

## Literacy Solutions *and more*, Inc. - ONLINE

### Guidance Counseling of Gifted and Talented Students, K-12

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Dates & Times: Online: This 60-hour online, asynchronous course, divided into 20 modules.

#### COURSE DESCRIPTION:

Counseling gifted students to help them achieve their talents requires skillful coaching and motivational address of the students in their care. This course will examine the need for special guidance and counseling of the gifted and talented, and proposal multiple self-concept and motivational strategies focused on their specific needs for career and family counseling. Lots of discussion and self-reflection will work into a comprehensive action plan to apply to real students in live settings. **Competencies** include guidance and counseling of gifted students with a focus on motivation, self-image, interpersonal skills and career options.

#### STUDENT LEARNING OUTCOMES:

Upon completion of this course, the student will be able to:

- Design and implement motivational technique geared specifically for gifted and talented students.
- Examine and practice with counseling concepts to move into a plan geared for the students in their guidance.
- Plan for and design a comprehensive action for implementation of motivational, self-image, interpersonal, and career guidance concepts in live settings.

#### TEXTS, READINGS, INSTRUCTIONAL RESOURCES:

##### Required Text:

- Clark, B. (2012). *Growing Up Gifted: Developing the Potential of Children at School and at Home*, 8<sup>th</sup> 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*, 2<sup>nd</sup> 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.

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### 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.

### CLASS SCHEDULE:

#### **Module 1:** Skillful Counseling and Coaching of Gifted and Talented Students

1. Participant introductions
2. Reading: Skillful Counseling and Coaching
3. Discussion: Events Scenario
4. Resource Folder: Communication and Coaching Resources

#### **Module 2:** Communication and Coaching for the Home Environment

1. Reading: G & T Issues: Home, School, Community
2. Scenario Response No. 2
3. Reading: Florida Community Resources for Families

#### **Module 3:** Communication and Coaching for the School Environment

1. Reading: Setting Goals and Objectives for Stakeholders
2. Reading: Students Coaching Students
3. Discussion: Setting Goals
4. Scenario Response No. 1
5. Video: How Praise Improves Student Learning
6. Discussion: Video Response

#### **Module 4:** Language Proficiency Assessments Through Aptitude Testing

1. Reading: Language Proficiency Assessments: District, State, Federal
2. Discussion: Aptitude Testing

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### **Module 5:** Language Proficiency Assessments Through Multiple Intelligences Testing

1. Reading: Interests and Learning Styles
2. Reading: Multiple Intelligences
3. Scenario No. 3

### **Module 6:** Support for Language Proficiency Development

1. Reading: Linguistics, Cultural Background, Comprehension
2. Discussion: Theories of Language Learning
3. Reading: Language Proficiency Development
4. Discussion: Stages of Language Progression
5. Video: Stages of Language Development
6. Discussion: Video Response

### **Module 7:** Effective Collaborative Partnerships

1. Reading: Program Communication
2. Scenario No. 4

### **Module 8:** Supporting Professional Learning

1. Reading: Collaboration Through PLCs
2. Reading: A Common Mission and Vision
3. Video: Norms for Leadership and Learning
4. Discussion: Video Response

### **Module 9:** Social, Cultural, and Emotional Barriers to Student Achievement

1. Reading: Cultural Diversity in Our Classrooms: Barriers to Student Achievement
2. Wiki Resource Sharing
3. Discussion: Cultural Diversity and Barriers to Achievement
4. Video: Building Cultural Identity
5. Discussion: Video Response

### **Module 10:** Cultural Awareness and Bias in Assessments

1. Reading: Phonological Awareness
2. Scenario Response No. 5
3. Videos: A Phonics Lesson With Chrysanthemum, K-12
4. Forum Discussion: Video reflection and analysis
5. Wiki Participation: Reading, Writing, Listening, Speaking Resource Sharing

### **Module 11:** Supporting Social, Cultural, and Emotional Development

1. Cultural Considerations
2. Scenario No. 5
3. Video: Academic Conversations
4. Discussion: Video Response

### **Module 12:** Self-Check and Reflection

1. Self-Assessment: 10 reflective questions

### **Module 13:** Developing and Supporting Plans for Advanced Placement and College and Career Readiness

1. Reading: Planning and Preparing for College and Careers
2. Discussion: College and Career Readiness

### **Module 14:** Equal Educational Opportunities for All Students

1. Reading: College and Career Readiness
2. Discussion: Assuring Nondiscrimination

### **Module 15:** Family and Community Outreach

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1. Reading: Home and the Family
2. Discussion: Home and the Community

### **Module 16:** Developing a Case Study

1. Designing and Developing a Case Study
2. Discussion: FERPA Policy
3. Assignment 1

### **Module 17:** Building Student Capacity Through Resources

1. Reading: Building Language Capacity Through 21<sup>st</sup> Century Learners
2. Scenario Response No. 9
3. Reading: 21<sup>st</sup> Century Resources

### **Module 18:** Action Planning

1. Reading: Other Resources
2. Reading: Action Planning
3. Reading: Action Planning Worksheet
4. Activity: Reflection on Case Study Data
5. Assignment 2
6. Reading: Gifted and Talented Strategies

### **Module 19:** Case Study Analysis

1. Reading: FERPA Policy Statement
2. Assignment 3
3. Case Study Wiki Share

### **Module 20:** Final Quiz, Reflection, Culminating Project

1. Final Quiz: 10 questions m/c, t/f
2. Assignment 3: Final Project – complete planning, embed instructor feedback