

## **ED 589: Twice Exceptional Level II Training**

INSTRUCTOR:	Wendy S. Leader, Ph. D.
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COURSE CREDIT:	1.0 graduate credit (Adams State University)
DATES & TIMES:	Semester I and Semester II Denver, Colorado Springs, Pueblo, Grand Junction April 19-20, 2013 15 hours per session

**COURSE DESCRIPTION:** This course is designed to provide teachers with the next level of expertise in understanding and teaching students who are identified as twice exceptional learners. Teachers will learn to recognize the characteristics and traits of twice exceptional students, evaluate their needs as learners, and develop actual lesson interventions appropriate for their needs. This course is targeted for teachers in K-12, special education and gifted and talented classrooms.

### **COURSE OBJECTIVES/STUDENT LEARNING OUTCOMES:**

Upon completion of this course, teachers will be able to:

- Assess how the learning environment impacts the success of 2X student
- Use a Response to Intervention (RtI) problem-solving model to analyze data from a variety of sources to identify:
  - student strengths
  - student needs
  - potential interventions
  - delivery options for twice-exceptional students
- Use strategies and resources to address both strengths and challenges of twice-exceptional students
- Write a strength-based goal based on evidence collected about the student
- Utilize evidence-based practices with an identified student
- Collaborate with a school team to develop an educational plan that is responsive to your own case study
- Collaborate with a school team to develop written learning plans

## TEXTS, READINGS, INSTRUCTIONAL RESOURCES:

Required Texts (provided by the Colorado Department of Education):

Level 2 Twice Exceptional Resource Book

Level 2 Twice Exceptional Workbook

Supplemental Reading

## COURSE REQUIREMENTS:

1. Class participation and attendance
2. Teachers are expected to read assigned materials, contribute to class discussions and complete all assignments.
3. Presentation: Each team or individual is expected to present an educational plan for a twice exceptional student. The plan must provide evidence of a strength-based goal and a goal to focus on the area of difficulty or weakness framed within an RtI system of support and service. Strategies and a timeline will be other indicators for product evaluation.

## GRADE DISTRIBUTION AND SCALE:

### Grade Distribution:

Class participation	10%
Attendance	10%
Presentation	50%
Assignments	<u>30%</u>
Total	100%

Grading will be Pass/Fail - A minimum score of 80% will be required to pass.