
<td>0.66</td>
<td>53%</td>
<td></td>
<td></td>
<td>38%</td>
<td>7%</td>
</tr>
<tr>
<td>accessible to students outside of class.</td>
<td>13</td>
<td>72%</td>
<td>4.62</td>
<td>0.65</td>
<td>69%</td>
<td></td>
<td>23%</td>
<td>7%</td>
<td></td>
</tr>
<tr>
<td>well-prepared for class.</td>
<td>13</td>
<td>72%</td>
<td>4.54</td>
<td>0.66</td>
<td>61%</td>
<td></td>
<td>30%</td>
<td>7%</td>
<td></td>
</tr>
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</table>

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<thead>
<tr>
<th>Question</th>
<th>Num Resp</th>
<th>Resp Rate</th>
<th>Mean</th>
<th>Std Dev</th>
<th>Always</th>
<th>Usually</th>
<th>Often</th>
<th>Sometimes</th>
<th>Rarely</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>What grade do you expect to receive in this course?</td>
<td>13</td>
<td>72%</td>
<td>5.00</td>
<td>0.00</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Question</th>
<th>Num Resp</th>
<th>Resp Rate</th>
<th>Mean</th>
<th>Std Dev</th>
<th>Excellent</th>
<th>Above average</th>
<th>Average</th>
<th>Below average</th>
<th>Failure</th>
</tr>
</thead>
<tbody>
<tr>
<td>How would you rate this course?</td>
<td>13</td>
<td>72%</td>
<td>4.31</td>
<td>0.95</td>
<td>61%</td>
<td>7%</td>
<td>30%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How would you rate the instructor of this course?</td>
<td>13</td>
<td>72%</td>
<td>4.54</td>
<td>0.66</td>
<td>61%</td>
<td>30%</td>
<td>7%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Question</th>
<th>Num Resp</th>
<th>Resp Rate</th>
<th>Mean</th>
<th>Std Dev</th>
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<th>Usually</th>
<th>Often</th>
<th>Sometimes</th>
<th>Rarely</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>How frequently did you attend class?</td>
<td>13</td>
<td>72%</td>
<td>5.00</td>
<td>0.00</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Describe positive aspects of this course.**

Assignments were valuable and helped me grow as a creative thinker.

The assignments were not difficult and Dr. Newman is always willing to work with her students. She is very laid back and not many educators in the field of education are laid back to that extent.

I liked that Dr. Newman challenged me to think and be creative. I did not think I was creative but now believe I am developing into a creative problem solver.

Required me to think outside the box and challenged me.

I liked doing all of the projects. I thought they were neat and very creative.

The creative practice project was fantastic. I enjoyed the activities and projects.

The instructor was always available for support throughout this course.

Never thought I was creative before this class! Dr Newman was great!

**Describe negative aspects of this course.**

I can't think of any negative aspects.
I would have liked more strict due dates for the modules—I got behind on some of the reading because there was no set time frame that I had to do it within.

I don’t feel like I learned anything in class. All of my learning was through the projects or readings. Also, very time consuming at times. Not difficult, but time consuming.
I do not have a negative comment.

How could this course be improved?

None
I thought the course was great. I do not have a comment on how to improve it.
I can't think of anyways to improve.
no major improvements—I learned a lot and really enjoyed the class!
More organization on the instructor’s part. Not that Dr. Newman wasn’t prepared, but she was disorganized in her thoughts and her time management.

Any additional comments about the instructor.

Dr. Newman is well versed in creativity and creative problem solving and provided enormous insight throughout the course. She was well prepared and was always very supportive of me as a student. She provided adequate feedback in a timely manner.
Dr. Newman was readily available and delivered instruction well.
Dr. Newman sincerely cares about her students. She is always available by phone and email. She responds promptly. I appreciate her encouragement.
I really enjoyed this class. Dr. Newman was so helpful and very knowledgeable!
Dr. Newman is very nice and always willing to help her students.

Any additional comments about the course.
<table>
<thead>
<tr>
<th>Question</th>
<th>Num Resp</th>
<th>Resp Rate</th>
<th>Mean</th>
<th>Std Dev</th>
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<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The procedure for grading was fair.</td>
<td>4</td>
<td>20%</td>
<td>4.50</td>
<td>0.58</td>
<td>50%</td>
<td>50%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The course was a valuable learning experience.</td>
<td>4</td>
<td>20%</td>
<td>4.50</td>
<td>1.00</td>
<td>75%</td>
<td>25%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructions for accessing and completing course elements were clear.</td>
<td>4</td>
<td>20%</td>
<td>4.50</td>
<td>0.58</td>
<td>50%</td>
<td>50%</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>This course challenged me intellectually.</td>
<td>4</td>
<td>20%</td>
<td>4.75</td>
<td>0.50</td>
<td>75%</td>
<td>25%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The course workload was manageable and appropriate.</td>
<td>4</td>
<td>20%</td>
<td>4.00</td>
<td>0.82</td>
<td>25%</td>
<td>50%</td>
<td>25%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>This course was well organized.</td>
<td>4</td>
<td>20%</td>
<td>4.25</td>
<td>0.96</td>
<td>50%</td>
<td>50%</td>
<td>25%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The instructor...</td>
<td>3</td>
<td>15%</td>
<td>4.67</td>
<td>0.58</td>
<td>66%</td>
<td>33%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>was an effective online communicator.</td>
<td>3</td>
<td>15%</td>
<td>4.67</td>
<td>0.58</td>
<td>66%</td>
<td>33%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>was accessible to students.</td>
<td>3</td>
<td>15%</td>
<td>4.33</td>
<td>0.58</td>
<td>33%</td>
<td>66%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>seemed well-prepared.</td>
<td>3</td>
<td>15%</td>
<td>4.67</td>
<td>0.58</td>
<td>66%</td>
<td>33%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>provided a supportive environment for students to accomplish course objectives.</td>
<td>3</td>
<td>15%</td>
<td>4.67</td>
<td>0.58</td>
<td>66%</td>
<td>33%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>provided prompt and useful feedback.</td>
<td>3</td>
<td>15%</td>
<td>4.33</td>
<td>0.58</td>
<td>33%</td>
<td>66%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>was able to utilize the technology to encourage and promote interaction (instructor to student, student to content, and student to students).</td>
<td>3</td>
<td>15%</td>
<td>4.67</td>
<td>0.58</td>
<td>66%</td>
<td>33%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>provided an accurate and useful syllabus.</td>
<td>3</td>
<td>15%</td>
<td>4.67</td>
<td>0.58</td>
<td>66%</td>
<td>33%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>was supportive of my academic needs.</td>
<td>3</td>
<td>15%</td>
<td>4.67</td>
<td>0.58</td>
<td>66%</td>
<td>33%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>evidenced a personal interest in my success.</td>
<td>3</td>
<td>15%</td>
<td>4.67</td>
<td>0.58</td>
<td>66%</td>
<td>33%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>consistently informed me of my progress.</td>
<td>3</td>
<td>15%</td>
<td>4.67</td>
<td>0.58</td>
<td>66%</td>
<td>33%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>encouraged students to ask questions.</td>
<td>3</td>
<td>15%</td>
<td>4.67</td>
<td>0.58</td>
<td>66%</td>
<td>33%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>provided assignments that required critical and creative thinking.</td>
<td>3</td>
<td>15%</td>
<td>4.67</td>
<td>0.58</td>
<td>66%</td>
<td>33%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>presented opportunities to apply ideas and concepts.</td>
<td>3</td>
<td>15%</td>
<td>4.67</td>
<td>0.58</td>
<td>66%</td>
<td>33%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>directed students to academic resources (library, Web resources, etc.).</td>
<td>3</td>
<td>15%</td>
<td>4.67</td>
<td>0.58</td>
<td>66%</td>
<td>33%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>treated me fairly.</td>
<td>3</td>
<td>15%</td>
<td>4.67</td>
<td>0.58</td>
<td>66%</td>
<td>33%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>used appropriate technology to present material clearly.</td>
<td>2</td>
<td>10%</td>
<td>4.50</td>
<td>0.71</td>
<td>50%</td>
<td>50%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>used collaborative groups/teams effectively.</td>
<td>3</td>
<td>15%</td>
<td>4.67</td>
<td>0.58</td>
<td>66%</td>
<td>33%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What grade do you expect to receive in this course?</td>
<td>4</td>
<td>20%</td>
<td>5.00</td>
<td>0.00</td>
<td>75%</td>
<td>25%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How would you rate the course?</td>
<td>4</td>
<td>20%</td>
<td>4.00</td>
<td>0.82</td>
<td>25%</td>
<td>50%</td>
<td>25%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How would you rate the instructor of this course?</td>
<td>2</td>
<td>10%</td>
<td>5.00</td>
<td>0.00</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>On average, how frequently did you access the course site?</td>
<td>4</td>
<td>20%</td>
<td>4.00</td>
<td>0.82</td>
<td>25%</td>
<td>50%</td>
<td>25%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Question</td>
<td>Num Resp</td>
<td>Resp Rate</td>
<td>Mean</td>
<td>Std Dev</td>
<td>To fulfill a general education requirement</td>
<td>To fulfill a requirement for my major</td>
<td>The subject matter looked interesting</td>
<td>The instructor has a good reputation</td>
<td>N/A</td>
</tr>
<tr>
<td>---------------------------------------------------</td>
<td>----------</td>
<td>-----------</td>
<td>------</td>
<td>---------</td>
<td>--------------------------------------------</td>
<td>-------------------------------------</td>
<td>-------------------------------------</td>
<td>-------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>Why did you take this course?</td>
<td>4</td>
<td>20%</td>
<td>2.50</td>
<td>0.50</td>
<td></td>
<td>50%</td>
<td>50%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Any additional comments about the instructor.**

To my knowledge, Jane Newman was not involved with the teaching of this course. I did not have any communication with her, so I did not mark any comments on the portion of this survey.

**Any additional comments about the course.**

I thought that the workload was extensive, perhaps on the edge of being excessive. I am a full-time teacher though and I am always beseeched with paperwork.
### SOI Report: Spring 2012

**Kevin Besnoy (SPE 584-300 Spec Populatan Gift Educ)**

<table>
<thead>
<tr>
<th>Question</th>
<th>Num Resp</th>
<th>Resp Rate</th>
<th>Mean</th>
<th>Std Dev</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The procedure for grading was fair.</td>
<td>6</td>
<td>40%</td>
<td>4.67</td>
<td>0.52</td>
<td></td>
<td>66%</td>
<td></td>
<td>33%</td>
<td></td>
</tr>
<tr>
<td>The course was a valuable learning experience.</td>
<td>6</td>
<td>40%</td>
<td>4.67</td>
<td>0.52</td>
<td></td>
<td>66%</td>
<td></td>
<td>33%</td>
<td></td>
</tr>
<tr>
<td>Instructions for accessing and completing course elements were clear.</td>
<td>6</td>
<td>40%</td>
<td>4.50</td>
<td>0.84</td>
<td></td>
<td>66%</td>
<td></td>
<td>16%</td>
<td>16%</td>
</tr>
<tr>
<td>This course challenged me intellectually.</td>
<td>6</td>
<td>40%</td>
<td>4.67</td>
<td>0.52</td>
<td></td>
<td>66%</td>
<td></td>
<td>33%</td>
<td></td>
</tr>
<tr>
<td>The course workload was manageable and appropriate.</td>
<td>6</td>
<td>40%</td>
<td>4.33</td>
<td>0.82</td>
<td></td>
<td>50%</td>
<td></td>
<td>33%</td>
<td>16%</td>
</tr>
<tr>
<td>This course was well organized.</td>
<td>6</td>
<td>40%</td>
<td>4.67</td>
<td>0.52</td>
<td></td>
<td>66%</td>
<td></td>
<td>33%</td>
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</tbody>
</table>

**The instructor...**

<table>
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<th>Disagree</th>
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</tr>
</thead>
<tbody>
<tr>
<td>was an effective online communicator.</td>
<td>6</td>
<td>40%</td>
<td>4.67</td>
<td>0.52</td>
<td></td>
<td>66%</td>
<td></td>
<td>33%</td>
<td></td>
</tr>
<tr>
<td>was accessible to students.</td>
<td>6</td>
<td>40%</td>
<td>4.67</td>
<td>0.52</td>
<td></td>
<td>66%</td>
<td></td>
<td>33%</td>
<td></td>
</tr>
<tr>
<td>seemed well-prepared.</td>
<td>6</td>
<td>40%</td>
<td>4.83</td>
<td>0.41</td>
<td></td>
<td>83%</td>
<td></td>
<td>16%</td>
<td></td>
</tr>
<tr>
<td>provided a supportive environment for students to accomplish course objectives.</td>
<td>6</td>
<td>40%</td>
<td>4.67</td>
<td>0.52</td>
<td></td>
<td>66%</td>
<td></td>
<td>33%</td>
<td></td>
</tr>
<tr>
<td>provided prompt and useful feedback.</td>
<td>6</td>
<td>40%</td>
<td>4.83</td>
<td>0.41</td>
<td></td>
<td>83%</td>
<td></td>
<td>16%</td>
<td></td>
</tr>
<tr>
<td>was able to utilize the technology to encourage and promote interaction (instructor to student, student to content, and student to student).</td>
<td>6</td>
<td>40%</td>
<td>4.67</td>
<td>0.52</td>
<td></td>
<td>66%</td>
<td></td>
<td>33%</td>
<td></td>
</tr>
<tr>
<td>provided an accurate and useful syllabus.</td>
<td>6</td>
<td>40%</td>
<td>4.67</td>
<td>0.52</td>
<td></td>
<td>66%</td>
<td></td>
<td>33%</td>
<td></td>
</tr>
<tr>
<td>was supportive of my academic needs.</td>
<td>6</td>
<td>40%</td>
<td>4.67</td>
<td>0.52</td>
<td></td>
<td>66%</td>
<td></td>
<td>33%</td>
<td></td>
</tr>
<tr>
<td>evidenced a personal interest in my success.</td>
<td>6</td>
<td>40%</td>
<td>4.67</td>
<td>0.52</td>
<td></td>
<td>66%</td>
<td></td>
<td>33%</td>
<td></td>
</tr>
<tr>
<td>consistently informed me of my progress.</td>
<td>6</td>
<td>40%</td>
<td>4.67</td>
<td>0.82</td>
<td></td>
<td>83%</td>
<td></td>
<td>16%</td>
<td></td>
</tr>
<tr>
<td>encouraged students to ask questions.</td>
<td>6</td>
<td>40%</td>
<td>4.83</td>
<td>0.41</td>
<td></td>
<td>83%</td>
<td></td>
<td>16%</td>
<td></td>
</tr>
<tr>
<td>provided assignments that required critical and creative thinking.</td>
<td>6</td>
<td>40%</td>
<td>4.67</td>
<td>0.52</td>
<td></td>
<td>66%</td>
<td></td>
<td>33%</td>
<td></td>
</tr>
<tr>
<td>presented opportunities to apply ideas and concepts.</td>
<td>6</td>
<td>40%</td>
<td>4.67</td>
<td>0.52</td>
<td></td>
<td>66%</td>
<td></td>
<td>33%</td>
<td></td>
</tr>
<tr>
<td>directed students to academic resources (library, Web resources, etc).</td>
<td>6</td>
<td>40%</td>
<td>4.83</td>
<td>0.41</td>
<td></td>
<td>83%</td>
<td></td>
<td>16%</td>
<td></td>
</tr>
<tr>
<td>treated me fairly.</td>
<td>6</td>
<td>40%</td>
<td>4.67</td>
<td>0.52</td>
<td></td>
<td>66%</td>
<td></td>
<td>33%</td>
<td></td>
</tr>
<tr>
<td>used appropriate technology to present material clearly.</td>
<td>6</td>
<td>40%</td>
<td>4.67</td>
<td>0.52</td>
<td></td>
<td>66%</td>
<td></td>
<td>33%</td>
<td></td>
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<tr>
<td>used collaborative groups/teams effectively.</td>
<td>6</td>
<td>40%</td>
<td>4.67</td>
<td>0.52</td>
<td></td>
<td>66%</td>
<td></td>
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</tr>
</tbody>
</table>
Kevin Besnoy (SPE 584-300 Spec Populn Gift Educ)

**Any additional comments about the instructor.**

Dr. Besnoy seemed very knowledgeable about the subject matter. He also showed respect and overall concern for the students. He integrated new technology into the classroom and was open to student suggestions for other technological ideas. I enjoyed his class and hope to take more with him in the future.

Dr. Besnoy is a great addition to the College of Education- he is very informative and helpful. Dr. Besnoy is always "positive" when dealing with students.

Dr. Besnoy was really great about being available to help and always responded very quickly. That was really helpful considering our class met so few times.

**Any additional comments about the course.**

I think one more meeting time might be useful. It would have been nice to meet as a class and discuss in person. Or perhaps using wimba or a live feed just to talk one other time than the two classes.

I am very grateful to be able to participate in U of A Graduate Studies as a distance learner. I especially like the blended classes, that have limited face-to-face meetings but are primarily online.
Any additional comments about the instructor.

Dr. Besnoy seemed very knowledgeable about the subject matter. He also showed respect and overall concern for the students. He integrated new technology into the classroom and was open to student suggestions for other technological ideas. I enjoyed his class and hope to take more with him in the future.

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Any additional comments about the course.
## SOI Report: Spring 2013

**Kevin Besnoy (SPE 584-300 Spec Populatn Gift Educ)**

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<th>Std Dev</th>
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<td></td>
<td></td>
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<td>4</td>
<td>27%</td>
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<td>0.82</td>
<td>25%</td>
<td>50%</td>
<td>25%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>This class was sufficiently challenging.</td>
<td>4</td>
<td>27%</td>
<td>4.25</td>
<td>0.50</td>
<td>25%</td>
<td>75%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>This class met my expectations.</td>
<td>4</td>
<td>27%</td>
<td>4.00</td>
<td>0.82</td>
<td>25%</td>
<td>50%</td>
<td>25%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The course materials (e.g., readings, resources, etc.) were valuable.</td>
<td>4</td>
<td>27%</td>
<td>4.25</td>
<td>0.50</td>
<td>25%</td>
<td>75%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The course academic standards were high.</td>
<td>4</td>
<td>27%</td>
<td>4.25</td>
<td>0.50</td>
<td>25%</td>
<td>75%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tests and assignments were graded and returned in a reasonable period of time.</td>
<td>4</td>
<td>27%</td>
<td>3.25</td>
<td>1.71</td>
<td>25%</td>
<td>25%</td>
<td>25%</td>
<td>25%</td>
<td></td>
</tr>
<tr>
<td>Overall, this course was a positive learning experience.</td>
<td>4</td>
<td>27%</td>
<td>3.75</td>
<td>0.96</td>
<td>25%</td>
<td>25%</td>
<td>50%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>The instructor was...</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>an effective communicator.</td>
<td>4</td>
<td>27%</td>
<td>3.50</td>
<td>1.29</td>
<td>25%</td>
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<td>25%</td>
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<td></td>
</tr>
<tr>
<td>accessible to students outside of class.</td>
<td>4</td>
<td>27%</td>
<td>4.50</td>
<td>0.58</td>
<td>50%</td>
<td>50%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>well-prepared for class.</td>
<td>4</td>
<td>27%</td>
<td>4.50</td>
<td>0.58</td>
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<td>50%</td>
<td></td>
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<td></td>
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</table>

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<tr>
<th>Question</th>
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<th>Std Dev</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
<th>Other</th>
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<tbody>
<tr>
<td>What grade do you expect to receive in this course?</td>
<td>4</td>
<td>27%</td>
<td>4.75</td>
<td>0.50</td>
<td>75%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>25%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question</th>
<th>Num Resp</th>
<th>Resp Rate</th>
<th>Mean</th>
<th>Std Dev</th>
<th>Excellent</th>
<th>Above average</th>
<th>Average</th>
<th>Below average</th>
<th>Failure</th>
</tr>
</thead>
<tbody>
<tr>
<td>How would you rate this course?</td>
<td>4</td>
<td>27%</td>
<td>3.75</td>
<td>0.96</td>
<td>25%</td>
<td>25%</td>
<td>50%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How would you rate the instructor of this course?</td>
<td>4</td>
<td>27%</td>
<td>3.75</td>
<td>1.26</td>
<td>25%</td>
<td>50%</td>
<td></td>
<td>25%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question</th>
<th>Num Resp</th>
<th>Resp Rate</th>
<th>Mean</th>
<th>Std Dev</th>
<th>Always</th>
<th>Usually</th>
<th>Often</th>
<th>Sometimes</th>
<th>Rarely</th>
</tr>
</thead>
<tbody>
<tr>
<td>How frequently did you attend class?</td>
<td>4</td>
<td>27%</td>
<td>4.75</td>
<td>0.50</td>
<td>75%</td>
<td></td>
<td></td>
<td>25%</td>
<td></td>
</tr>
</tbody>
</table>
Describe positive aspects of this course.
Every class is very interesting the instructor always has a variety of learning tools and lots of neat technology.
I better understand the many different special populations in gifted education and their needs.
Course material was interesting and useful.

Describe negative aspects of this course.
None
The instructor is not always clear about what he actually wants for an assignment and too much is left to interpretation.

How could this course be improved?
More specific guidelines on the rubric.
I found one assignment particularly challenging because it required technological knowledge that I do not possess. I found the project to be ridiculously time consuming. Learning how to use the technology is what took so much time; not learning the required content. I would have appreciated a choice in how to present the information instead of spending weeks learning how to use a program I will never use again.

Any additional comments about the instructor.
I found the time between turning in an assignment and getting feedback to be unnecessarily lengthy. When I pressed Dr. Besnoy for a grade (after 2 weeks) he responded in a very snippy manner and encouraged me to extend him professional courtesies. Over 2 semesters, I missed 1 class with him, and he acted like he was insulted and insinuated that I was doing something wrong. I work full time and I have 3 small children. I do not feel like Dr. Besnoy fully grasps how difficult it is to balance grad. school in with other responsibilities.
He is extremely knowledgeable in the subject matter. He is always available for his students. Sometimes he can be harsh, but this may be his way of teaching.

Any additional comments about the course.
## SOI Report: Summer 2011

### Jane Newman (SPE 585-300 Advanced Thinking Skills)

13 Surveyed

<table>
<thead>
<tr>
<th>Question</th>
<th>Num Resp</th>
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<td>Overall, this course was a positive learning experience.</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

### Describe positive aspects of this course.

Coincided with SEW
All online. Ties in well with SEW.

### Describe negative aspects of this course.

Not enough class time to learn thinking skills other than Talents
Modules and attachments were sometimes mixed up.

### How could this course be improved?

over a couple of other models
Make it more discussion-based.
Show more videos on talents.
<table>
<thead>
<tr>
<th>Any additional comments about the instructor.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always available for students</td>
</tr>
<tr>
<td>Great to work with</td>
</tr>
</tbody>
</table>

| Any additional comments about the course. |
SOI Report: Summer 2012
Jane Newman (SPE 585-300 Teaching Thinking Skills)
9 Surveyed

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<td>0.00</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>The course academic standards were high.</td>
<td>4</td>
<td>44%</td>
<td>5.00</td>
<td>0.00</td>
<td>100%</td>
<td></td>
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</tr>
<tr>
<td>Tests and assignments were graded and returned in a reasonable period of time.</td>
<td>3</td>
<td>33%</td>
<td>5.00</td>
<td>0.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td>Overall, this course was a positive learning experience.</td>
<td>4</td>
<td>44%</td>
<td>5.00</td>
<td>0.00</td>
<td>100%</td>
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The instructor was...

<table>
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<tr>
<th>Question</th>
<th>Num Resp</th>
<th>Resp Rate</th>
<th>Mean</th>
<th>Std Dev</th>
<th>Strongly Agree</th>
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<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>an effective communicator.</td>
<td>4</td>
<td>44%</td>
<td>5.00</td>
<td>0.00</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>accessible to students outside of class.</td>
<td>4</td>
<td>44%</td>
<td>5.00</td>
<td>0.00</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>well-prepared for class.</td>
<td>4</td>
<td>44%</td>
<td>5.00</td>
<td>0.00</td>
<td>100%</td>
<td></td>
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</tbody>
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<table>
<thead>
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<th>Question</th>
<th>Num Resp</th>
<th>Resp Rate</th>
<th>Mean</th>
<th>Std Dev</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>What grade do you expect to receive in this course?</td>
<td>4</td>
<td>44%</td>
<td>5.00</td>
<td>0.00</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Describe positive aspects of this course.
Such a great, hands on, authentic learning experience with constructive feedback from Dr. Newman.
The content of this course was necessary for SEW and was challenging.
I enjoyed the diversity of the materials.
Coordination of this class with SEW; Dr. Newman's responsiveness to student concerns

Describe negative aspects of this course.
There were some technology obstacles.
None

How could this course be improved?
Great!
Any additional comments about the instructor.

Dr. Newman is a fantastic instructor. You know what to expect from her and you know what she expects from you. She responds very quickly to emails or questions that you might have. She cares about her students and their success.

She is an awesome person and professor. She genuinely cares about the student as a person and a professional/academic student.

Dr. Newman did a fabulous job of listening to and working with the requests of her class.

Any additional comments about the course.

LOVED IT!
## SOI Report: Summer 2013
Jane Newman (SPE 585-300 Teaching Thinking Skills)
16 Surveyed

### Questions and Responses

<table>
<thead>
<tr>
<th>Question</th>
<th>Num Resp</th>
<th>Resp Rate</th>
<th>Mean</th>
<th>Std Dev</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The procedure for grading was fair.</td>
<td>8</td>
<td>50%</td>
<td>4.75</td>
<td>0.46</td>
<td>87%</td>
<td>75%</td>
<td>50%</td>
<td>25%</td>
<td>0%</td>
</tr>
<tr>
<td>The course was a valuable learning experience.</td>
<td>8</td>
<td>50%</td>
<td>4.50</td>
<td>0.53</td>
<td>50%</td>
<td>75%</td>
<td>50%</td>
<td>25%</td>
<td>0%</td>
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<tr>
<td>The instructor...</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>was an effective online communicator.</td>
<td>8</td>
<td>50%</td>
<td>4.75</td>
<td>0.46</td>
<td>75%</td>
<td>25%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>was accessible to students.</td>
<td>8</td>
<td>50%</td>
<td>4.88</td>
<td>0.35</td>
<td>87%</td>
<td>12%</td>
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</tr>
<tr>
<td>seemed well-prepared.</td>
<td>8</td>
<td>50%</td>
<td>4.62</td>
<td>0.52</td>
<td>62%</td>
<td>37%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>What grade do you expect to receive in this course?</td>
<td>8</td>
<td>50%</td>
<td>5.00</td>
<td>0.00</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>How would you rate the course?</td>
<td>8</td>
<td>50%</td>
<td>4.50</td>
<td>0.76</td>
<td>62%</td>
<td>25%</td>
<td>12%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>How would you rate the instructor of this course?</td>
<td>8</td>
<td>50%</td>
<td>4.75</td>
<td>0.46</td>
<td>75%</td>
<td>25%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>On average, how frequently did you access the course site?</td>
<td>8</td>
<td>50%</td>
<td>2.62</td>
<td>1.19</td>
<td>25%</td>
<td>37%</td>
<td>12%</td>
<td>25%</td>
<td>0%</td>
</tr>
</tbody>
</table>

### Additional Comments

- **Any additional comments about the instructor:**
  
  Dr. Newman goes above and beyond to accommodate her students. Her compassion and understanding make it possible for working mothers to continue their education.
  
  Dr. Newman is always available for her students and willing to help. She provides a safe learning environment for all students to grow.
  
  Thanks for a great summer! SEW was one of the greatest experiences I have ever had.
  
  Dr. Newman is such a caring, kind professor who makes herself readily available to her students. She gives great advice and helpful feedback.
  
  Dr. Newman was great! She was so helpful and easy to work with. She took time to answer questions and help us individually. She also worked really hard to show us how to make what we were learning applicable to our other class and real world classrooms.

- **Any additional comments about the course:**
  
  Great course! I learned a lot and feel better prepared for Comps.
  
  I loved this course! I believe that I will be a more effective teacher because of it.
  
  This was a great class! It went really well with our other class. I'm glad she taught it in conjunction with SPE 589.
### SOI Report: Spring 2012

**Kevin Besnow (SPE 586-300 Socl Emoti Compts Talent Dev)**

<table>
<thead>
<tr>
<th>Question</th>
<th>Num Resp</th>
<th>Resp Rate</th>
<th>Mean</th>
<th>Std Dev</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The procedure for grading was fair.</td>
<td>3</td>
<td>43%</td>
<td>4.00</td>
<td>1.00</td>
<td>23%</td>
<td>33%</td>
<td>33%</td>
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<td></td>
</tr>
<tr>
<td>The course was a valuable learning experience.</td>
<td>3</td>
<td>43%</td>
<td>5.00</td>
<td>0.00</td>
<td>66%</td>
<td>33%</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>This class was sufficiently challenging.</td>
<td>3</td>
<td>43%</td>
<td>4.67</td>
<td>0.58</td>
<td>66%</td>
<td>33%</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>This class met my expectations.</td>
<td>3</td>
<td>43%</td>
<td>4.67</td>
<td>0.58</td>
<td>66%</td>
<td>33%</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The course materials (e.g., readings, resources, etc.) were valuable.</td>
<td>3</td>
<td>43%</td>
<td>5.00</td>
<td>0.00</td>
<td>100%</td>
<td>66%</td>
<td>100%</td>
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<td></td>
</tr>
<tr>
<td>The course academic standards were high.</td>
<td>3</td>
<td>43%</td>
<td>5.00</td>
<td>0.00</td>
<td>100%</td>
<td>66%</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tests and assignments were graded and returned in a reasonable period of time.</td>
<td>3</td>
<td>43%</td>
<td>4.33</td>
<td>0.58</td>
<td>33%</td>
<td>66%</td>
<td>66%</td>
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</tr>
<tr>
<td>Overall, this course was a positive learning experience.</td>
<td>3</td>
<td>43%</td>
<td>4.67</td>
<td>0.58</td>
<td>66%</td>
<td>33%</td>
<td>100%</td>
<td></td>
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</tr>
<tr>
<td>The instructor was...</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>an effective communicator.</td>
<td>3</td>
<td>43%</td>
<td>4.67</td>
<td>0.58</td>
<td>66%</td>
<td>33%</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>accessible to students outside of class.</td>
<td>3</td>
<td>43%</td>
<td>5.00</td>
<td>0.00</td>
<td>100%</td>
<td>66%</td>
<td>100%</td>
<td></td>
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</tr>
<tr>
<td>well-prepared for class.</td>
<td>3</td>
<td>43%</td>
<td>5.00</td>
<td>0.00</td>
<td>100%</td>
<td>66%</td>
<td>100%</td>
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<tr>
<td>What grade do you expect to receive in this course?</td>
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<td>43%</td>
<td>4.33</td>
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<td>33%</td>
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<tr>
<td>How would you rate this course?</td>
<td>3</td>
<td>43%</td>
<td>4.67</td>
<td>0.58</td>
<td>66%</td>
<td>33%</td>
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<td></td>
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<tr>
<td>How would you rate the instructor of this course?</td>
<td>3</td>
<td>43%</td>
<td>4.67</td>
<td>0.58</td>
<td>66%</td>
<td>33%</td>
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<td></td>
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</tr>
<tr>
<td>How frequently did you attend class?</td>
<td>3</td>
<td>43%</td>
<td>4.67</td>
<td>0.58</td>
<td>66%</td>
<td>33%</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
Kevin Brandy (E-mail: 506-303 Sean Fasser Computer Talent Dev)

Describe positive aspects of this course.

Describe negative aspects of this course.

How could this course be improved?

Any additional comments about the instructor.

Any additional comments about the course.
SOI Report: Fall 2011
Jane Newman (SPE 589-970 Internship Gift/Talent)
7 Surveyed

<table>
<thead>
<tr>
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<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The procedure for grading was fair.</td>
<td>2</td>
<td>29%</td>
<td>4.00</td>
<td>0.00</td>
<td>100%</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>The course was a valuable learning experience.</td>
<td>2</td>
<td>29%</td>
<td>4.50</td>
<td>0.71</td>
<td>50%</td>
<td>50%</td>
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<tr>
<td>This class was sufficiently challenging.</td>
<td>1</td>
<td>14%</td>
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<td>100%</td>
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<tr>
<td>This class met my expectations.</td>
<td>2</td>
<td>29%</td>
<td>4.50</td>
<td>0.71</td>
<td>50%</td>
<td>50%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The course materials (e.g., readings, resources, etc.) were valuable.</td>
<td>2</td>
<td>29%</td>
<td>4.00</td>
<td>1.41</td>
<td>50%</td>
<td>50%</td>
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<td></td>
</tr>
<tr>
<td>The course academic standards were high.</td>
<td>2</td>
<td>29%</td>
<td>4.00</td>
<td>1.41</td>
<td>50%</td>
<td>50%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tests and assignments were graded and returned in a reasonable period of</td>
<td>2</td>
<td>29%</td>
<td>3.50</td>
<td>0.71</td>
<td>50%</td>
<td>50%</td>
<td></td>
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</tr>
<tr>
<td>time.</td>
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<td></td>
</tr>
<tr>
<td>Overall, this course was a positive learning experience.</td>
<td>2</td>
<td>29%</td>
<td>4.50</td>
<td>0.71</td>
<td>50%</td>
<td>50%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The instructor was...</td>
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<td>an effective communicator.</td>
<td>2</td>
<td>29%</td>
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<td>0.71</td>
<td>50%</td>
<td>50%</td>
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<td></td>
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</tr>
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<td>accessible to students outside of class.</td>
<td>2</td>
<td>29%</td>
<td>5.00</td>
<td>0.00</td>
<td>100%</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>well-prepared for class.</td>
<td>2</td>
<td>29%</td>
<td>4.00</td>
<td>1.41</td>
<td>50%</td>
<td>50%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What grade do you expect to receive in this course?</td>
<td>2</td>
<td>29%</td>
<td>5.00</td>
<td>0.00</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How would you rate this course?</td>
<td>2</td>
<td>29%</td>
<td>4.50</td>
<td>0.71</td>
<td>50%</td>
<td>50%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How would you rate the instructor of this course?</td>
<td>2</td>
<td>29%</td>
<td>5.00</td>
<td>0.00</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How frequently did you attend class?</td>
<td>2</td>
<td>29%</td>
<td>5.00</td>
<td>0.00</td>
<td>100%</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Describe positive aspects of this course.

Learned so much about my teaching methods and learned to take my students' interests into account when teaching.

Describe negative aspects of this course.

We should have at least one meeting time in person.

How could this course be improved?

Have specific deadlines. Make the portfolio electronic instead of paper-based.

Any additional comments about the instructor.

Great Instructor!!!!!!!!!

Any additional comments about the course.

E:\Users\jffrey\Desktop\Dr%20Newman\SOI\SPE%20589-Fall%202011.htm[2/26/14, 4:50:00 PM]
## SOI Report: Summer 2011

Kevin Besnay (SPE 587-900 Indiv Needs Talents Classroom)

<table>
<thead>
<tr>
<th>Question</th>
<th>Num</th>
<th>Resp Rate</th>
<th>Mean</th>
<th>Std Dev</th>
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<th>Undecided</th>
<th>Disagree</th>
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</thead>
<tbody>
<tr>
<td>The procedure for grading was fair.</td>
<td>1</td>
<td>20%</td>
<td>4.00</td>
<td>0.00</td>
<td></td>
<td></td>
<td></td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>The course was a valuable learning experience.</td>
<td>1</td>
<td>20%</td>
<td>4.00</td>
<td>0.00</td>
<td></td>
<td></td>
<td></td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Instructions for accessing and completing course elements were clear.</td>
<td>1</td>
<td>20%</td>
<td>4.00</td>
<td>0.00</td>
<td></td>
<td></td>
<td></td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>This course challenged me intellectually.</td>
<td>1</td>
<td>20%</td>
<td>4.00</td>
<td>0.00</td>
<td></td>
<td></td>
<td></td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>The course workload was manageable and appropriate.</td>
<td>1</td>
<td>20%</td>
<td>4.00</td>
<td>0.00</td>
<td></td>
<td></td>
<td></td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>This course was well organized.</td>
<td>1</td>
<td>20%</td>
<td>4.00</td>
<td>0.00</td>
<td></td>
<td></td>
<td></td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>The instructor...</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>was an effective online communicator.</td>
<td>1</td>
<td>20%</td>
<td>4.00</td>
<td>0.00</td>
<td></td>
<td></td>
<td></td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>was accessible to students.</td>
<td>1</td>
<td>20%</td>
<td>4.00</td>
<td>0.00</td>
<td></td>
<td></td>
<td></td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>seemed well-prepared.</td>
<td>1</td>
<td>20%</td>
<td>4.00</td>
<td>0.00</td>
<td></td>
<td></td>
<td></td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>provided a supportive environment for students to accomplish course</td>
<td>1</td>
<td>20%</td>
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<tr>
<td>objectives.</td>
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<tr>
<td>provided prompt and useful feedback.</td>
<td>1</td>
<td>20%</td>
<td>4.00</td>
<td>0.00</td>
<td></td>
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</tr>
<tr>
<td>was able to utilize the technology to encourage and promote interactions</td>
<td>1</td>
<td>20%</td>
<td>4.00</td>
<td>0.00</td>
<td></td>
<td></td>
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<td>100%</td>
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</tr>
<tr>
<td>(instructor to student, student to content, and student to student).</td>
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<tr>
<td>provided an accurate and useful syllabus.</td>
<td>1</td>
<td>20%</td>
<td>4.00</td>
<td>0.00</td>
<td></td>
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<td>100%</td>
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</tr>
<tr>
<td>was supportive of my academic needs.</td>
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<td>20%</td>
<td>4.00</td>
<td>0.00</td>
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<td>100%</td>
<td></td>
</tr>
<tr>
<td>evidenced a personal interest in my success.</td>
<td>1</td>
<td>20%</td>
<td>4.00</td>
<td>0.00</td>
<td></td>
<td></td>
<td></td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>consistently informed me of my progress.</td>
<td>1</td>
<td>20%</td>
<td>4.00</td>
<td>0.00</td>
<td></td>
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<td></td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>encouraged students to ask questions.</td>
<td>1</td>
<td>20%</td>
<td>4.00</td>
<td>0.00</td>
<td></td>
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<td></td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>provided assignments that required critical and creative thinking.</td>
<td>1</td>
<td>20%</td>
<td>4.00</td>
<td>0.00</td>
<td></td>
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<td>100%</td>
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</tr>
<tr>
<td>presented opportunities to apply ideas and concepts.</td>
<td>1</td>
<td>20%</td>
<td>4.00</td>
<td>0.00</td>
<td></td>
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<td></td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>directed students to academic resources (library, Web resources, etc).</td>
<td>1</td>
<td>20%</td>
<td>4.00</td>
<td>0.00</td>
<td></td>
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<td></td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>treated me fairly.</td>
<td>1</td>
<td>20%</td>
<td>4.00</td>
<td>0.00</td>
<td></td>
<td></td>
<td></td>
<td>100%</td>
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</tr>
<tr>
<td>used appropriate technology to present material clearly.</td>
<td>1</td>
<td>20%</td>
<td>4.00</td>
<td>0.00</td>
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<td>100%</td>
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<tr>
<td>used collaborative group/team effectively.</td>
<td>1</td>
<td>20%</td>
<td>4.00</td>
<td>0.00</td>
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<td>Num Resp</td>
<td>Resp Rate</td>
<td>Mean</td>
<td>Std Dev</td>
<td>Excellent</td>
<td>Above Average</td>
<td>Average</td>
<td>Below Average</td>
<td>Failure</td>
</tr>
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</tr>
<tr>
<td>What grade do you expect to receive in this course?</td>
<td>1</td>
<td>20%</td>
<td>5.00</td>
<td>0.00</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How would you rate this course?</td>
<td>1</td>
<td>20%</td>
<td>3.00</td>
<td>0.00</td>
<td>100%</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>How would you rate the instructor of this course?</td>
<td>1</td>
<td>20%</td>
<td>3.00</td>
<td>0.00</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>On average, how frequently did you access the course site?</td>
<td>1</td>
<td>20%</td>
<td>3.00</td>
<td>0.00</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Why did you take this course?</td>
<td>1</td>
<td>20%</td>
<td>3.00</td>
<td>0.00</td>
<td>100%</td>
<td></td>
<td></td>
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</tbody>
</table>
Any additional comments about the instructor.

Any additional comments about the course.
<table>
<thead>
<tr>
<th>Question</th>
<th>Num Resp</th>
<th>Resp Rate</th>
<th>Mean</th>
<th>Std Dev</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The procedure for grading was fair.</td>
<td>3</td>
<td>38%</td>
<td>4.67</td>
<td>0.58</td>
<td>42%</td>
<td>66%</td>
<td>100%</td>
<td>66%</td>
<td>33%</td>
</tr>
<tr>
<td>The course was a valuable learning experience.</td>
<td>3</td>
<td>38%</td>
<td>4.67</td>
<td>0.58</td>
<td>33%</td>
<td>66%</td>
<td>100%</td>
<td>66%</td>
<td>33%</td>
</tr>
<tr>
<td>Instructions for accessing and completing course elements were clear</td>
<td>3</td>
<td>38%</td>
<td>5.00</td>
<td>0.00</td>
<td>100%</td>
<td>66%</td>
<td>100%</td>
<td>66%</td>
<td>33%</td>
</tr>
<tr>
<td>This course challenged me intellectually.</td>
<td>3</td>
<td>38%</td>
<td>4.67</td>
<td>0.58</td>
<td>66%</td>
<td>33%</td>
<td>100%</td>
<td>66%</td>
<td>33%</td>
</tr>
<tr>
<td>The course workload was manageable and appropriate.</td>
<td>3</td>
<td>38%</td>
<td>4.33</td>
<td>0.58</td>
<td>66%</td>
<td>33%</td>
<td>100%</td>
<td>66%</td>
<td>33%</td>
</tr>
<tr>
<td>This course was well organized.</td>
<td>3</td>
<td>38%</td>
<td>5.00</td>
<td>0.00</td>
<td>100%</td>
<td>66%</td>
<td>100%</td>
<td>66%</td>
<td>33%</td>
</tr>
<tr>
<td>The instructor...</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>was an effective online communicator.</td>
<td>3</td>
<td>38%</td>
<td>5.00</td>
<td>0.00</td>
<td>100%</td>
<td>66%</td>
<td>100%</td>
<td>66%</td>
<td>33%</td>
</tr>
<tr>
<td>was accessible to students</td>
<td>3</td>
<td>38%</td>
<td>5.00</td>
<td>0.00</td>
<td>100%</td>
<td>66%</td>
<td>100%</td>
<td>66%</td>
<td>33%</td>
</tr>
<tr>
<td>seemed well-prepared</td>
<td>3</td>
<td>38%</td>
<td>5.00</td>
<td>0.00</td>
<td>100%</td>
<td>66%</td>
<td>100%</td>
<td>66%</td>
<td>33%</td>
</tr>
<tr>
<td>provided a supportive environment for students to accomplish course objectives</td>
<td>3</td>
<td>38%</td>
<td>4.67</td>
<td>0.58</td>
<td>66%</td>
<td>33%</td>
<td>100%</td>
<td>66%</td>
<td>33%</td>
</tr>
<tr>
<td>provided prompt and useful feedback.</td>
<td>3</td>
<td>38%</td>
<td>5.00</td>
<td>0.00</td>
<td>100%</td>
<td>66%</td>
<td>100%</td>
<td>66%</td>
<td>33%</td>
</tr>
<tr>
<td>was able to utilize the technology to encourage and promote interaction (instructor to student, student to content, and student to student)</td>
<td>3</td>
<td>38%</td>
<td>5.00</td>
<td>0.00</td>
<td>100%</td>
<td>66%</td>
<td>100%</td>
<td>66%</td>
<td>33%</td>
</tr>
<tr>
<td>provided an accurate and useful syllabus.</td>
<td>3</td>
<td>38%</td>
<td>5.00</td>
<td>0.00</td>
<td>100%</td>
<td>66%</td>
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<td>66%</td>
<td>33%</td>
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<tr>
<td>evidenced a personal interest in my success.</td>
<td>3</td>
<td>38%</td>
<td>5.00</td>
<td>0.00</td>
<td>100%</td>
<td>66%</td>
<td>100%</td>
<td>66%</td>
<td>33%</td>
</tr>
<tr>
<td>consistently informed me of my progress.</td>
<td>3</td>
<td>38%</td>
<td>5.00</td>
<td>0.00</td>
<td>100%</td>
<td>66%</td>
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<td>66%</td>
<td>33%</td>
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<td>38%</td>
<td>5.00</td>
<td>0.00</td>
<td>100%</td>
<td>66%</td>
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<td>66%</td>
<td>33%</td>
</tr>
<tr>
<td>provided assignments that required critical and creative thinking.</td>
<td>3</td>
<td>38%</td>
<td>5.00</td>
<td>0.00</td>
<td>100%</td>
<td>66%</td>
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<td>presented opportunities to apply ideas and concepts.</td>
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<td>100%</td>
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<td>66%</td>
<td>33%</td>
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<tr>
<td>directed students to academic resources (library, Web resources, etc)</td>
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<td>38%</td>
<td>5.00</td>
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<td>100%</td>
<td>66%</td>
<td>100%</td>
<td>66%</td>
<td>33%</td>
</tr>
<tr>
<td>treated me fairly.</td>
<td>3</td>
<td>38%</td>
<td>5.00</td>
<td>0.00</td>
<td>100%</td>
<td>66%</td>
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<td>33%</td>
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<td>3</td>
<td>38%</td>
<td>5.00</td>
<td>0.00</td>
<td>100%</td>
<td>66%</td>
<td>100%</td>
<td>66%</td>
<td>33%</td>
</tr>
<tr>
<td>used collaborative groups/teams effectively.</td>
<td>2</td>
<td>25%</td>
<td>3.00</td>
<td>0.00</td>
<td>100%</td>
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<td>100%</td>
<td>66%</td>
<td>33%</td>
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<tr>
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<td>0.58</td>
<td>33%</td>
<td>66%</td>
<td></td>
<td></td>
<td>66%</td>
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<tr>
<td>How would you rate the instructor of this course?</td>
<td>3</td>
<td>38%</td>
<td>5.00</td>
<td>0.00</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>On average, how frequently did you access the course site?</td>
<td>3</td>
<td>38%</td>
<td>4.33</td>
<td>0.58</td>
<td>33%</td>
<td>66%</td>
<td></td>
<td></td>
<td>66%</td>
</tr>
<tr>
<td>Why did you take this course?</td>
<td>3</td>
<td>38%</td>
<td>3.00</td>
<td>0.00</td>
<td>100%</td>
<td></td>
<td></td>
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</tbody>
</table>

http://sawps.asu.edu/ds/slee/SCI_fresh/Score/SCI_CE/2012305E4D3E03D3C23C7C9BB85B54A80650
Any additional comments about the instructor.

This is my second class with Dr. Besnoy. As an instructor in education, I feel that he practices the principles that he teaches. He is clear in his expectations, but will work with students if they have extenuating circumstances. He grades fairly and his assignments are challenging when completed correctly. I hope to take more classes with him in the future.

Any additional comments about the course.

I found it difficult to get what I wanted out of the course in such a short period of time. I will try to avoid taking any short term classes in the future. This is really not a reflection on Dr. Besnoy or the University. Just a comment that I wanted to share.
<table>
<thead>
<tr>
<th>Question</th>
<th>Num Resp</th>
<th>Resp Rate</th>
<th>Mean</th>
<th>Std Dev</th>
</tr>
</thead>
<tbody>
<tr>
<td>The procedure for grading was fair.</td>
<td>1</td>
<td>17%</td>
<td>4.00</td>
<td>0.00</td>
</tr>
<tr>
<td>The course was a valuable learning experience.</td>
<td>1</td>
<td>17%</td>
<td>4.00</td>
<td>0.00</td>
</tr>
<tr>
<td>The instructor...</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>was an effective online communicator.</td>
<td>1</td>
<td>17%</td>
<td>5.00</td>
<td>0.00</td>
</tr>
<tr>
<td>was accessible to students.</td>
<td>1</td>
<td>17%</td>
<td>5.00</td>
<td>0.00</td>
</tr>
<tr>
<td>seemed well-prepared</td>
<td>1</td>
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<td>5.00</td>
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</tr>
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<td>17%</td>
<td>5.00</td>
<td>0.00</td>
</tr>
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<td>How would you rate the instructor of this course?</td>
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<td>17%</td>
<td>5.00</td>
<td>0.00</td>
</tr>
<tr>
<td>On average, how frequently did you access the course site?</td>
<td>1</td>
<td>17%</td>
<td>5.00</td>
<td>0.00</td>
</tr>
</tbody>
</table>
Any additional comments about the instructor.

Any additional comments about the course.
### SOI Report: Fall 2012

Jane Newman (SPE 589-970 Internship Gift/Talent)

6 Surveyed

<table>
<thead>
<tr>
<th>Question</th>
<th>Num Resp</th>
<th>Resp Rate</th>
<th>Mean</th>
<th>Std Dev</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
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<td>The procedure for grading was fair.</td>
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<td>50%</td>
<td>5.00</td>
<td>0.00</td>
<td>100%</td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>The course was a valuable learning experience.</td>
<td>3</td>
<td>50%</td>
<td>5.00</td>
<td>0.00</td>
<td>100%</td>
<td></td>
<td></td>
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<tr>
<td>This class was sufficiently challenging.</td>
<td>3</td>
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<td>5.00</td>
<td>0.00</td>
<td>100%</td>
<td></td>
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<tr>
<td>This class met my expectations.</td>
<td>3</td>
<td>50%</td>
<td>5.00</td>
<td>0.00</td>
<td>100%</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The course materials (e.g., readings, resources, etc.) were valuable.</td>
<td>3</td>
<td>50%</td>
<td>5.00</td>
<td>0.00</td>
<td>100%</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>The course academic standards were high.</td>
<td>3</td>
<td>50%</td>
<td>5.00</td>
<td>0.00</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Tests and assignments were graded and returned in a reasonable period of time.</td>
<td>3</td>
<td>50%</td>
<td>5.00</td>
<td>0.00</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Overall, this course was a positive learning experience.</td>
<td>3</td>
<td>50%</td>
<td>5.00</td>
<td>0.00</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>The instructor was...</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>an effective communicator.</td>
<td>3</td>
<td>50%</td>
<td>5.00</td>
<td>0.00</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>accessible to students outside of class.</td>
<td>3</td>
<td>50%</td>
<td>5.00</td>
<td>0.00</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>well-prepared for class.</td>
<td>3</td>
<td>50%</td>
<td>5.00</td>
<td>0.00</td>
<td>100%</td>
<td></td>
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</table>

### Question

<table>
<thead>
<tr>
<th>Question</th>
<th>Num Resp</th>
<th>Resp Rate</th>
<th>Mean</th>
<th>Std Dev</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>What grade do you expect to receive in this course?</td>
<td>3</td>
<td>50%</td>
<td>5.00</td>
<td>0.00</td>
<td>100%</td>
<td></td>
<td></td>
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### Question

<table>
<thead>
<tr>
<th>Question</th>
<th>Num Resp</th>
<th>Resp Rate</th>
<th>Mean</th>
<th>Std Dev</th>
<th>Excellent</th>
<th>Above average</th>
<th>Average</th>
<th>Below average</th>
<th>Failure</th>
</tr>
</thead>
<tbody>
<tr>
<td>How would you rate this course?</td>
<td>3</td>
<td>50%</td>
<td>5.00</td>
<td>0.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How would you rate the instructor of this course?</td>
<td>3</td>
<td>50%</td>
<td>5.00</td>
<td>0.00</td>
<td></td>
<td></td>
<td></td>
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### Question

<table>
<thead>
<tr>
<th>Question</th>
<th>Num Resp</th>
<th>Resp Rate</th>
<th>Mean</th>
<th>Std Dev</th>
<th>Always</th>
<th>Usually</th>
<th>Often</th>
<th>Sometimes</th>
<th>Rarely</th>
</tr>
</thead>
<tbody>
<tr>
<td>How frequently did you attend class?</td>
<td>3</td>
<td>50%</td>
<td>5.00</td>
<td>0.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Describe positive aspects of this course.**

This course was a thorough overview of my gifted education experiences.

Positive learning experience.

**Describe negative aspects of this course.**

**How could this course be improved?**

**Any additional comments about the instructor.**

r. Newman was supportive, encouraging, and helpful in every way.

Dr. Newman is always there if you need her. She answers her emails quickly.

**Any additional comments about the course.**

---

file:///Users/jeffreycoleman/Desktop/Dr%20Newman/SoI/SPE%20589-Fall%202012.htm[2/26/14, 4:50:01 PM]
## SOI Report: Fall 2013

**Jane Newman (SPE 589-970 Internship Gift/Talent)**

5 Surveyed

<table>
<thead>
<tr>
<th>Question</th>
<th>Num Resp</th>
<th>Resp Rate</th>
<th>Mean</th>
<th>Std Dev</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The procedure for grading was fair.</td>
<td>3</td>
<td>60%</td>
<td>5.00</td>
<td>0.00</td>
<td>100%</td>
<td></td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>The course was a valuable learning experience.</td>
<td>3</td>
<td>60%</td>
<td>5.00</td>
<td>0.00</td>
<td>100%</td>
<td></td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>This class was sufficiently challenging.</td>
<td>3</td>
<td>60%</td>
<td>4.67</td>
<td>0.58</td>
<td>66%</td>
<td></td>
<td>33%</td>
<td>33%</td>
<td>33%</td>
</tr>
<tr>
<td>This class met my expectations.</td>
<td>3</td>
<td>60%</td>
<td>5.00</td>
<td>0.00</td>
<td>100%</td>
<td></td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>The course materials (e.g., readings, resources, etc.) were valuable.</td>
<td>3</td>
<td>60%</td>
<td>5.00</td>
<td>0.00</td>
<td>100%</td>
<td></td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>The course academic standards were high.</td>
<td>3</td>
<td>60%</td>
<td>5.00</td>
<td>0.00</td>
<td>100%</td>
<td></td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Tests and assignments were graded and returned in a reasonable period of time.</td>
<td>3</td>
<td>60%</td>
<td>5.00</td>
<td>0.00</td>
<td>100%</td>
<td></td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Overall, this course was a positive learning experience.</td>
<td>3</td>
<td>60%</td>
<td>5.00</td>
<td>0.00</td>
<td>100%</td>
<td></td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

**The instructor was...**

<table>
<thead>
<tr>
<th></th>
<th>Num Resp</th>
<th>Resp Rate</th>
<th>Mean</th>
<th>Std Dev</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>an effective communicator.</td>
<td>3</td>
<td>60%</td>
<td>5.00</td>
<td>0.00</td>
<td>100%</td>
<td></td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>accessible to students outside of class.</td>
<td>3</td>
<td>60%</td>
<td>5.00</td>
<td>0.00</td>
<td>100%</td>
<td></td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>well-prepared for class.</td>
<td>3</td>
<td>60%</td>
<td>5.00</td>
<td>0.00</td>
<td>100%</td>
<td></td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question</th>
<th>Num Resp</th>
<th>Resp Rate</th>
<th>Mean</th>
<th>Std Dev</th>
<th>Excellent</th>
<th>Above average</th>
<th>Average</th>
<th>Below average</th>
<th>Failure</th>
</tr>
</thead>
<tbody>
<tr>
<td>What grade do you expect to receive in this course?</td>
<td>3</td>
<td>60%</td>
<td>5.00</td>
<td>0.00</td>
<td>66%</td>
<td>33%</td>
<td>33%</td>
<td>33%</td>
<td>33%</td>
</tr>
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<thead>
<tr>
<th>Question</th>
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<th>Std Dev</th>
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<th>Often</th>
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<tbody>
<tr>
<td>How frequently did you attend class?</td>
<td>3</td>
<td>60%</td>
<td>5.00</td>
<td>0.00</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Describe positive aspects of this course.**

Instructor is always available through phone and email. She is a positive role model and a delight to have as a Professor. Her ideas and knowledge of gifted are excellent.

**Describe negative aspects of this course.**

**How could this course be improved?**

**Any additional comments about the instructor.**

Jane Newman has helped me tremendously over the past 2 years. I always look forward to her class and talking on the phone with her. She makes me want to be the best I can be.

**Any additional comments about the course.**
# SOI Report: Spring 2013

**Jane Newman (SPE 589-900 Internship Gift/Talent)**

**7 Surveyed**

<table>
<thead>
<tr>
<th>Question</th>
<th>Num Resp</th>
<th>Resp Rate</th>
<th>Mean</th>
<th>Std Dev</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The procedure for grading was fair.</td>
<td>6</td>
<td>86%</td>
<td>5.00</td>
<td>0.00</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The course was a valuable learning experience.</td>
<td>6</td>
<td>86%</td>
<td>4.67</td>
<td>0.52</td>
<td>66%</td>
<td>33%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**The Instructor...**

| was an effective online communicator.                                   | 6        | 86%       | 5.00  | 0.00    | 100%           |       |           |           |                   |
| was accessible to students.                                              | 6        | 86%       | 5.00  | 0.00    | 100%           |       |           |           |                   |
| seemed well-prepared.                                                    | 6        | 86%       | 4.83  | 0.41    | 83%  | 16%       |           |         |                   |

<table>
<thead>
<tr>
<th>Question</th>
<th>Num Resp</th>
<th>Resp Rate</th>
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<th>Std Dev</th>
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<th>D</th>
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<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>What grade do you expect to receive in this course?</td>
<td>6</td>
<td>86%</td>
<td>5.00</td>
<td>0.00</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
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</tr>
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<thead>
<tr>
<th>Question</th>
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<th>Resp Rate</th>
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<th>Std Dev</th>
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<th>Above average</th>
<th>Average</th>
<th>Below average</th>
<th>Failure</th>
</tr>
</thead>
<tbody>
<tr>
<td>How would you rate this course?</td>
<td>6</td>
<td>86%</td>
<td>4.67</td>
<td>0.52</td>
<td>66%</td>
<td>33%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How would you rate the instructor of this course?</td>
<td>6</td>
<td>86%</td>
<td>4.83</td>
<td>0.41</td>
<td>83%</td>
<td>16%</td>
<td></td>
<td></td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Question</th>
<th>Num Resp</th>
<th>Resp Rate</th>
<th>Mean</th>
<th>Std Dev</th>
<th>Multiple times a day</th>
<th>Daily</th>
<th>Multiple times a week</th>
<th>Weekly</th>
<th>Less Than Weekly</th>
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</thead>
<tbody>
<tr>
<td>On average, how frequently did you access the course site?</td>
<td>6</td>
<td>86%</td>
<td>1.83</td>
<td>0.41</td>
<td>83%</td>
<td></td>
<td></td>
<td></td>
<td>16%</td>
</tr>
</tbody>
</table>

**Any additional comments about the instructor.**

Dr. Newman is easy to contact and she contacts you back quickly.

Dr. Newman is the perfect instructor for those in education. She is the perfect model of what servant leadership looks like. I have reflected on the way that she has taught me and implemented some of her strategies with my students—only to see improvement and an even better classroom environment. She is the best instructor I have had. She is caring and places other above herself. We know what she expects of us and she sets us up for success. If not successful in her course, it is only our fault. Her courses are challenging and meaningful.

Dr. Newman is so helpful to students. She is always available by email or phone any time I needed to speak with her. She was willing to walk me through any problems I had. Dr. Newman helps any possible way she can and provides excellent feedback on your work.

Dr. Newman is very accessible and understanding as to the nature of the course. She is totally flexible and understanding that Internship in the real world of the school system is not perfect and does not always go along with a syllabus. I could not have received a better advisor.

**Any additional comments about the course.**

This class was really helpful because it helps prepare teachers in general classrooms for teaching in a gifted classroom.

The course could use some improvement in that the Clinical Department was SLOW in placing me in the school. The requirement of the Clinical Department is 10 weeks. I was not placed in the school until the last week of February. While that may seem like plenty of time to complete the 10 weeks to someone in an administrative position, in reality, it is not. Schools have something called Spring Break and the last day of school is not May 30th, but sometimes as early as May 20th. You do the math, that only leaves 12 weeks. God forbid a student Intern gets sick/death in family/tragedy/etc. The Intern should be placed in his/her school no later than the 3rd week of January. This is NOT Dr. Newman’s fault, but rests in the Clinical Department. Someone is not doing their job.

I enjoyed the layout of the course.
SOI Report: Summer 2011
Jane Newman (SPE 589-970 Internship Gift/Talent)
14 Surveyed

Question | Num Resp | Resp Rate | Mean | Std Dev | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree
--- | --- | --- | --- | --- | --- | --- | --- | --- | ---
The procedure for grading was fair. | 5 | 36% | 4.60 | 0.55 | 60% | 20% | 20% |
The course was a valuable learning experience. | 5 | 36% | 4.60 | 0.55 | 60% | 40% |
This class was sufficiently challenging. | 5 | 36% | 4.60 | 0.55 | 60% | 40% |
This class met my expectations. | 5 | 36% | 4.60 | 0.55 | 60% | 40% |
The course materials (e.g., readings, resources, etc.) were valuable. | 5 | 36% | 4.60 | 0.55 | 60% | 40% |
The course academic standards were high. | 5 | 36% | 4.60 | 0.55 | 60% | 40% |
Tests and assignments were graded and returned in a reasonable period of time. | 5 | 36% | 4.60 | 0.55 | 60% | 40% |
Overall, this course was a positive learning experience. | 5 | 36% | 4.60 | 0.55 | 60% | 40% |

The instructor was...

an effective communicator. | 5 | 36% | 4.40 | 0.55 | 40% | 60% |
accessible to students outside of class. | 5 | 36% | 4.80 | 0.45 | 80% | 20% |
well-prepared for class. | 5 | 36% | 4.20 | 0.84 | 40% | 40% | 20% |

What grade do you expect to receive in this course? | 5 | 36% | 5.00 | 0.00 | 100% |

How would you rate this course? | 5 | 36% | 4.60 | 0.55 | 60% | 40% |
How would you rate the instructor of this course? | 5 | 36% | 4.40 | 0.55 | 40% | 60% |

How frequently did you attend class? | 5 | 36% | 5.00 | 0.00 | 100% |

Describe positive aspects of this course.

Learned about Talents Unlimited
Getting to facilitate creative thinking and learning directly with students.
Working with other Gifted teachers.
Great hands on learning with immediate feedback

Describe negative aspects of this course.

Away from home
Too Much Paperwork! Confusing with hard copy paperwork and online paperwork, which are often the same.
Sometimes unclear what was expected.

How could this course be improved?

Should be more specific in instructions.
Jane Newman (SPE 589-970 Internship Git/Talent)

<table>
<thead>
<tr>
<th>Two week camp, rather than three.</th>
<th>Any additional comments about the instructor.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very accommodating to G/T interns.</td>
<td></td>
</tr>
<tr>
<td>Great to work with, one of the best!</td>
<td></td>
</tr>
<tr>
<td>Stressful, but very fun!</td>
<td>Any additional comments about the course.</td>
</tr>
</tbody>
</table>
### SOI Report: Summer 2012

#### Jane Newman (SPE 589-050 Internship Gift/Talent)

8 Surveyed

<table>
<thead>
<tr>
<th>Question</th>
<th>Num</th>
<th>Resp</th>
<th>Rate</th>
<th>Mean</th>
<th>Std Dev</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The procedure for grading was fair.</td>
<td>4</td>
<td>50%</td>
<td>5.00</td>
<td>5.00</td>
<td>0.00</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The course was a valuable learning experience.</td>
<td>4</td>
<td>50%</td>
<td>5.00</td>
<td>5.00</td>
<td>0.00</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>This class was sufficiently challenging.</td>
<td>4</td>
<td>50%</td>
<td>5.00</td>
<td>5.00</td>
<td>0.00</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>This class met my expectations.</td>
<td>4</td>
<td>50%</td>
<td>5.00</td>
<td>5.00</td>
<td>0.00</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The course materials (e.g., readings, resources, etc.) were valuable.</td>
<td>4</td>
<td>50%</td>
<td>5.00</td>
<td>5.00</td>
<td>0.00</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The course academic standards were high.</td>
<td>4</td>
<td>50%</td>
<td>5.00</td>
<td>5.00</td>
<td>0.00</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tests and assignments were graded and returned in a reasonable period of time.</td>
<td>4</td>
<td>50%</td>
<td>5.00</td>
<td>5.00</td>
<td>0.00</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall, this course was a positive learning experience.</td>
<td>4</td>
<td>50%</td>
<td>5.00</td>
<td>5.00</td>
<td>0.00</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>The instructor was...</strong></td>
<td></td>
<td></td>
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<td></td>
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<td></td>
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</tr>
<tr>
<td>an effective communicator.</td>
<td>4</td>
<td>50%</td>
<td>5.00</td>
<td>5.00</td>
<td>0.00</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>accessible to students outside of class.</td>
<td>4</td>
<td>50%</td>
<td>5.00</td>
<td>5.00</td>
<td>0.00</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>well-prepared for class.</td>
<td>4</td>
<td>50%</td>
<td>5.00</td>
<td>5.00</td>
<td>0.00</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What grade do you expect to receive in this course?</td>
<td>4</td>
<td>50%</td>
<td>5.00</td>
<td>5.00</td>
<td>0.00</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How would you rate this course?</td>
<td>4</td>
<td>50%</td>
<td>5.00</td>
<td>5.00</td>
<td>0.00</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How would you rate the instructor of this course?</td>
<td>4</td>
<td>50%</td>
<td>5.00</td>
<td>5.00</td>
<td>0.00</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How frequently did you attend class?</td>
<td>4</td>
<td>50%</td>
<td>5.00</td>
<td>5.00</td>
<td>0.00</td>
<td>100%</td>
<td></td>
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#### Describe positive aspects of this course.

The course was a great catalyst for expanding on our own repertoire of thinking skills. Dr. Newman made the class particularly authentic by teaching so many, varied, thinking skills so that if you were new to advanced thinking skills you were "soaking it all in" AND if you were familiar with advanced thinking skills you were still "soaking it all in." Dr. Newman teaches how to differentiate and this class was a perfect model of differentiation.

This course provided me with very practical experience that I will take with me and use in the future.

#### Describe negative aspects of this course.

None

#### How could this course be improved?

None

#### Any additional comments about the instructor.

None
Jane Newman (SPE 589-050 Internship Gift/Talent)

Dr. Newman was very thorough, supportive and acted as a great role model.

BEST. INSTRUCTOR. EVER....Truly a great model for the rest of us as teachers ourselves. I was awed by her thoughtfulness and ability to genuinely show concern for the needs of everyone. I particularly liked that she is not a "gotcha" teacher but rather, dies everything in her power to see that you transform into a successful teacher and show extreme growth from the beginning to the end of the class.

Dr. Newman went out of her way to work with the students and make it a positive experience for us. She was always available.

Any additional comments about the course.

Awesome!
SOI Report: Summer 2013
Jane Newman (SPE 589-050 Internship Gift/Talent)
10 Surveyed

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<tr>
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<td>The course was a valuable learning experience.</td>
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Describe positive aspects of this course.

Good hands on learning experience. U of A staff are responsive to their students needs and very pleasant to work with.

This was a really beneficial class. I learned a great deal about teaching gifted students and being able to work in an environment surrounded by gifted teachers also helped. We were able to learn from each other and bounce ideas off one another. Dr. Newman was also always available to help with problems or questions.

Working with the students was fun. I couldn't have made it through without help from my Master Teacher (Traci Inglewright) or the other GT interns.

This course prepares you for the gifted classroom and students who are gifted with the hands-on rigorous daily experiences provided.

Describe negative aspects of this course.

The only negative I have about this class is that it really hard to uproot your life and move to Tuscaloosa for an entire month to teach. And the dorms are a great resource with an excellent price for students but not conducive for working. It was very loud at inappropriate times.

Matthews Elementary was not clean. The rooms were full of dust and dead bugs. I have always worked in Title I schools and have never worked in a school that did not seem cared for and clean. Many of the teachers left their rooms in poor condition, knowing that someone else would be
working in them this summer. This made it difficult to create a positive learning environment for the SEW students. Some rooms did not have technology available.

Also, a tour of Matthews in advance to see what the rooms are like before planning would help the GT interns be able to decide on creating the environment they would like to for their program.

Dr. Newman is consistently been the most off-task, forgetful, long-winded instructor I have EVER had. This course had so many expectations, which were hard to meet without specific instruction, which was never given. Waking up every morning to go was a chore. I felt constantly criticized for my lack of ability (which was known before the course started), however I received little to no feedback. I did not appreciate class visits that did not result in feedback after/during.

**How could this course be improved?**

The idea is wonderful. I think if the program were only offered 4 days a week - it would be easier on the kids and teachers. I do not think it should be extended past three weeks, but the day could be thirty minutes longer if need be.

If the program stays at this school, I would recommend having a volunteer or paid cleaning crew come in and clean the rooms properly before SEW teachers and students arrived. An alternative would be to have more of the assignments online or after the program was completed and provide the teachers the full week to clean and prepare the rooms.

Finally and most importantly, the SEW manual should be updated and placed into the hands of SEW teachers no later than the beginning of SPE582.

At times there was a lack of communication between instructors. And then that lack of communication trickled down to between the instructors and students. I would suggest making sure everyone knew all of the requirements prior to the class beginning and then sticking to those requirements.

Dr. Newman needs to retire/be let go, because she will talk about things not relating to class during class time (her kids, her grandchildren, tech support for her computer, vacations, etc.). They need to be sure there is at least 2 MAP students and 2 GT interns PER SEW COURSE. That way, if someone drops out, no one will be left alone without help/guidance (especially someone with a large class load and no teaching experience). Also, explicit instructions should be given early on, so we don't get to SEW and have to change unit plans mid-until, because the instructors aren't satisfied with what they are seeing in their brief visits to the class.

**Any additional comments about the instructor.**

Jane is a lovely person. She is patient and easy to work with. She is obviously highly intelligent and displays a passion for her work. She is knowledgeable about almost every aspect of gifted education. However, I believe that most students would rather have more structure in the classroom in an effort to spend less time there. I am not sure how long it has been since she has taught in the G&I classroom. Therefore, it might be beneficial to have guest teachers from the field into her classes, such as SPE582, to teach sample lessons to the GT interns. Also, less handouts, ease. The ones that are critical are all that we need. We have Google, access to scholarly journals and libraries, and can research further on our own. Alternatively, additional resource links could be provided on Blackboard.

Dr. Newman is amazing!! She is an incredible teacher and instructor. I learned so much from her in this class and throughout the program. She does a great job and is always available to help her students. She gives back constructive feedback in a timely manner and talks through her opinions and ideas with you.

Dr. Newman does a fantastic job of keeping her students spirits high. She is always available outside of class. She is respectful to her students and genuinely cares that our learning experience be a positive as well as productive one.

She does not keep up with information well. I should have completed my internship in the spring to better prepare myself for this teaching experience, but Dr. Newman (and some of her colleagues) did not keep track of classes that required practicum/clinical hours. Because of this I was lacking in hours, and unable to participate in spring internship. This program has been nothing but disorganized through my whole time. Dr. Newman needs to have clearer instructions, focused discussions in class, and better feedback.

**Any additional comments about the course.**

It is highly beneficial to have Dr. Newman teach both the gifted intern course, as well as SPE 585. Having the same instructor teach both courses helps us better be prepared for SEW and allows for both courses to fit together, so that we are getting the most out of our summer classes.

Overall, this has been a really enjoyable program and I learned a great deal.

I was assured I would be okay throughout the preparation period, however have been met with nothing but criticism since beginning SEW. I understand constructive criticism, however, I feel as though the supervisors were talking ABOUT me, not TO me. Every bit of information I received was third-party. Ultimately, this course has led to my decision to discontinue work towards a degree in the college of Education. The Alt MA program needs to be revamped or discontinued, because the way it is not working.

My experience with a master teacher was very positive. My two MAP students were amazing.

However, I feel like there should be more cohesion between the staff teaching the MAP students and the staff teaching the GT Interns.

No teacher at the university should ever talk about another teacher to the students. This is very unprofessional and petty.
## SOI Report: Summer 2013
**Kevin Besney (SPE 589-051 Internship Gift/Talent)**

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<td>Overall, this course was a positive learning experience.</td>
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<td>2.67</td>
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**The instructor was...**
- an effective communicator.                                              | 3        | 38%       | 3.00 | 1.73    |                |       | 66%       |          | 33%               |
- accessible to students outside of class.                                | 3        | 38%       | 4.00 | 0.00    |                |       |           |          | 100%              |
- well-prepared for class.                                                | 3        | 38%       | 3.67 | 0.56    |                |       | 66%       |          | 33%               |

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</table>
Describe positive aspects of this course.

I enjoyed working with the students attending SEW and collaborating with the Master teachers, GT interns, and MAP students.

Describe negative aspects of this course.

The course instructor lacks interpersonal skills that are necessary to communicate and interact with adult graduate students. He is often times rude and lacks the ability to be flexible in his thinking and reasoning. While he is knowledgeable about technology, I feel that he lacks a true understanding of different pedagogical philosophies and styles of teaching.

How could this course be improved?

I firmly believe that Dr. Besnoy should not be the course instructor for this class due to the aforementioned reasons. An internship at the graduate levels requires someone who is compassionate, empathetic, and one who has great interpersonal skills. In my opinion, the primary objective of the internship was/is to provide the opportunity to improve our craft as teachers, not to be demeaned and demoralized.

Any additional comments about the instructor.

Due to my interaction with him this summer, I have serious questions about continuing the pursuit of my post-graduate education at the University. While I believe that UA is a great institution of higher learning, I also know and believe that the faculty and staff are the faces and "ambassadors" of the University. Having said that, I don't believe that he represents the University in the best light.

Any additional comments about the course.

N/A