**Baker Teacher Leader Center:**

**Professional Development Proposal**

**Course Title:**

**Instructor(s):**

**Title/Position:**

**Email:**

**Prerequisite(s):**

**Course Dates:**

**Registration Deadline:**

**Capacity: Minimum\_\_\_\_\_\_\_\_ Maximum\_\_\_\_\_\_\_\_\_**

**Previously Offered? Yes\_\_\_\_\_\_\_\_ No\_\_\_\_\_\_\_\_ (If no, please complete this course proposal form)**

**Credit Options:**

**Fee:**

**Intended Audience:**

**Course Description:**

**Course Objectives:**

**Course Requirements:**

**Course Materials:**

**Sequence and Plan of Study:**

**EXAMPLE SYLLABUS**

**Baker Teacher Leader Center:**

**Professional Development Proposal**

**Course Title:** Talent Identification and Career Exploration for the Gifted Student

**Instructor(s):**

**Title/Position:**

**Email:**

**Phone:**

**Prerequisite(s):** None

**Course Dates:** June 12 – 13, 2018

**Registration Deadline:** June 13, 2018

**Capacity: Minimum: 1 Maximum: 40**

**Previously Offered? Yes\_\_\_\_\_\_ No** X  **(If no, please complete this course proposal form)**

**Credit Options:** 1 Iowa licensure renewal unit

**Fee:** $75

**Intended Audience:** Participants (educators) in the Javits Project; middle school teachers (grades 6-8)

**Course Description:** This class will increase educators’ capacity to identify and develop talent among students from underserved groups through best practices in identification and implementation of a career exploration curriculum.  Educators will consider the cultural needs of students in talent identification, talent development, and career exploration, considering a range of factors that occur across cultural, linguistic, disability, and income groups in their efforts to identify talented and gifted students.

**Course Objectives:** This renewal unit will focus on expanding the pool of identified high ability underrepresented students. By the end of the session, educators will be able to:

1. Identify and examine multiple assessment measures to identify talent domains and potential areas of challenge for culturally-diverse, high-ability students. Focus will be on identifying and describing students’ talent profiles and how they interface with aptitude, interests, values, and personality characteristics.
2. Practice career development modules based on the Social Cognitive Career Theory to support the career exploration of culturally-diverse, high-ability students. Participation will increase educators’ abilities to promote student understanding of (a) awareness of self (career interests, personal strengths, barriers, support systems, role models, and expectations about the future); (b) knowledge of the world of work; (c) confidence in their ability to complete career-related tasks; (d) expectations that planning and preparation will assist them in reaching their goals; (e) awareness of, and ability to cope with, barriers to pursuing postsecondary education/training and employment; and (f) identification of and access to support systems (e.g., parents, peers, and school personnel).

**Course Requirements:** Attend the on-site professional development provided by the Belin-Blank Center staff on June 12 – 13, 2018. Educators will also read at least five selected articles provided on ICON, participate in discussions during the “Networking Lunch” on Wednesday, June 13 and online after the PD, and submit reading reactions to ICON after the PD.

(The one-site PD will be offered annually through 2022. Dates for 2019-2022 are TBD.)

**Course Materials:** Materials for the course will be made available in-person (during the PD) or on ICON. Instructions for accessing this course will be e-mailed to participants on or before the scheduled start date.

**Sequence and Plan of Study (dates and times of sessions are needed):**

**Tuesday, June 12, 2018**

| **Time** | **Activity** | **Location** |
| --- | --- | --- |
| 10:00a – 10:45a | Check-In | Blank Honors Center Lobby |
| 11:00a – 1:00p | Brown Bag Lunch featuring Dr. Joyce VanTassel-Baska: Integrated Curriculum Model | TLC - PDA |
| 1:30p – 2:15p | Welcome and Grant Overview | LC N111 |
| 2:30p – 3:30p | College & Career Planning for High-Ability students: Dr. Erin Lane | LC N111 |
| 3:30p – 4:30p | Broadening the Talent Pool – Research & Resources: Dr. Susan Assouline | LC N111 |
| 4:30p – 5:00p | Wrap-Up Day 1 | LC N111 |
| 5:00p – 6:00p | Break | Iowa House Hotel |
| 6:00p – 7:00p | Dinner | Airliner |

**Wednesday, June 13, 2018**

| **Time** | **Activity** | **Location** |
| --- | --- | --- |
| 8:00a – 8:30a | Breakfast | BHC South Commons |
| 8:30a – 10:00a | Panel Discussion: What do we know about discovering and developing talented, diverse students? | BHC 234 |
| 10:15a – 12:15p | TICE Programming training | BHC 234 |
| 12:30p – 1:45p | Networking lunch with TICE facilitators | BHC South Commons |
| 2:00p – 4:00p | TICE Programming training - Practical Strategies for Implementation | BHC 234 |
| 4:00p – 5:00p | TICE Q&A and Closing | BHC 234 |

**Reminders**

**Before you leave PD, please make sure that you complete and turn-in the following:**

* Talent pool general questionnaire (online)
* Research participation consent form (online)
* Participant stipend form (in your folder)