THE NEED

In many Ohio school districts, 25% to 50% of the students are identified as gifted in one or more areas. However, funding allows far fewer to be served by a Gifted Intervention Specialist (GIS). Even if a child is receiving services from the GIS, it is usually only for a portion of the day. The challenge and responsibility of helping children who are gifted reach their potential falls to the general educator. Value-added data often demonstrates that students identified as gifted are not making the growth that should be expected.

A SOLUTION

Teachers often report that even though they are overwhelmed with the many demands of their current jobs, they want to improve their skills to better serve gifted students. In response to this need, three gifted on-line mini-courses have been developed by Xavier professors who are currently working in the field of gifted education in the public schools. The focus of these mini-courses is to assist the general educator in meeting the needs of gifted and high achieving children in the regular education classroom. Each mini-course has six modules and extends over 12 weeks. The on-line modules are completed in two week increments and are monitored by a Xavier professor.

THE PROGRAM

Three mini-courses are available to districts for purchase. The district may enroll 25 participants in each course and Xavier will provide a professor to monitor the course by answering participants’ questions and providing feedback on assignments. One graduate credit hour is available through Xavier University for each mini-course. Completion of all three Mini-courses substitutes for the three credit hour course: EDSP 582 - Gifted/Talented: Characteristics & Strategies that is part of Xavier’s 18 credit hour program leading to a gifted endorsement.

THE GIFTED ENDORSEMENT

EDSP 582 - Gifted/Talented: Characteristics & Strategies
EDSP 583 - Gifted/Talented: Resource Material & Technology
EDSP 584 - Gifted/Talented: Assessment & Instruction
EDSP 585 - Gifted/Talented: Program Design & Practices I
EDSP 586 - Gifted/Talented: Program Design & Practices II
EDSP 609 - Gifted/Talented: Teaching Practicum & Seminar

MYTHS AND FACTS

SO WHY SHOULD GENERAL EDUCATION TEACHERS UNDERSTAND THE NEEDS OF GIFTED STUDENTS?

Myth: Gifted children will achieve without guidance.
Fact: Without appropriate guidance and support, gifted children may lose motivation or underachieve.

Myth: Gifted students are best served when tutoring others or when given larger quantities of work at average grade level.
Fact: When gifted students consistently tutor others, often they are not learning anything new. This can cause unhealthy self-esteem issues for both the tutored and the gifted student. Gifted children need a high degree of educational challenge, not more at an average level.

Myth: Gifted students are “teacher pleasers.” Are easy to teach and will always make straight “A’s.”
Fact: In order for gifted students to maintain high levels of achievement, teachers must make curricular adjustments, not just give “more” work. Without appropriate modifications, gifted students may develop behavior problems. Gifted students will not always achieve, especially if unmotivated.

From Ohio Department of Education Website
GIFTED MODULES

Mini-Course #1

Gifted Accountability
Cognitive and Academic Characteristics
Social and Emotional Characteristics
Gifted Identification
WEP
Differentiation

Mini-Course #2

More Differentiation
Rubrics and Learning Styles
Mindset
Executive Function
RTI and Gifted
Acceleration and other Options

Mini-Course #3

Creative Thinking and Performing Arts
Twice Exceptional
LD, ADHD, Autistic and Gifted too
Perfectionism and Anxiety
ELL and other Populations
Gifted Theorist

Topics may be adjusted
to meet the needs of a district

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