

## GTE 540: Creativity and Leadership Syllabus

<b>Professor:</b>	Dr. Antonia Szymanski	<b>Telephone:</b>	(270) 745-4514
		<b>Fax:</b>	(270) 745-6435
<b>Address:</b>	#1031 Gary A. Ransdell Hall Western Kentucky University Bowling Green, KY 42101	<b>E-mail:</b>	Antonia.szymanski@wku.edu
		<b>Office Hours:</b>	Gladly by appointment

**Course Description:** Theoretical and practical aspects of creativity and leadership as related to identification and programming for gifted children and youth. Best practices in helping children and youth develop creativity and leadership.

**Course Rationale:** This course is a critical component of the MAE in Gifted Education. Gifted children constitute a category of exceptional children in Kentucky since the creation of the Kentucky Education Reform Act (KRS 157.200). As per the Teacher Knowledge & Skill Standards for Gifted and Talented Education (National Association for Gifted Children: NAGC, 2006) as well as the federal and Kentucky definitions of gifted children, creativity and leadership are two domains of giftedness. Teachers of the gifted need the content included in this course to address the needs of children identified as gifted in creativity and leadership. Teachers of gifted students need to understand characteristics of as well as the research on students who are gifted in creativity and leadership. Teachers need to be able to use instruments and tools to identify students who are gifted in those domains and to help students develop creativity and leadership.

**Prerequisites:** GTE 536

### Required Textbooks:

Sawyer, R. K. (2012). *The Science of Human Innovation Explaining Creativity*. (2<sup>nd</sup> ed.). New York, NY: Oxford University Press

Robinson, K., & Aronica, L.(2015). *Creative Schools*. New York, NY: Viking Press

Course Readings as posted online

### Course Objectives:

This course is designed to explore past and current best practices in the identification of and programming for children and youth who are gifted in creativity and leadership as well as the development of creativity and leadership in gifted education settings.

At the conclusion of the course students will be able to:

1. Demonstrate in-depth understanding of theories of creativity and leadership in gifted education.
2. Demonstrate knowledge of characteristics of children who are gifted in creativity and leadership and apply that knowledge to improve identification procedures in a school district.

3. Demonstrate understanding of how creativity and leadership are defined in the gifted education legislation and the implications of those definitions for programming and instruction in gifted programs.
4. Demonstrate understanding of factors that influence the development, assessment, and evaluation of creative and leadership potential in gifted education settings.
5. Analyze and critique gifted education models and materials that stimulate the development of creativity and leadership.
6. Apply creativity and leadership theories to planning instruction or programs that will help gifted students develop creativity and leadership.
7. Reflect on personal professional learning to provide support for gifted and creative students.

**Course Calendar:** See Course Documents in Blackboard.

Course content outline:

This course will consist of four sections: Identification and programming for creativity and leadership, Creativity in gifted education, Leadership in gifted education, and Practical Application for Changing Schools. Each of these modules will include several sub modules that will cover issues related creativity and leadership in gifted education such as current research, federal and state legislation, classroom strategies, programming for gifted students, and assessment.

Module 1: Introduction to creativity and leadership in gifted education

Driving Question : How do we identify creative and leadership giftedness?

- Creativity and leadership in the gifted education legislation and standards (federal definition, Kentucky legislation, NAGC/CEC Teacher Standards, NAGC Pre-K Grade 12 Standards)
- Identification of students who are gifted in creativity and leadership
- Research on the characteristics of leadership and creativity.
- Issues in the measurement of creativity with the purpose of identifying gifted students

Major Assignment: District Identification Comparison

Module 2: Creativity in gifted education

Driving Questions: What are research-based practices to support creativity? What might creativity look like for “non-typical” gifted students?

- Characteristics of creative people
- Issues in the measurement of creativity with the purpose of identifying gifted students
- Creativity development: Can creativity be developed? Barriers to creativity development in gifted education settings
- Strategies to help students develop creativity
- Strategies and materials that stimulate the development of creativity (e.g., SCAMPER, brainstorming, metaphorical thinking)

Major Assignment: Compare/contrast two programs that are designed to develop creativity.

### Module 3: Leadership in gifted education

Driving Questions: What are research-based practices to support developing leadership characteristics? What might leadership look like in “non-typical” gifted students?

- Theoretical understanding of Leadership
- Research on leadership in gifted and general education, as well as related fields
- Issues in the measurement of leadership skills with the purpose of identifying gifted students
- Barriers to leadership development in gifted education settings
- Gifted programs and leadership development
- Models that stimulate the development of leadership
- Strategies and materials that stimulate the development of leadership

Major Assignment: Compare/contrast two programs that are designed to develop leadership.

### Module 4: Practical Application for Changing Schools

Driving Question: How can I apply what I have learned to influence improvement at my school?

- How to become agents of change
- Professional Development best practices
- Practical strategies for implementing change

Major Assignment: Create district programming recommendations and personal learning reflection.

### Student Expectations and Requirements:

Students will be evaluated based on their performance in completing assignments, discussions, and other projects. Students will be required to critique and analyze results and implications of research on instruments used to assess creativity and leadership as well as gifted curriculum or programming models that focus on the development of creativity and/or leadership.

### Grading and Evaluation

Grading Scale	
Grade	Percentage
A	90 - 100%
B	80 - 89%
C	70 - 79%
D	60 –69%
F	<b>Below 60%</b>

	<b>GTE 540 Tentative Point Values May be adapted by the instructor as needed</b>
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Assignment	Due Date	Points
Syllabus and Blackboard Quiz		10
Discussion Board Responses / Activities		100
District Identification Comparison		100
Creativity Program Comparison		100
Leadership Program Comparison		100
District Program and Personal Learning Reflection		200
<i>Total Points</i>		<b>610</b>

***General Expectations for Discussion Boards:***

- Please see the expectations and online posting rubric on Blackboard.
- The deadline for completing the discussion of a prompt will be Sunday of each week at 11:00pm CST. Additional information on the required assignments can be found in the Assignments folder on the course Blackboard page.

**Attendance Policy:** Students are expected to participate in all sessions. Engaging in the online discussion includes posting in a minimum of three times a week. Discussion is more than commenting on another student's contribution. Please see discussion expectations and rubric for more information.

**Student Disability Services:** In compliance with university policy, students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services in Downing University Center, A200. The phone number is 745-5004; TTY is 745-3030. Per university policy, please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

**Communication:** Students are required to check their university e-mail accounts and also Blackboard between class meetings. The instructor will use Blackboard and e-mail communication to post announcements, assignments, and class information.

**Emailing your instructor:** Email is a timely way to communicate. I usually check my e-mail daily (except Sunday) and will respond if possible within 24 hours. **When you email me, please use in the subject line GTE540.** I receive numerous emails daily and this will assure that your email does not get lost in a flow of general messages. Some questions cannot be best answered

in an e-mail, please in that case, send me an email to schedule an office appointment or a phone call.

**Plagiarism:** To represent ideas or interpretations taken from another source as one's own is plagiarism. Students must give the author(s) credit for any source material used. Changing a few words in a borrowed passage, even if the source is cited is also plagiarism.

**Academic Dishonesty:** "Students who commit an act of academic dishonesty may receive from the instructor a failing grade in that portion of the coursework in which the act is detected or a failing grade in the course without possibility of withdrawal."