

## **EDUC 284-IDENTIFICATION AND ASSESSMENT OF GIFTED & TWICE EXCEPTIONAL STUDENTS** 3 CREDITS

### **SYLLABUS**

---

#### **CATALOG DESCRIPTION**

This course will cover the processes and procedures for the identification of gifted learners including screening, referral, evaluation and eligibility. The appropriate use of traditional and alternative identification methods for gifted and talented students as well as criteria for identifying twice-exceptional students and students from diverse backgrounds will also be covered. Qualitative and quantitative assessments as well as alternative and curriculum based assessments and cultural biased testing will be addressed. In addition, Eligibility Determination Teams and Individualized Education Program (IEP) development will be discussed. This course will involve a variety of instructional activities, including lecture, small and large group discussion, student presentations and expert presentations as well as field observations of gifted learning environments.

Prerequisites:           None

Semester Offered:     Summer

#### ***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...

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.

Linkage to the NMPED Competencies for Entry-Level Teachers of Gifted Students

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

Linkage to NAGC National Standards: Knowledge and Skills