

OFFICE OF CHIEF OPERATIONS OFFICER
Summary of State Board of Education Items
June 19-20 2014

OFFICE OF EDUCATOR LICENSURE

34. Approval of request from Mississippi State University for a modification to Gifted Program to reflect 12 hours of required Gifted Courses for teaching Gifted Education as recommended by the Commission on Teacher and Administrator Education, Certification and Licensure and Development

Background Information:

The proposal from Mississippi State University (MSU) is for a 12 hour gifted licensure instead of a 15 hour gifted licensure. The new program meets all standards of the Council for Exceptional Standards (CEC) for gifted/talented educator licensure.

Students have consistently remarked about overlap in *Psychology of the Gifted* and other courses required at MSU for gifted licensure. In addition, students have articulated to MSU that they are going elsewhere to get their gifted licensure since other universities were able to meet the standards with fewer course offerings.

Since *Psychology of the Gifted* is not consistently offered any more, MSU reviewed the CEC standards to determine where within its coursework those standards are being met. After review, it was determined that MSU was meeting the standards with the four recommended courses.

The Commission on Teacher and Administrator Education, Certification and Licensure and Development approved the request on May 13, 2014.

Recommendation: Approval

Back-up material attached



EDUCATION PROGRAM APPROVAL REQUEST FORM

Institution: Mississippi State University

Date submitted to TAP: November 19, 2013

Submitted by: CISE

Commission approval date: _____

Contact phone and/or email:

Sandy Devlin

662-341-3322

Sandy3033@gmail.com

State Board approval date: _____

Proposed date of program implementation/modification: Summer 2014

Proposal request and support materials are provided for approval to implement:

____ New Program x Modifications to Existing Program ____ New Licensure Requirement

In addition to your current education program course list/description, you must provide, where applicable:

1) a copy of the proposed new program

The proposal is for a 12 hour gifted licensure instead of a 15 hour gifted licensure. The new program meets all standards of the Council for Exceptional Standards for gifted/talented educator licensure.

The new program would have the following courses (each course has the catalogue description beside it):

EDX 8133. Readings and Research in Exceptional Education. (3) Three hours lecture. Emphasis on current literature in all areas of exceptionality. Understanding and interpretation of psychological diagnosis. Individual and group research.

EDX 8163. Teaching Strategies for the Gifted. (3) (Prerequisite: Consent of instructor). Teaching approaches, development of special problems, selection of materials, and remediation of problems related to learning.

EDX 8780. Internship in Special Education. (3-6) Three hours practicum. Supervised observation, participation, and teaching of exceptional children in classrooms and resource rooms. Supervised experiences in community, state departments, and supervisory positions.

COE 8173. Counseling Gifted Students. (3) Three hours lecture. Counseling functions that relate to the total development of gifted students. Directed Individual Study and utilization of resources necessary for optimal growth.

2) the current program with clear indication of proposed modifications

The current program has all of the above listed courses as well as the following course:

EPY 8523. Psychology of the Gifted. (3) Three hours lecture. Characteristics, identification and evaluation of gifted individuals. Social, physical, emotional, and intellectual development of the gifted.

3) any evidence of institutions (state, regional or national) with the same or a similar course of study

(See attached document entitled *Gifted Comparison*)

3) list of qualified faculty, course assignments, and vitas

Dr. Sandy Devlin teaches the following courses (see attached vita);

EDX 8780 Internship in Special Education

EDX 8163 Teaching Strategies for the Gifted

EDX 8780 Internship in Special Education allows students seeking licensure in gifted/talented to spend 90 contact hours in a classroom for students with gifts/talents. They are supervised by Dr. Devlin.

EDX 8163 Teaching Strategies for the gifted consists of an in-depth study of teaching gifted students. It focuses on teaching strategies, curriculum development, and psychology of the gifted, dual diagnosis, family and culture, early development of the gifted.

Dr. Bethany McKissick teaches the following course (see attached vita);

EDX 8133 Readings and Research

EDX 8133 Readings and Research allows students seeking licensure in gifted/talented to focus specifically on current literature in the area of gifted/talented, to gain an understanding of the psychological diagnosis of gifted/talented and talent development. They also participate in group and independent research.

Dr. Joe Ray Underwood teaches the following course (no vita available);

COE 8173 Counseling the Gifted

COE 8173 Counseling the Gifted consists of the study of guidance functions that relate to the total development of the gifted, their special problems, and utilization of resources necessary for their optimum growth.

Various faculty in Educational Psychology or Counseling teach the following course (Dr. Linda Morse used to teach the class and she has been moved to another position);

EPY 8523 Psychology of the Gifted

EPY 8523 Psychology of the gifted covers characteristics, identification, and evaluation of gifted individuals. Social, physical, and emotional, and intellectual development of the gifted are also covered.

4) course descriptions and syllabi for courses within the proposed program (identify and new courses)

This proposal seeks to move the 15 hour licensure (see item 3 above) to a 12 hour licensure. We propose eliminating EPY 8523 Psychology of the gifted based on the following;

* There was considerable overlap in the *Psychology of the Gifted* course and the other courses offered as a part of licensure.

*The *Psychology of the Gifted* course is not consistently offered, making it difficult for students to complete the licensure requirements. The course does not have a professor of record.

Below is a list of the Council for Exceptional Children Standards for gifted educator licensure. Following each standard is the name one or more courses where the standard is met.

Standard 1: Foundations

Educators of the gifted understand the field as an evolving and changing discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, diverse and historical points of view, and human issues. These perspectives continue to influence the field of gifted education and the education and treatment of individuals with gifts and talents both in school and society. They recognize how foundational influences affect professional practice, including assessment, instructional planning, delivery, and program evaluation. They further understand how issues of human diversity impact families, cultures, and schools, and how these complex human issues can interact in the delivery of gifted and talented education services.

Courses where standards are met: Readings and Research in Special Education
Teaching Strategies for the Gifted
Counseling the Gifted

Standard 2: Development and Characteristics of Learners

Educators of the gifted know and demonstrate respect for their students as unique human beings. They understand variations in characteristics and development between and among individuals with and without exceptional learning needs and capacities. Educators of the gifted can express how different characteristics interact with the domains of human development and use this knowledge to describe the varying abilities and behaviors of individuals with gifts and talents. Educators of the gifted also understand how families and communities contribute to the development of individuals with gifts and talents.

Courses where standards are met: Teaching Strategies for the Gifted
Counseling the Gifted
Internship in Special Education

Standard 3: Individual Learning Differences

Educators of the gifted understand the effects that gifts and talents can have on an individual's learning in school and throughout life. Moreover, educators of the gifted are active and resourceful in seeking to understand how language, culture, and family background interactions provides the foundation upon which educators of the gifted plan instruction to provide meaningful and challenging learning.

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| Courses where standards are met: | Teaching Strategies for the Gifted |
| | Readings and Research in Special Education |
| | Counseling the Gifted |
| | Internship in Special Education |

Standard 4: Instructional Strategies

Educators of the gifted possess a repertoire of evidence-based curriculum and instructional strategies to promote challenging learning opportunities in general and special curricula and to modify learning environments to enhance self-awareness and self-efficacy for individuals with gifts and talents. They enhance the learning of critical and creative thinking, problem solving, and performance skills in specific domains. Moreover, educators of the gifted emphasize the development, practice, and transfer of advanced knowledge and skills across environments throughout the lifespan leading to creative, productive careers in society for individuals with gifts and talents.

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| Courses where standards are met: | Teaching Strategies for the Gifted |
| | Internship in Special Education |
| | Readings and Research in Special Education |

Standard 5: Learning Environments and Social Interactions

Educators of the gifted actively create learning environments for individuals with gifts and talents that foster cultural understanding, safety and emotional well being, positive social interactions, and active engagement. In addition, educators of the gifted foster environments in which diversity is valued and individuals are taught to live harmoniously and productively in a culturally diverse world. Educators of the gifted shape environments to encourage independence, motivation, and self-advocacy of individuals with gifts and talents.

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| Courses where standards are met: | Teaching Strategies for the Gifted |
| | Counseling the Gifted |
| | Internship in Special Education |
| | Readings and Research in Special Education |

Standard 6: Language and Communication

Educators of the gifted understand the role of language and communication in talent development and the ways in which exceptional conditions can hinder or facilitate such development. They use relevant strategies to teach oral and written communication skills to individuals with gifts and talents.

Educators of the gifted are familiar with assistive technologies to support and enhance communication of individuals with exceptional needs. They match their communication methods to an individual's language proficiency and cultural and linguistic differences. Educators of the gifted use communication strategies and resources to facilitate understanding of subject matter for individuals with gifts and talents who are English language learners.

Courses where standards are met: Teaching Strategies for the Gifted
Readings and Research in Special Education

Standard 7: Instructional Planning

Curriculum and instructional planning is at the center of gifted and talented education. Educators of the gifted develop long-range plans anchored in both general and special curricula. They systematically translate shorter-range goals and objectives that take into consideration an individual's abilities and needs, the learning environment, and cultural and linguistic factors. Understanding of these factors, as well as the implications of being gifted and talented, guides the educator's selection, adaptation, and creation of materials, and use of differentiated instructional strategies. Learning plans are modified based on ongoing assessment of the individual's progress. Moreover, educators of the gifted facilitate these actions in a collaborative context that includes individuals with gifts and talents, families, professional colleagues, and personnel from other agencies as appropriate. Educators of the gifted are comfortable using technologies to support instructional planning and individualized instruction.

Courses where standards are met: Teaching Strategies for the Gifted

Standard 8: Assessment

Assessment is integral to the decision-making and teaching of educators of the gifted as multiple types of assessment information are required for both identification and learning progress decisions. Educators of the gifted use the results of such assessments to adjust instruction and to enhance ongoing learning progress. Educators of the gifted understand the process of identification, legal policies, and ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction, and placement for individuals with gifts and talents, including those from culturally and linguistically diverse backgrounds.

Courses where standards are met: Teaching Strategies for the Gifted
Internship in Special Education

Standard 9: Professional and Ethical Practice

Educators of the gifted are guided by the profession's ethical and professional practice standards. They practice in multiple roles and complex situations across wide age and developmental ranges. Their practice requires ongoing attention to professional and ethical considerations. They engage in professional activities that promote growth in individuals with gifts and talents and update themselves on evidence-based best practices.

Courses where standards are met: Internship in Special Education

Standard 10: Collaboration

Educators of the gifted effectively collaborate with families, other educators, and related service providers. This collaboration enhances comprehensive articulated program options across educational levels and engagement of individuals with gifts and talents in meaningful learning activities and interactions.

Courses where standards are met: Counseling the Gifted
Internship in Special Education
Readings and Research in Special Education
Teaching Strategies for the Gifted

6) any other documentation that further supports the proposal

NOTE: Use the spaces below for a brief statement of your proposal request. Additional sheets may be attached that include a formal request and detailed proposal components.

Please state your specific request:

This proposal is to change the Mississippi State University licensure in gifted education from a 15 hour licensure to a 12 hour licensure.

Mississippi State University currently has a 15 hour licensure for gifted certification. This licensure historically has included the following five courses (please see course descriptions above):

Teaching Strategies for the Gifted
Internship in Special Education
Readings and Research in Special Education
Counseling the Gifted, and
Psychology of the Gifted.

In reviewing gifted licensure requirements by other universities in Mississippi, it appears that the licensure requirements vary from 12 to 15 hours (please see the attached document).

At Mississippi State University, we would like to adjust our licensure requirements to a 12 hour licensure. We would like to remove the *Psychology of the Gifted* course for two reasons. The first reason is that it is not offered consistently any longer so students have difficulty in completing the coursework necessary for the licensure. Second, we believe that the four remaining courses adequately cover the needed objectives, competencies, and experiences to fulfill licensure standards.

The Council for Exceptional Children NCATE standards for teachers of the Gifted and Talented are outlined below, along with the coursework where the competencies are met.

Please contact myself, Dr. Sandy Devlin, at 662-341-3322 or at the following address if you have any questions or concerns.

Dr. Sandy Devlin

Special Education Graduate Coordinator
Box 9705
Mississippi State, MS 39762

Email: sandy3033@gmail.com

Briefly state your rationale:

Students have consistently remarked about overlap in *Psychology of the Gifted* and other courses required at Mississippi State University for gifted licensure. Since the course is not consistently offered any more it was felt that we should review the CEC standards and determine where within our coursework those standards are being met.

Of course, Mississippi State University wants to be competitive with other universities as well. Students have articulated to us that they are going elsewhere to get their gifted licensure since other universities were able to meet the standards with fewer course offerings. After review, it was determined that we were meeting the standards with the four courses that we feel should be our new program.

NOTE: Program approval is subject to standard review procedures that involve several entities and, therefore, timelines for final approval may vary. After TAP approves the program proposal, it may then be subject to presentation for approval by the Licensure Commission on Teacher and Administrator Education, Certification and Licensure and Development and the State Board of Education before program candidates are eligible for Mississippi Teacher Licensure.

Email this form to Gail Gettis at ggettis@mde.k12.ms.us or fax to 601-359-1728.

| Institution | Total Sem. Hrs Req. | Psychology and Education of the Gifted | Materials and Methods for Teaching the Gifted | Curriculum and Program Development in Gifted Ed | Critical Issues in Gifted Ed | Teaching Strategies for the Gifted | Readings and Research in Special Ed. | Internship in Special Ed (Practicum) | Counseling Gifted Students | Understanding Gifted Populations | Differentiated Instruction Atypical Gifted | Organizational Procedures in Sp. Ed | Educational Assessment | Learning Theories For Special Educators |
|-------------------------------------|---------------------|--|---|---|------------------------------|---|--------------------------------------|---|----------------------------|----------------------------------|--|-------------------------------------|------------------------|---|
| Mississippi College | | 12 (all at MC) | | 3 hrs | | 3 hrs | | 3 hrs | | 3 hrs | | 3 hrs | | |
| Mississippi State University | | 15 (all at MSU) | | 3 hrs | | 3 hrs | | 3 hrs | | 3 hrs | | 3 hrs | | |
| Mississippi University for Women | | 15 (on-line) | | 3 hrs | | 3 hrs (Curriculum Dev.) | | 3 hrs | | 3 hrs | | (see Program Dev. & Evaluation) | | |
| University of Mississippi | | 12 | | 3 hrs (Education of Gifted Students) | | 3 hrs | | 3 hrs | | 3 hrs | | 3 hrs | | |
| *University of Southern Mississippi | | 15 | | 3 hrs (Characteristics & Ed. of Gifted Students) | | 3 hrs | | 3 hrs (Curricula Development in Gifted Ed) | | 3 hrs | | 3 hrs (Atypical Gifted Students) | | |
| William Carey University | | 12 | | 3 hrs (Curricular Development for the Gifted) | | 3 hrs (Trends & Issues in Gifted Ed) | | 3 hrs (Teaching the Gifted Child) | | 3 hrs | | 3 hrs (The | | |

Comparisons of Mississippi Universities/Colleges Gifted Education Certification Course Requirements

(As of February, 2009)

List compiled by Janet Wade, University of Southern Mississippi

COURSE SYLLABUS

EDX 8163 Teaching Strategies for the Gifted

Credit: 3 hours

Course Type: Lecture

Catalogue Description:

Teaching approaches, development of special problems, selection of materials, and remediation of problems related to learning.

Objectives:

1. To develop an understanding of gifted education and talent development.
2. To develop an understanding of the concepts of intelligence, giftedness, talent, and talent development.
3. To develop an understanding of the origins and growth of giftedness.
4. To develop an understanding of social-emotional development and giftedness.
5. To develop an understanding of the concept of creativity.
6. To develop an understanding of assessment and identification of gifted students.
7. To develop an understanding of how to optimize learning through current brain research.
8. To develop strategies and modifications for elementary and secondary gifted learners.
9. To develop an understanding of culturally responsive teaching and giftedness.
10. To develop an understanding of exceptionality, underachievement, gender, and giftedness.
11. To develop an understanding of program models, structures, and organizations for elementary and secondary gifted learners.
12. To develop an understanding of how to set up effective programs for gifted and talented education.

Topics To Be Covered:

1. The rationale for gifted education.
2. The concept of intelligence.

3. The development of intelligence.
4. Definitions of gifted and talented.
5. Families of gifted children.
6. Characteristics of gifted learners.
7. Social emotional well-being of gifted children.
8. Moral Development of gifted children.
9. Attitudes of society towards gifted children.
10. Developing and measuring creativity.
11. Different approaches to recognizing giftedness.
12. Developing effective gifted and talented education programs.
13. Abilities, values, and characteristics of teachers of gifted students.

Methods of Instruction:

Methods of instruction will include lectures, demonstrations, group discussion, team and individual research.

Suggested Student Activities:

1. Utilizing case studies of gifted children, students will develop educational modifications and accommodations for use in the classroom.
2. Students will design optimal learning settings for a child at home or in pre-school that provides an appropriate responsive learning environment.
3. Students will design a pamphlet or trifold that could be distributed to hospitals and doctor's offices with the most important information that a new mother should know about providing for the early learning of her child.
4. Students will write a narrative on how to facilitate creative behavior for their chosen grade level.
5. Students will develop lesson plans using the IEM circles shading in the part of the the part of the circle corresponding with the areas of brain function that each activity uses.
6. Students will develop individual units utilizing differentiated instruction for

gifted students.

7. Students will do presentations based on specified topics from the text

Academic Integrity: Honor Code

Mississippi State University has an approved Honor Code that applies to all students. The code is as follows:

"As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do."

Upon accepting admission to Mississippi State University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor Code. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the MSU community from the requirements or the processes of the Honor Code. For additional information visit: <http://students.msstate.edu/honorcode>

Technology:

Technology will be used in both the delivery of the course content and through course requirements completed by graduate students. Delivery of course content will use PowerPoint presentations, materials on the Internet and myCourses. All course assignments will be completed using appropriate software.

Diversity:

Issues of diversity will be inherent in all discussions and activities completed as a part of this course. Young adolescents live and function in a diverse world; as such, graduate students must develop an understanding of diversity as it relates to young adolescents and their worlds.

Students with Disabilities:

In accordance with section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act, Mississippi State University reasonably accommodates students who demonstrate, through appropriate documentation, a qualified disability. The department of Student Support Services (SSS) is the designated unit on campus where students with disabilities identify themselves when requesting academic accommodations. For additional information, contact SSS at 325-3335.

Evaluation of Student Progress:

Evaluation of student progress will be based upon class participation, class projects, and class presentations. Class assignments must be turned in on time. There will be no exceptions. Students caught cheating will receive an F in the class and will be turned in to the Dean of Students. Responsibility for class assignments are up to the student. All students should have a working e-mail account in place by the second class meeting. Students should check their email accounts daily for announcements.

Text:

Clark, Barbara (2009). *Growing Up Gifted, 7th Edition*. Upper Saddle Creek, NJ: Prentice-Hall.

Bibliography:

American Association of University Women. (2005). *Women at work*. Washington, DC: AAUW Educational Foundation.

Barton, J., & Collins, A. (1993). Portfolios in teacher education. *Journal of Teacher Education*, 44(3), 200-210.

Bisland, A. (2004). Using learning-strategies instruction with students who are gifted and learning disabled. *Gifted Child Today*, 27(3), 52-58.

Brandt, R. (2000). On teaching brains to think: A conversation with Robert Sylwester. *Educational Leadership*, 57 (7), 72-75.

Brizendine, L. (2006). *The female brain*. New York. New York: Morgan Road Books.

Callahan, C.M. (2001). Standardized testing: The villain or the hero? *Gifted Education Communicator*, 32 (1), 226-229.

Davis, G. A., & Rimm, S. B. (2004). *Education of the gifted and talented* (5th ed.). Needham Heights, MA: Allyn & Bacon.

Delisle, J. (2004) Comfortably numb: A new view of underachievement. *Gifted Education Communicator*, 35 (4), 17-20.

Greenspon, T.S. (2000). The self experience of the gifted person: Theory and Definitions. *Roeper Review*, 22 (3), 176-181.

Kaplan, S. N. (2004). The concept of differentiation. *Tempo* 24 (1), 1 & 18-19.

Renzulli, J. (1977). *The Enrichment Triad Model: A guide for developing defensible Programs for the gifted and talented*. Mansfield Center, CT: Creative Learning Press.

Tieso, C. L. (2003). Ability grouping is not just tracking anymore. *Roeper Review* 26 (1), 29-36.

Udvari, S. JI, & Schneider, B. H. (200). Competition and the adjustment of gifted Children: A matter of motivation. *Roeper Review* 24 (4), 212-216.