Course No. GT-272: Theory and Development of Creativity: Practices that Nurture Creativity in the Gifted and Talented, K-12

Dates & Times: Online: Ongoing throughout the license year.

COURSE DESCRIPTION:

Valuing creativity, the knowledge and characteristics of creativity, planning for to teach to creativity using assessment and evaluation, and personalizing a committed to an action plan to teach to creativity will take the focus in this course. History and theory of gifted and talented education will interface with a number of activities geared toward introducing participants to multiple cognitive-based strategies with a strong research based and proven to work in gifted settings. Beginning with environment, participants will look at methods to nurture creativity by cultivating and employing "the art brain" in their students. Several theorists on creativity and education will be examined, along with those that speak specifically to cognition (Jensen, Immordino-Yang, Marzano, Martinez among others). **Competencies** include theory and development of creativity, including elements of creativity such as fluency, flexibility, originality and elaboration. In addition, the nature and needs of gifted students, including student characteristics; cognitive, social and emotional needs; history and current research.

STUDENT LEARNING OUTCOMES:

Upon completion of this course, the student will be able to:
- Discuss and practice with multiple cognitive-based activities geared toward building and nurturing creativity of the gifted and talented.
- Examine multiple settings that nurture creativity and embed a plan for selected settings as they apply to gifted and talented students in their classrooms.
- Plan for, and apply, a self-designed gifted curriculum into their classrooms in consideration of the social, emotional needs of their students.

TEXTS, READINGS, INSTRUCTIONAL RESOURCES:

Required Text:
- Clark, B. (2012). Growing Up Gifted: Developing the Potential of Children at School and at Home, 8th ed.
- Cloud, N., Lakin, J., Leininger, E. & Maxwell, L. (2010). *Teaching Adolescent English Language Learners: Essential Strategies for Middle and High School*.Compton-Lilly, C. F. (2009). What Can New Literacy Studies Offer to the Teaching of Struggling Readers?. *Reading Teacher*, *63*(1), 88-90.
- Coleman, L., Cross, T. L. (2005). Being Gifted in School: An Introduction to Development, Guidance, and Teaching, 2nd ed. Prufrock Press.
- Kroeger, S. D., Burton, C., & Preston, C. (2009). Integrating evidence-based practices in middle science reading. *Teaching Exceptional Children, 41*(3), 6-15.
- Palumbo, A., & Sanacore, J. (2009). Helping Struggling Middle School Literacy Learners Achieve Success. *Clearing House,82*(6), 275-280.

- Pereles, D. A., Omdal, S., & Baldwin, L. (2009). Response to intervention and twice-exceptional learners: A promising fit.*Gifted Child Today, 32*(3), 40-51.

Recommended Text:

- Powers, K., & Mandal, A. (2011). Tier III Assessments, Data-Based Decision Making, and Interventions. *Contemporary School Psychology*, *15*(1), 21-33.
- Tomlinson, C. A. (2014). *The Differentiated Classroom: Responding to the needs of all learners*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Torres, C., Farley, C. A., & Cook, B. G. (2012). A special educator's guide to successfully implementing evidence-based practices. *Teaching Exceptional Children, 45*(1), 64-73.

In order to receive a Passing grade, the participant must complete the following course requirements:
- All discussion forums and/or scenario responses must include 1 original post to the question prompt and one to another student in the cohort.
- All video viewed. When there are several video divided by grade-band, select the appropriate and view.
- All books read in full, scrolling from beginning to end.
- All practice lessons and/or activities complete.
- All assignments complete (lessons or unit plans)
- Certificates will not be printable until all of the above conditions have been met.

Grade Scale:
Grading will be Pass/Fail: A minimum score of 80% will be required to pass.