

Gifted Education & Equitable Instruction

Master of Arts in Teaching, Gifted Education & Equitable Instruction (M.A.T.)

Tamra Stambaugh (Program Director)

This program provides educators with in-depth knowledge about identifying and serving students through a continuum of services to develop their gifts and talents; evaluating and utilizing appropriate current trends and research ideas in developing talent in youth; and designing differentiated instruction for the cognitive, and social and emotional differences of exceptional students.

The Washington State Gifted Education Specialty Endorsement is available at Whitworth University. Washington state requires a teaching certificate to receive the Highly Capable Endorsement. Contact the Center for Gifted Education for a transcript evaluation and advising.

Teaching certification is preferred, but applicants without teacher certification will be considered on case-by-case basis as courses are taught on the assumption that teaching pedagogy is understood.

Student Learning Outcomes:

- Students understand the field as an evolving discipline based on philosophies; evidence-based principles and theories; relevant laws and policies; diverse and historical points of view; and social, emotional and cultural issues. They use foundational knowledge and professional principles to inform their practice.
- Students understand the variations in development, cognitive characteristics, and affective characteristics of gifted and talented students.
- Students understand the effects that gifts and talents can have on an individual's learning in school and throughout life and apply this understanding to provide responsive learning experiences.
- Students select, adapt and use a repertoire of evidence-based curriculum and instructional strategies to differentiate for gifted and talented learners.
- Students develop differentiated long-range plans for gifted and talented learners anchored in both general and specialized curricula to advance learning for gifted students.
- Students actively create learning environments for gifted and talented learners that are safe, inclusive and culturally responsive to foster students' emotional well-being, positive social interactions, active engagement, independence, motivation and self-advocacy.
- Students use the results of varied assessments and multiple data sources to identify and support the growth of gifted and talented learners.
- Students of gifted and talented learners effectively collaborate with families, other educators, community stakeholders and related service providers to respond to the needs of gifted students.

Endorsements and Certification:

Gifted Education Specialty Endorsement: The gifted education specialty endorsement can be obtained while a student is earning the master of arts in teaching degree, emphasis in gifted & talented (M.A.T./GT) or the master of education in teaching & learning degree (M.Ed). It can also be earned separately in an 11-credit program that includes a field study and a culminating portfolio. Please contact the Whitworth Center for Gifted Education for advising.

Certification:

- While every attempt is made to ensure that certification programs are compatible with degree study, certification requirements may go beyond degree requirements.
- Whitworth University certification programs lead to Washington state certification. For certification in another state, the applicant will need to contact the appropriate state's certification agency to determine requirements.
- Whitworth University certification programs must meet requirements instituted by the Washington Office of the Superintendent of Public Instruction and the Professional Educator Standards Board. Hence, certification requirements are subject to change upon notification by the OSPI and PESB and must be incorporated into all appropriate certification plans.

- Certification study without the pursuit of a degree is possible where appropriate.
- Only candidates in good standing will be certified. Contact the educational certification & career services office, located in Dixon Hall, at 509.777.4403 or 509.777.4405 for further details.

Services Provided by the Office of Educational Certification & Career Services:

- Certification (Teacher, Principal, School Counselor)
- WSP/FBI Fingerprinting
- Clock Hour Provider
- Career Service Information:
 - Career fairs
 - Résumé and cover letter building
 - Current job listings

Admission Policies

1. No more than nine semester credits should be taken prior to admission to the program, as there is no guarantee those credits will count toward a graduate degree.
2. Applicants must hold a bachelor's degree from an accredited college or university.
3. Complete an online application by the posted deadline found on each program's webpage.
4. There are two levels of admission, as follows:
 - a. Full admission: cumulative grade-point average of 3.0 or higher, satisfaction of all prerequisites and acceptable recommendations.
 - b. Restricted admission: cumulative grade-point average of 2.7 or higher, acceptable recommendations, and conditions identified by the admissions committee.
5. The entrance-exam requirement is waived for applicants with an undergraduate GPA of 3.0 or higher. Applicants with an undergraduate GPA below 3.0 must submit official GRE or MAT scores or complete an analytical essay in lieu of GRE or MAT scores. Please see the application for the essay prompt.
6. Completion/concurrent enrollment in a teacher-education program is required for the M.A.T in Gifted Education & Equitable Instruction, exceptions are considered on a case by case basis. Photocopies of all Washington teacher, administrator and/or ESA certificates, as well as certificates from other states, must be submitted with the application for admission.
7. Prerequisites or corequisites prior to graduate study may be required where applicants lack appropriate preparation. Students whose first language is not English may be required to complete prerequisites prior to consideration for admission. These courses are determined with an advisor to improve expertise in English, math, education methods and study skills.
8. Part of the application process is completion of the character-and-fitness supplement. Based upon a review and documentation of items disclosed in this supplement, Whitworth may deny admission to any individual. Applicants with suspended or revoked educational certificates (teachers, counselors, principals, psychologists or others) for a program leading to state certification will not be processed for admission to the program until such certificates have been reinstated. This includes certificates from other states as well as those from Washington.
9. For international students, the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) and the GRE are required prior to admission. The minimum score accepted is 88 on the TOEFL or an overall score of 7.0 on the IELTS. Testing is also done in English and in math prior to the student's graduate coursework, to determine any prerequisites that need to be written into the degree plan. International applicants with diplomas from non-English-speaking universities may be required to provide a professional credential evaluation of their university transcripts from World Education Services. International students must also provide a current passport copy and proof of adequate financial resources for graduate study prior to admission.
10. Graduates of the graduate studies in education and master in teaching programs at Whitworth seeking an additional master's degree may have the core classes waived if they have been completed within the previous six years. These classes include Educational Research, Milestones in Education, Curriculum Development and Psychology of Learning or course equivalents.

Note: At any given time, one or more of our programs may be undergoing revision to stay current with changing Washington State Board of Education requirements. Please consult your advisor to ensure that you have the most current information on your program.

Academic Policies for Graduate Education Programs

Academic Standards

Whitworth Graduate Studies in Education offers guided studies that may be taken on a tutorial basis. Program director approval is required. Proposals are submitted with the approvals of the faculty supervisor and the director/department chair via the electronic guided study proposal form by the registration deadline of the term during which the study will be taken.

Admission and Expulsion

1. Students who take no courses toward the completion of their master's degree within a one-year period will be placed on inactive status, unless arrangements have been made for a hiatus. In order for a student to return to active status they must reapply and they will be responsible for any new university or program requirements.
2. Students may be suspended or expelled for failure to meet academic standards and for plagiarism, cheating, misrepresentation of background information, or violation of program requirements. Subsequent readmission follows the procedures for new admission under the catalog requirements in effect at the time of reapplication.
3. Whitworth reserves the right to withhold transcripts and diplomas until all campus debts are settled.
4. Students are prohibited from bringing children, other family members and/or guests to their classes except in an emergency and with the permission of the instructor.

General Guidelines

1. Center for Gifted Education students register themselves for courses online. Students seeking endorsement or certification only must have an advisor register them for courses.
2. Check with your advisor each term for pre-registration advising and for exit requirements. Students must be cleared by their advisor prior to course registration each term.
3. Tuition is paid through student financial services located in McEachran Hall. If a student enrolls in a course that is not approved for a specific program, that class will be considered an enrichment course only; it will not count toward a graduate degree or certification program.

M.A.T. in Gifted Education & Equitable Instruction (34)

Prerequisites:

Statistics

Required core courses:

EDU 501	The Psychology of Learning	3
EDU 515	Educational Research	4
EDU 550	Milestones in Education	3
Required gifted and talented courses:		
EDG 550	Introduction to Gifted Education and Equitable Practices	3
EDG 551	Social and Emotional Components of Giftedness	2
EDG 554	Curricular Strategies and Instructional Models for High Ability Learners	3
EDG 545	Teaching Critical and Creative Thinking and Problem Solving Skills	3
EDG 508	Differentiating Instruction for Highly Capable Students, Assessing and Differentiating Instruction for Highly Capable Students	2
EDG 555	Designing High Quality Gifted Education Programs and Services	3
EDG 556	Curriculum Design and Instructional Planning for Advancing Student Potential	3
EDG 581	Field Study and Action Research	3

Complete 2 elective credits of approved Whitworth gifted and talented courses. Other electives must be approved by academic advisor. 2

Courses

EDG 508 Assessing and Differentiating Instruction for Highly Capable Students 2

This course is designed to help students learn approaches to design differentiated curriculum and instructional strategies in all content areas to meet the needs of gifted students in today's classrooms. Differentiation by content, process, product and assessment using current research-based practices will be addressed and applied.

EDG 517 Identifying and Developing the Talents of ELL Gifted Students 1

English-language learners (ELLs) are often unrepresented in programs that serve gifted and talented students due to a myriad of reasons, including teacher perceptions/biases, lack of staff training, lack of communication, inappropriate assessments, and inadequate opportunities for talent development. This course examines the causes of under representation of gifted ELL students in gifted programs and explores recommendations for developing the talents and potential of these students.

EDG 520 Challenging Students Through Cluster Grouping 1

Cluster grouping of students for instructional purposes is a programming strategy that can be used to meet the needs of high achieving and gifted students in the regular classroom. When teachers try to meet the diverse learning needs of all students, it becomes extremely difficult to provide adequately for everyone. Cluster grouping provides full time services to high-achieving, high-ability students while assisting all students in improving their academic achievement and educational self-efficacy. It also leads to improved classroom behavior and raises the performance of all students. This course will focus on the theoretical rationale and research supporting this model as well as practical methods for organizing the cluster groups, providing staff development, and differentiating lessons by injecting challenge, interest, and student ideas into class assignments.

EDG 521 Teaching for Creativity in the Common Core Classroom 1

This course focuses on strategies for adapting existing lessons and mandated curricula to encourage the development of student creativity and critical thinking alongside more academic skills.

EDG 529 Teaching the Gifted Underachiever 1

In this course, students will address the identification of underachieving students and examine the most current research and strategies to work with these students. This course will provide proven techniques to diagnose, prescribe, and communicate student concerns and needs to families. Gifted underachievers will be a specific focus of this class. Students will leave with a process to diagnose and reverse underachievement in gifted students.

EDG 531 Gifted Institute: Curriculum Adaptation 1

EDG 532 Gifted Institute: Assessment 1

This course explores equitable identification and support structures for aligning services and identification to best meet academically advanced students needs, including those from culturally linguistically, and economically diverse households.

EDG 541 Equit. Instruct. for High Pot. Learners 1

This course is designed to engage students in an exploration of the populations that have been under-represented in gifted and highly capable programs. Students will address the identification and programming needs of learners with high potential from diverse and under-represented populations.

EDG 542 Best Pract. & Applic. for Develop Talent 1

In this course, students will explore talent development as a framework for viewing giftedness and serving the instructional and psychosocial needs of highly capable and high potential learners. Students will leave the course with an understanding of the distinguishing characteristics of talent development and how those compare to traditional gifted education models.

EDG 545 Teaching Critical and Creative Thinking And Problem Solving Skills 3

Whether in professional careers or daily life, contemporary society is increasingly in need of individuals proficient at good thinking-including problem solving skills, critical reasoning, creativity, and analysis to name a few. The major purpose of this course is to study the theoretical and practical aspects of thinking skill instruction. This course will prepare educators to be both role models of good thinking and developers of such skills in students. Participants will learn how to prepare and deliver lessons that incorporate thinking skills instruction within the disciplines they teach. Participants will develop a grade level specific taxonomy of thinking skills, apply strategies that teach of, for, and about thinking, and organize a unit of instruction using a framework that promotes the use of thinking as students move toward enduring understandings.

EDG 550 Introduction to Gifted Education and Equitable Practices 3

This course is designed to explore the current research, trends, and practices within the field of gifted and talented education. This course is an introduction to the historical and philosophical context of gifted education and theories of intelligence; characteristics of gifted behaviors across cultures; an overview of curricular options for enhancing and accelerating instruction; development, traits, and processes; underachievement, cultural diversity and economic disadvantage; advocacy; and identification techniques. There will also be a focus on diversity and equity within the context of identification and service within gifted education.

EDG 550A Introduction to Gifted Education and Talent Development, Part I 1

This course is designed to explore the current research, trends, and practices within the field of gifted and talented education. This course is an introduction to the historical and philosophical context of gifted education and theories of intelligence; characteristics of gifted behaviors across cultures; an overview of curricular options for enhancing and accelerating instruction; and identification techniques.

EDG 550B Introduction to Gifted Education and Talent Development, Part II 2

This course is designed to explore the current research, trends, and practices within the field of gifted and talented education. This course is an introduction to program and curriculum models; creative development, traits, and processes; underachievement, cultural diversity and economic disadvantage; affective and counseling needs; advocacy; and program evaluation.

EDG 551 Social and Emotional Components of Giftedness 2

This course will explore current research and material relevant to the social and emotional issues that may arise for gifted and talented students, specifically their effective growth and potential adjustment concerns. This course is designed for teachers and counselors of the gifted to help them understand the cognitive complexity and emotional intensity of high ability students while also acquiring strategies to help them serve this special population.

EDG 553 Creativity and Analytical Thinking 3

The major purpose of this course is to study the theoretical and practical aspects of creativity and analytical thinking. Exploring the question of what creativity is and how we develop it in ourselves and in our students will be the focus of the course. The course is an overview of major definitions, theories, and research related to the study of creativity and the creative individual. Strategies for adapting existing curricula to develop creative and analytical thinking abilities, the assessment of creative thinking, methods for enhancing personal creative abilities, and techniques for examining the creative process will be presented.

EDG 554 Curricular Strategies and Instructional Models for High Ability Learners 3

The focus of this course is on the application of instructional and curricular models and strategies for designing appropriate learning experiences for the gifted and talented. Additionally the course will explore how the characteristics of gifted students, identification of student profiles, and unique educational challenges must be considered when designing instructional learning experiences for these students. This course is designed for teachers, coordinators, administrators, and others responsible for the education of highly capable students.

EDG 555 Designing High Quality Gifted Education Programs and Services 3

"High quality" gifted programs are based on sound theoretical, philosophical, and empirical support, but what are the characteristics of exemplary programs? What should we do to ensure that these elements are present in our gifted education programs? This course provides an overview of program models used in the field of gifted education; how to design comprehensive services; maintain ongoing support for services; identify and assess students; establish productive relationships with faculty and administration; and provide professional development. Participants will be given the opportunity to assess their current practices or design new practices to improve the quality of their gifted education programs and practices.

EDG 556 Curriculum Design and Instructional Planning for Advancing Student Potential 3

The major purpose of this course is to study the theoretical and practical aspects of designing and planning high-quality curriculum that intentionally aligns with student readiness and ensures engagement at the appropriate level of optimal challenge and depth. This course offers an in-depth exploration of curriculum development for students who demonstrate or show potential for more enhanced or accelerated instruction. Included are the general foundations of good curriculum design, a survey of curriculum models appropriate for gifted learners, an examination of design considerations across content areas, a detailed analysis of the role assessment has in the curriculum development process, and an exploration of trends and future directions of curriculum development for students identified for gifted education services. The Parallel Curriculum Model will be used as a framework for redesigning or developing instructional units.

EDG 581 Field Study and Action Research 1-3

This course requires students to conduct action research in an educational setting related to highly capable students or programs. The field study and action research project is designed to be the culminating experience for students who are pursuing the Master of Arts in Teaching: Gifted and Talented degree.

EDG 596 Graduate Research Project 3

In lieu of a practicum, if necessary. The graduate research project proposal requires approval from the director of the Center for Gifted Education, the director of Graduate Studies, and the Institutional Review Board (IRB). The director of the Center for Gifted Education will supervise the 120-hour project. Prerequisite: satisfactory completion of EDU 515.

EDG 598 Portfolio: Specialty Endorsement 0

Final assessment to show evidence of knowledge and skill to meet Washington state standards and competencies in the Gifted Education Specialty Endorsement.