University of Cincinnati
Educator Preparation Programs

Candidate Handbook

Gifted Endorsement

“Transforming lives, schools, and communities”

Revised August 2012
Gifted Endorsement Program Faculty and Staff

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BlackBoard Support
Email:  blackboard@uc.edu  513.556.1602
Website:  http://blackboard.uc.edu/support/

Dear Candidate:

In the University of Cincinnati’s continuing effort to ensure clear communication with all candidates in educator preparation programs regarding specific program expectations and responsibilities, this handbook has been compiled covering all of the important aspects of your program. You are responsible to know the information in this program handbook and understand the associated responsibilities and requirements for completing the program. If you have questions about your responsibilities, contact your academic advisor, your field supervisor, the field coordinator, or the program coordinator.
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1. Introduction

Welcome! So glad you are on board as a candidate in the Gifted Endorsement Program! This online program offers flexibility all the while fulfilling the mission statement of the University of Cincinnati Educator Preparation Programs. This handbook should provide guidance along your journey during this program. Contact information, BlackBoard directions, and forms for the Practicum are some of the helpful documents included within the pages of this manual. Please feel free to contact me with questions or comments throughout your experience.

Enjoy the journey as you learn more about teaching children and youth identified as gifted, talented, and/or creative. Wishing you the best~
Jenny Aiken, Coordinator, Gifted Endorsement Program
jenny.aiken@uc.edu

2. Transformation Initiative

The goal for our Transformation Initiative is to improve the performance of students in high needs schools by preparing educators who recognize the moral imperative to meet the needs of each student. We will prepare educators who are committed to each student, caring about each individual, and competent in evidence-based and data driven instruction. We are transforming lives, schools, and communities by

...supporting our candidates as they
• Come to terms with unintentional barriers and bias
• Prepare to work in high needs, challenging schools
• Analyze their teaching effectiveness.

...revising our programs and curriculum by
• Embedding courses in schools and better integrating courses with field experiences.
• Adding more and earlier field experiences.
• Implementing research-based strategies.
• Emphasizing the development of students’ academic language.

...assessing our impact on P-12 student outcomes by
• Assessing student learning
• Implementing a reliable and valid Teacher Performance Assessment to improve the consistency
• Implementing a mosaic of measures of candidates and graduates’ impact on student learning

3. Conceptual Framework and Institutional Standards

The conceptual framework identified by the University of Cincinnati educator preparation community is to transform lives, schools, and communities. In view of this mission, the Unit’s standards for performance expectations for candidates are:
Candidates of the University of Cincinnati are committed, caring, competent educators

- with foundation knowledge, including knowledge of how each individual learns and develops within a unique developmental context.
- with content knowledge, able to articulate the central concepts, tools of inquiry, and the structures of their discipline.
- who successfully collaborate, demonstrate leadership, and engage in positive systems change.
- who demonstrate the moral imperative to teach all students and address the responsibility to teach all students with tenacity.
- able to address issues of diversity with equity and possess skills unique to urban education including culturally responsive practice.
- able to use technology to support their practice.
- who use assessment and research to inform their efforts and improve student outcomes.
- who demonstrate pedagogical content knowledge, grounded in evidence-based practices, and maximizing the opportunity for learning, and professionalism.

4. Professional Commitments and Dispositions

The National Council for the Accreditation of Teacher Education (NCATE) defines dispositions as “the values, commitments, and professional ethics that influence behaviors toward candidates, families, colleagues, and communities and affect candidate learning, motivation, and development as well as the educator’s own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice” (NCATE, 2001, p. 53).

We have identified the dispositions that reflect our “Way of Being” – in other words, qualities we believe committed, caring and competent educators should possess. Intrinsic to our dispositions are the notion of community and belonging. We appreciate each individual’s fundamental need for acceptance and belonging, and we understand most candidates’ fundamental anxiety relates to being competent and successful.

Dispositions

We believe committed, caring and competent educators should possess the following dispositions. As committed, caring, competent educators we:

- demonstrate professionalism in attendance, punctuality, and dress.
- demonstrate initiative on behalf of all learners.
- demonstrate responsibility to promote effort and excellence in all learners.
- demonstrate rapport with students, peers, and others.
- demonstrate a commitment to reflection, assessment, and learning as an ongoing process.
- are willing to work collaboratively with other professionals to improve the overall learning environment for students.
- appreciate that “knowledge” includes multiple perspectives and that development of knowledge is influenced by the perspective of the knower.
- are dedicated to teaching the subject matter and in keeping informed and are competent in the discipline and its pedagogy.
• appreciate both the content of the subject area and the diverse needs, assets, and interests of the students and value both short and long term planning.
• are committed to the expression and use of democratic values in the classroom.
• take responsibility for making the classroom and the school a "safe harbor" for learning, in other words, a place that is protected, predictable, and has a positive climate.
• recognize the fundamental need of students to develop and maintain a sense of self-worth, and that student misbehavior may be attempts to protect self-esteem.
• believe that all children can learn and persist in helping every student achieve success.
• value all students for their potential and people and help them value each other.
• are committed to high ethical and professional standards.

5. Accreditation

The Educator Preparation Programs at the University of Cincinnati are accredited by the National Council for the Accreditation of Teacher Education (NCATE). In addition, the Gifted Endorsement program is approved by the Ohio Board of Regents.

6. Admission

Candidates must:
• hold a current early childhood, middle childhood, or adolescent/young adult license
• have an undergraduate GPA of at least 3.0 on a 4.0 scale
• submit two letters of reference, one of which must be the Candidate Dispositions Progress Report (completed by a supervisor or principal)
• submit a statement describing their professional goals
• apply any semester; folders are reviewed by faculty members

Candidates may:
• apply any semester; folders are reviewed by faculty members
• take coursework as professional development and apply to be considered for the endorsement at any time

7. Coursework and Program Completion

All courses are required and at the graduate level. To transfer a related course, provide transcript and syllabus from previous course to Jenny Aiken, Program Coordinator

Program Completion: No degree will be awarded at the completion of the program; candidates who successfully complete the program will be recommended for the Gifted Endorsement. Successful completion requires receiving at least a C in each of the required courses. Candidates must also successfully complete the performance assessments embedded in courses and the Practicum.

8. Getting started

Complete an omni registration form and send it to
Shelby Ellis at ellissy@UCMAIL.UC.EDU 513.556.2496, fax 513.556.2483
An advising check sheet is available for candidates to document admission and course requirements; candidates should maintain records as well as the Program Coordinator. Each course is provided once a year in a repetitive fashion (that is, the same courses are offered the same semester each year); many complete the program in a year while some candidates take a few classes at a time for budgetary purposes…make the program work for you! Textbook information is available on the community page on Blackboard.

YOU SHOULD KNOW
- Official class schedules are only available online at ONE STOP. Registration confirmation will NOT be sent.
- Bills will only appear online at ONE STOP. Bills will NOT be mailed or emailed if you have an outstanding balance or to confirm payment. A late fee will be automatically assessed if your bill is not paid by the first day of class.
- Grades are only available online at ONE STOP.
- For a UC BEARCAT ONLINE (BOL) email address, go to https://email.uc.edu/wm/mail/login.html. Note the statement, “If you do not know your BOL account information, you can find it out here”. Within 24 hours of the Registrar officially registering you for a course, your UC email account is established and your email address is sent to the professor’s Blackboard website for the course. At that point your name will appear on the Class Roster.
- One stop student services http://www.onestop.uc.edu/ The One Stop Student Service Web site is where you can register for classes, accept your aid award, pay your bill, check your grades, request a transcript, and more.
- BLACKBOARD COURSE MANAGEMENT http://blackboard.uc.edu/webapps/portal/frameset.jsp
- For students, Blackboard provides a convenient way to access course materials via internet access and provides for a variety of content format -audio, visual, and interactive multimedia. The communication tools allow students to collaborate with their classmates using email and discussion board forums. As a portal to other University services, students can quickly and conveniently link to the online registration/bill pay site, University Libraries, and much more. There is an educational Blackboard tutorial available through Blackboard support http://blackboard.uc.edu/support/.

1st time Blackboard Users – To activate your account:
- Log onto http://blackboard.uc.edu/support and click on “Activate an Account” in the upper left-hand corner. Then complete the screen that appears.
- To log onto the course website and access the Discussion Board Forum, do the following:
  - Log onto the website at www.blackboard.uc.edu. Click on this course.
  - Click on the rectangular “Communication” tab on the left side of your screen.
  - Click on “Discussion Board.” “Discussion Forum” should appear.
  - Submit your initial responses by clicking on “Add New Thread.”
  - To respond to another student or to the instructor, click the “reply” button at the lower right side. You may also submit your initial response this way.
  - To send an email to one or more students or the instructor, click on the “Communication” tab then “send email.”
University of Cincinnati Educator Preparation Programs
Gifted Endorsement Admissions Sheet

Candidate Name: _____________________________________________ Date __________

Address: _____________________________________________________________
Street                         City                       State                     Zip

Telephone:   _____________________________________E-mail_______________________
Home               Work           Cell

<table>
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<tr>
<th>Requirement</th>
<th>Evidence candidate meets requirement</th>
<th>Acceptable (Yes/No)</th>
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<td>Current early childhood, middle childhood, or adolescent/young adult license</td>
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<td>Undergraduate GPA of at least 3.0/4.0</td>
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<td>Two letters of reference</td>
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<td>Goal Statement</td>
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<td>Notes:</td>
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Faculty reviewers: ______________________   __________________    _________________

Decision:   O Accept       O Deny            Date___________________
Gifted, Creative, and Talented (GCT) Endorsement Online Program
2012-2013 Academic Year

Fall Semester 2012
August 27- October 14  CI 6062 Assessment of Children and Youth who are GCT
October 15- December 2 CI 6063 Collaboration on Behalf of Children and Youth who are GCT
August 27- December 2 CI 6064Practicum: Teaching Children and Youth who are GCT

Spring Semester 2013
January 7- February 24 CI 6060 Overview of Teaching Children and Youth who are GCT
February 25- April 14 CI 6061 Creating Learning Environments for Children and Youth who are GCT
January 7- April 14 CI 6064Practicum: Teaching Children and Youth who are GCT

Summer Semester 2013
May 6 - June 23 CI 6062 Assessment of Children and Youth who are GCT
June 24 - August 11 CI 6063 Collaboration on Behalf of Children and Youth who are GCT

This program is designed for licensed teachers who want to enhance their ability to differentiate instruction and better serve the learning styles of their students, who are gifted, creative, or talented.

- All courses are 3 graduate credit hours and are offered online using Blackboard
- Each course is seven weeks in length (except Practicum CI 6064, which is 14 weeks in length); there is a total of 5 classes (15 credit hours)
- Students may begin the program with any course except Practicum CI 6064 for which students must have successfully completed a minimum of 2 courses before beginning the practicum field-experience; practicum field-experience placement approval is required to enroll in Practicum CI 6064
- Tuition is at the professional development rate (Currently $355 per credit hour) which is 50% off the regular graduate tuition rate
- An application is required to complete the endorsement program, but classes may be taken as a non-matriculated student for licensure renewal or other professional development needs
- For further questions about the program, please contact Jenny Aiken, Gifted, Creative, and Talented Endorsement Program Coordinator, at jenny.aiken@uc.edu

CI 6060 This course is an introduction to teaching children and youth who are gifted, creative, or talented. This course provides an introduction to the historical foundations and issues related to the schooling, learning and instruction of students identified as having special educational needs. The focus of this course is the foundational knowledge related to problems and characteristics of students identified as gifted, creative or talented.

CI 6061 This course addresses the issues of learning environments, classroom management, and classroom climate for students who are gifted, creative, or talented. Participants are also introduced to instructional strategies and materials to support students identified as gifted, creative, or talented.

CI 6062 This course addresses the nature and components of effective assessment of learners who are gifted, creative or talented. The candidate will be able to analyze and understand a variety of assessment tools, selecting the appropriate strategy for a designated purpose. In addition, various
elements, such as the implications of effective assessment for professional development, and the role of bias and distortion in the assessment process will be discussed. After completing the course, the candidate will also be able to discuss contextual elements, such as cultural, ethnic and linguistic diversity and disposition that influence assessment.

CI 6063 This course addresses issues of collaboration, a cornerstone of effective practice in the education of students who are gifted, creative, or talented. This course addresses concepts and methods vital to quality collaboration, consultation, and communication. This course addresses the interrelationships among cultural, linguistic, and ethnic diversity and giftedness and talent development. The primary purpose of this course, consistent with this mission, is to develop knowledge, understanding, and respect for the needs and requirements of students with diverse learning needs in varied educational settings. Critical to this purpose is an understanding the role of cultural and diversity in identifying children and youth with gifts and talents, as well as family and cultural issues.

CI 6064 This practicum consists of an approved 75 hour field experience and an online seminar class. The field experience provides candidates an opportunity to practice the skills and demonstrate the appropriate dispositions for meeting the needs of students who are gifted, creative, or talented. Students apply theories and methods in the teaching of gifted, talented, or creative students in a classroom setting by engaging in teaching and action research activities. Teaching is self-evaluated by the student, and reviewed by the mentor and university instructor.

Course Evaluations

Please take time at the end of each course to evaluate the course and the instructor. Evaluations are completed online. You will receive notification of the evaluations. Your opinion is valuable!!! Thanks in advance for completing the online forms. Your time and feedback is appreciated!

Tips for Success in an Online Program

Many students enjoy the online forum because of its flexibility. There are no face-to-face classes to attend or driving time connected with the course. Students are able to participate in online discussions when it is convenient for their personal schedules. However, an online forum does not translate into “less time” spent on course activities. Time spent in an online class is similar to the time one would expect to spend in a face-to-face environment. Students are expected to spend their time reading completely all of the forums for each course at BlackBoard. Instructors provide all of the resources necessary for a successful experience, and students are responsible for reading ALL information for the entire course. Students are also expected to read and respond to fellow classmates. When each student participates fully in the online environment, a richer experience will result for everyone.

Each assignment for online courses has a specific due date. Unless otherwise specified by the instructor, assignments are due by Sunday at midnight of the week they are assigned. (Weeks begin on Monday and end the following Sunday at midnight.) Assignments that have a point value of 10 points or more will have one point deducted for each day the assignment is late, unless an extension has been approved by the instructor PRIOR to missing a due date. Assignments that have a point value of 5 points will have one-half point deducted for each day the assignment is late, unless an extension has been approved by the instructor PRIOR to missing the due date. Please remember that ongoing communication with your instructor is how you make yourself “present” in the online environment. Be
sure to communicate in the rare occasions when you might need an extension to avoid the loss of points on your assignments!

Several courses have assignments in which students are asked to submit resources for the whole learning community. A requirement of the task is to NOT duplicate other students’ resources so that the end result is a variety of usable resources. In cases where students are asked to NOT duplicate, a running list of submitted resources will periodically be placed at the “Course Documents” link. Students will be emailed each time the running list is updated. Students are further expected to consult this list when making their contributions. They should also read all posts that were submitted after the time of the update to avoid posting a duplicate resource. Students are also expected to post the EXACT number of resources requested in the assignment so that as many resource options as possible remain available for those students who still need to post. In courses where more than 40 students are enrolled, instructors may opt to have students submit their resources via digital dropbox and forego the “no duplication” requirement. Please note: When submitting resources, you MUST use APA formatting in Times or Times New Roman 12-point type.

It is VERY important that students type their names on every paper submitted to the digital dropbox. If APA-style is required, a cover sheet is always needed. Although the dropbox tracks who submits papers and when, the ONLY way an instructor or assistant can keep track of who owns a paper when downloading from the digital dropbox is if the name is typed INSIDE the paper. Neglecting to type your name on your paper when you submit to the digital dropbox is the same as handing in your paper without a name on it in a face-to-face course. Please claim your work by typing your name on all documents submitted to the digital dropbox.
Part II: Assessment and Practicum Information

Assessments for all educator preparation programs are submitted as web-based forms. These assessments include:


Assessment 2: Grades in coursework (submitted by the Office of Assessment and Continuous Improvement)

Assessment 3: Lesson Planning  https://uceducation.qualtrics.com/SE/?SID=SV_01eL9s3stpTPCXq

Assessment 4: Performance in Practicum  https://uceducation.qualtrics.com/SE/?SID=SV_2frdVFC6syz3Is0

Assessment 5: Educator Impact Rubric  https://uceducation.qualtrics.com/SE/?SID=SV_85E4tEWirnNt5s0

Assessment 6: Dispositions  https://uceducation.qualtrics.com/SE/?SID=SV_5aw6VtWQqjogYwk

Unit Wide Assessments:

Gifted Endorsement Candidate Evaluation of Program  https://uceducation.qualtrics.com/SE/?SID=SV_ahqNoNGdlK8KH2

Candidate Evaluation of Field and Clinical Experience (Advanced)  https://uceducation.qualtrics.com/SE/?SID=SV_8D2WQRSbFBITvE0

University Supervisor Evaluation of Placement and Mentor (Advanced)  https://uceducation.qualtrics.com/SE/?SID=SV_3vAfY7Vt0nJRrfe

Mentor Rating of Use of Technology (Advanced)  https://uceducation.qualtrics.com/SE/?SID=SV_a5hp17QlXA9H4P2

Mentor Evaluation of Program (Advanced)  https://uceducation.qualtrics.com/SE/?SID=SV_9L8zPAGVhUroqAk


Candidate Dispositions Brief Report (Advanced)  https://uceducation.qualtrics.com/SE/?SID=SV_bBmfchekXU3xnaQ

Advanced Program Follow Up  https://uceducation.qualtrics.com/SE/?SID=SV_4NhTXb473SW1SoA

The assessments essential to completion of the practicum include the following forms completed online by the mentor:
Assessment 4: Performance in Practicum  
https://uceducation.qualtrics.com/SE/?SID=SV_2frdVFC6syz3Is0

Mentor Rating of Use of Technology (Advanced)  
https://uceducation.qualtrics.com/SE/?SID=SV_a5hp17QjXA9H4P2

Mentor Evaluation of Program (Advanced)  
https://uceducation.qualtrics.com/SE/?SID=SV_9L8zPAGVhUroqAk

Assessment 6: Dispositions  https://uceducation.qualtrics.com/SE/?SID=SV_5aw6VtWQjqgYwk

Completed by the Candidate:

Assessment 5: Educator Impact Rubric  
https://uceducation.qualtrics.com/SE/?SID=SV_85E4tEWirnNt5s0

Candidate Evaluation of Field and Clinical Experience (Advanced)  
https://uceducation.qualtrics.com/SE/?SID=SV_8D2WQR5bfBIvE0

University Supervisor Evaluation of Placement and Mentor (Advanced)  
https://uceducation.qualtrics.com/SE/?SID=SV_3vAfy7Vt0nJRff

These assessments are also available at http://www.uc.edu/cech-accreditation/programs/gifted-endorsement.html

The Practicum Placement Form must be submitted BEFORE the candidate registers for practicum and submitted to the coordinator. The form is provided on the following page
College of Education, Criminal Justice and Human Services
CI 6064 PRACTICUM IN GIFTED Practicum Field-Experience Placement Form

Practicum in Gifted consists of a 75 hour field-experience placement which must be completed during the registered quarter for the Practicum (the semester is 14 weeks in length); an online Seminar is also required via BlackBoard the same semester (the Seminar is 7 weeks in length). This form must be submitted and approved by the UC Gifted Endorsement Coordinator before field-experience hours can begin to accumulate. If assistance is needed in finding a field-experience placement or identifying a Gifted-endorsed mentor teacher/administrator, contact Jenny Aiken, Program Coordinator, at jenny.aiken@uc.edu. All assessments are available at www.uc.edu/cech-accreditation/programs/gifted-endorsement.html

Candidate: _______________________________ E-mail:____________________________________

I will fulfill the 75 hour field-experience component of the course, PRACTICUM IN GIFTED, at School: __________________________________ Mentor: ________________________________

School Email: ___________________________ Mentor e-mail: ________________________________

Grade levels or ages of students with whom I will be working: ________________________________

Diversity represented in the group (students must represent at least two ethnic, cultural, linguistic groups)____________________________________________________________________________

Mentor: Type of teacher’s license: ___________________________ with Gifted Endorsement
License # __________________________ State: ___________ Expiration: ________________

(Attach a copy of mentor’s license/certificate)

I, the principal of the above school, verify that identified gifted students are enrolled in the class or classes to which the practicum student is assigned and that it is reasonable to expect that the practicum student can meet the 75-hours of field-experience required for the course.

Signature of School Principal: ________________________________ Date: ____________________

Signature of Practicum Student __________________________________ Date ____________________

Signature of Practicum Mentor ________________________________ Date ____________________

Completed form and copies of licenses are to be submitted by the candidate to Jenny Aiken, UC Gifted Endorsement Coordinator. Feel free to mail, fax, or email your information:
Jenny Aiken, Gifted Endorsement Program Coordinator
University of Cincinnati
615G Teacher’s College
Cincinnati, OH  45221-0002
Tel(513)885-5616   fax: (513) 556-0827
email: jenny.aiken@edu
Candidate requirements:
Obtain license information from mentor. 
Provide mentor with mentor letter and assessment information. 
Meet with your mentor at the beginning, the middle, and end of the experience. These conferences may take place face-to-face, on the telephone, or by email—whatever is best for you and your mentor. Submit the following on-line forms:

Assessment 5: Educator Impact Rubric
https://uceducation.qualtrics.com/SE/?SID=SV_85E4tEWirnNt5s0

Candidate Evaluation of Field and Clinical Experience (Advanced)
https://uceducation.qualtrics.com/SE/?SID=SV_8D2WQR5bFBITvE0

University Supervisor Evaluation of Placement and Mentor (Advanced)
https://uceducation.qualtrics.com/SE/?SID=SV_3vAfy7Vt0nJRrfe

These assessments are also available at http://www.uc.edu/cech-accreditation/programs/gifted-endorsement.html

Complete the field time log.

Mentor responsibilities:

Meet with the candidate at least three times. Submit the following on-line assessments:

Assessment 4: Performance in Practicum
https://uceducation.qualtrics.com/SE/?SID=SV_2frdVF6syz3ls0

Mentor Rating of Use of Technology (Advanced)
https://uceducation.qualtrics.com/SE/?SID=SV_a5hp17QlXA9H4P2

Mentor Evaluation of Program (Advanced)
https://uceducation.qualtrics.com/SE/?SID=SV_9L8zPAGVhUrogAk

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**TOTAL HOURS**: Sum must equal 75 hours or more.
DATE:  
TO: Mentors for Practicum for Gifted Endorsement  
RE: Information re: practicum

Thank you for agreeing to serve as a mentor for the field-experience component of the Practicum in Gifted course at the University of Cincinnati.

The candidate is required to complete 75-hours of field-experience work in a classroom that includes students who have been identified as gifted, creative, or talented, at the grade levels for which the student is licensed, and mentored by an experienced teacher or administrator who possesses the gifted endorsement or license. The field-experience is to provide candidates an opportunity to practice the skills and demonstrate the appropriate dispositions for meeting the needs of students who are gifted, creative, or talented. The student will also participate in an online seminar which places emphasis on deriving instructional recommendations from critical discussion of readings, self-reflections, and teaching and assessment activities for gifted, talented, or creative students conducted as part of their action research project. In addition, before the candidate receives a grade for the practicum (P or F) you are required to submit the following web-based assessments and surveys:

Performance in Practicum  https://uceducation.qualtrics.com/SE/?SID=SV_2furdVFC6yz3Is0

Mentor Rating of Use of Technology (https://uceducation.qualtrics.com/SE/?SID=SV_a5hp17QIXA9H4P2

Mentor Evaluation of Program https://uceducation.qualtrics.com/SE/?SID=SV_9L8zPAGVhUroqAk

Candidate: Dispositions  https://uceducation.qualtrics.com/SE/?SID=SV_5aw6VtWQqioYwk

During the semester, you will want to hold no less than three conferences with the practicum student – one at the beginning, middle, and end of the experience. Depending upon the circumstances, conferences may be held face-to-face, by telephone, or online. The conferences should be so structured as to provide the information you need to complete the forms.

Your efforts, attention, and expertise are much appreciated by the students and staff of the program, and we look forward to working with you. Should you have any questions, please do not hesitate to contact me. Thank you, again, for volunteering to serve in the role of mentor.

Sincerely,
Jenny Aiken