George Mason University
Graduate Course Approval/Inventory Form

Please complete this form and attach a copy of the syllabus for new courses. Forward it as an email attachment to the Secretary of the Graduate Council. A printed copy of the form with signatures should be brought to the Graduate Council Meeting. Complete the Coordination Form on page 2, if changes in this course will affect other units.

Please indicate:  

__X__ NEW  ___ MODIFY  ___ DELETE

Local Unit:  Graduate School of Education  

Graduate Council Approval Date: 

Course Abbreviation:  EDCI  

Course Number: 627

Full Course Title:  Advanced Practicum in Gifted Education

Abbreviated Course Title (24 characters max.):  Adv Practicum: Gifted Ed

Credit hours:  3  

Program of Record:  Gifted Child Education

Repeatability for Credit?  

__D=Yes, not within same term  ___ Up to hours 

__T=Yes, within the same term  ___ Up to  hours 

__X__N=Cannot be repeated for credit

Activity Code (please indicate):  

__X__ Lecture (LEC)  ___ Lab (LAB)  ___ Recitation (RCT)  

___ Studio (STU)  ___ Internship (INT)  ___ Independent Study (IND)

Catalog Credit Format:  3:3:0  

Course Level:  GF(500-600)  __X__ GA(700+)

Grade Type:  

___ GR: graduate grading, normal (A, A-, B+, B, C, F, IN, AB) 


Maximum Enrollment:  20  

For NEW courses, first term to be offered:  Fall 2003

Prerequisites:  EDCI 621, 622, 623, 624

Catalog Description (35 words or less)  Please use catalog format and attach a copy of the syllabus for new courses:  

EDCI 627 Advanced Practicum in Gifted Education (3:3:0). Prerequisites: EDCI 621, 622, 623, 624. Provides intensive supervised clinical experiences for one semester in an accredited elementary and/or secondary school. Students are supervised in a setting that includes scheduled observations and seminar experiences.

For MODIFIED or DELETED courses as appropriate:

Last term offered: 

Previous Course Abbreviation:  

Previous number:  

Description of modification:  

APPROVAL SIGNATURES:

Submitted by:  

email:  

Department/Program:  

Date:  

College Committee:  

Date:  

Graduate Council Representative:  

Date:  
# Approval from other units:

Please list those units outside of your own who may be affected by this new, modified, or deleted course. Each of these units must approve this change prior to its being submitted to the Graduate Council for approval.

<table>
<thead>
<tr>
<th>Unit:</th>
<th>Head of Unit’s Signature:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>none</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit:</th>
<th>Head of Unit’s Signature:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit:</th>
<th>Head of Unit’s Signature:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit:</th>
<th>Head of Unit’s Signature:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit:</th>
<th>Head of Unit’s Signature:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Graduate Council approval: ___________________________ Date: __________

Graduate Council representative: _______________________ Date: __________

Provost Office representative: ________________________ Date: __________
George Mason University
EDCI 627: Advanced Practicum in Gifted Education (3)
Fall and Spring

Instructors: Dr. Beverly Shaklee  
Dr. Layne Kalbfleisch  
Mentor Teachers

Class Meets: Bi-weekly in assigned placements and/or at the university

I. Course Description
Provides intensive supervised clinical experience for one semester in an accredited elementary and/or secondary school. Candidates for endorsement in gifted child education are supervised in a school placement setting that includes scheduled observations and seminar experiences.

Pre-requisite: completion of EDCI 621, 622, 623, 624 endorsement sequence.

II. Standards:
This course is designed around the Virginia Licensure Regulations for School Personnel (1998) and specifically addresses 8VAC 20-21-270: Gifted Education (add-on endorsement) standards:

A1: Understanding principles of the integration of gifted education and general education;  
A2: Understanding of the characteristics of gifted students;  
A4: Understanding of educational models, teaching methods, and strategies for selecting materials and resources;  
A5: Understanding of theory and principles of differentiating curriculum designed to match the characteristics of gifted learners;  
A7: Understanding of and proficiency in, grammar, usage, and mechanics and their integration in writing;  
A8: Practicum which includes a minimum of 45 instructional hours of successful teaching experiences with gifted students in a heterogeneously grouped (mixed ability) or homogeneously grouped (single ability) classroom supervised by a mentor holding a valid license with an endorsement in gifted education.

Furthermore, the practicum is designed to address national standards developed by the National Association for Gifted Children (Landrum, Callahan & Shaklee (Eds), 2001). Specifically:

Standard 3: Social and Emotional Guidance and Counseling  
Standard 5: Curriculum and Instruction  
Standard 6: Professional Development

II. Course Goals and Candidate Outcomes
This course will enable candidates to:
- understand the central concepts, tools of inquiry and structures of the discipline that he or she teaches in gifted education and create learning experiences that make these aspects of subject matter meaningful for gifted students;  
- understand how gifted children learn and develop while providing learning opportunities that support the children’s intellectual, social and personal development;
- understand how gifted students differ in their approaches to learning and create opportunities for diverse learners;
- understand and use a variety of instructional strategies to encourage student development of critical thinking, problem solving and performance skills;
- use understanding of individual and group motivation and behavior to create learning environments that encourage positive social interaction, active engagement in learning and self-direction;
- use knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration and supportive interaction in the classroom;
- understand and use formal and informal assessment strategies to evaluate and ensure the intellectual, social and emotional development of gifted learners;
- demonstrate the ability to foster relationships with school colleagues, parents and agencies in the larger community to support students’ learning and well being.
- demonstrate the ability to be a reflective practitioner who continually evaluates the effects of his or her own choices and actions on others and actively seeks out opportunities to grow professionally;

III. Nature of Course Delivery

During this practicum candidates learn to assess, plan instruction and teach gifted children either within an integrated environment (mixed ability classroom) or within a special placement environment (resource room, center school). These experiences guide candidates in preparing for a position in gifted education or as a specialist within an integrated environment. Seminar sessions meet bi-weekly to provide the candidates with opportunities to explore the dimensions of curriculum and instruction that enhance the development of gifted and talented learners.

IV. Required Texts

Some excellent optional resources will be used:


V. Course Requirements and Assignments

The following assignments are intended to further the candidate’s understanding of planning, teaching and assessment of learning for gifted learners in either a multi-age or center based environment.

A. Portfolio

During the internship all candidates will prepare a portfolio to illustrate his or her professional development as a teacher of gifted students. The portfolio is created by candidates and documents their progress in planning instruction, teaching gifted children and assessing student learning. The university and/or mentor teacher will provide guidance on the development and evaluation of the portfolio.

B. Observations
During the semester internship, mentor faculty will conduct at least four observations of the candidate’s teaching. Critical elements embedded in the Virginia standards for endorsement will comprise the observations.

C. Videotaping
Candidates will videotape themselves teaching twice during the internship. Following each videotaping, they will write a reflection of the teaching episode describing what went well, what they would change and evidence of student learning.

**Determination of Final Grade:**

The Graduate School of Education has approved the following grading policy for EDCI 627:

- The grading scale will be, **S** (satisfactory), **NC** (no credit or IP in progress) in accordance with GMU policy for internships and GSE policy.
- Degrees of **Satisfactory** performance by an intern will be documented in letters of recommendation prepared by mentor and university faculty.
- A graduate intern who receives a **No Credit** grade will not be recommended for endorsement unless he/she repeats all or part of the internship with satisfactory performance.