

SYLLABUS

CATALOG DESCRIPTION

Addresses the processes and procedures for the identification and assessment of gifted and twice exceptional learners including screening, referral evaluation and eligibility. Topics include considerations of specific criteria, screening and screening tools, working with students from diverse backgrounds, eligibility determination teams, IEP teams, and IEP implementation.

Formerly EDUC-284

Prerequisites: None

Semester Offered: On Demand Every Year

COMMON STUDENT LEARNING OUTCOMES

Upon successful completion of San Juan College programs and degrees, the student will demonstrate competency in...

BROAD AND SPECIALIZED LEARNING

Students will actively and independently acquire, apply, and adapt skills and knowledge with an awareness of global contexts.

CRITICAL THINKING

Students will think analytically and creatively to explore ideas, make connections, draw conclusions and solve problems.

CULTURAL AND CIVIC ENGAGEMENT

Students will act purposefully, reflectively, and ethically in diverse and complex environments.

EFFECTIVE COMMUNICATION

Students will exchange ideas and information with clarity in multiple contexts.

INFORMATION LITERACY

Students will be able to recognize when information is needed and have the ability to locate, evaluate, and use it effectively.

INTEGRATING TECHNOLOGIES

Students will demonstrate fluency in the application and use of technologies in multiple contexts.

Student work from this class may be randomly selected and used anonymously for assessment of course, program, and/or institutional learning outcomes. For more information, please refer to the Dean of the appropriate School.

COURSE LEARNING OUTCOMES

Upon successful completion of the course, the student will be able to...

Course Learning Outcomes

Upon successful completion of the course, the student will be able to...

1. Understand the issues in definitions, theories and identification of gifted and talented students, including students from diverse backgrounds
2. Recognize the learning differences, developmental milestones, and cognitive/affective characteristics of gifted and talented students, including those from diverse backgrounds and identify their related academic and social-emotional needs.
3. Understand plan and implement a range of evidenced-based strategies to assess gifted and talented students, to differentiate instruction, content, and assignments for them (including the use of higher order critical and creative thinking skills), and to nominate them for advanced programs or acceleration as needed.
4. Describe processes and procedures for the identification of gifted learners including screening, referral, evaluation, and eligibility procedures.
5. Identify appropriate instructional strategies to differentiate needs for twice exceptional and other special populations of gifted students.
6. Identify disciplinary procedures consistent with State and Federal rules and regulations to develop functional behavior assessments and appropriate behavioral intervention plans, twice exceptional, and special populations of gifted students.
 1. Linkage to the NMPED Competencies for Entry-Level Teachers of Gifted Students
 2. A.1.d,e,j,k,l; A.2.d; A.3.a,b; A.4.a,c; A.5.b,c; A.6.a,c,d,e; B.1,2,3,4,5,6,7,8; C.1.a; C.2.a,d,e,h,i,j; C.3.a,c,d,e; C.4.b; C.5.g,i
 3. Linkage to NAGC National Standards: Knowledge and Skills