

**Specialty Endorsement in Teaching the Gifted  
Proposal – Gifted & Talented Field Study**

*Please return this proposal form for approval to the Center for Gifted Education  
at least two weeks before beginning your field study.*

Name: Katrina Wagner

Whitworth ID # 1518658

Mailing address: 201 Mountain Park Blvd SW D203, Issaquah, WA

ZIP 98027

Phone: 425-837-5931 (work) 253-224-0866 (home) 253-224-0866 (cell)

Email: [wagnerk@issaquah.wednet.edu](mailto:wagnerk@issaquah.wednet.edu)

Field study start date: September 30<sup>th</sup>, 2013

End date: November 4<sup>th</sup>, 2013

Student signature



Date 9/16/13

**1. General description, goals/objectives and outcomes of intended field study.**

- a. My field study will be completed in my current teaching position; a 6<sup>th</sup> grade advanced humanities classroom at Pacific Cascade Middle School in the Issaquah School District. I will be implementing the unit I designed in the Differentiation class I just completed as part of the gifted and talented endorsement. The title of the unit that will be implemented is: Geography and Tools of History. The unit explores mapping skills, types of maps, 5 themes of geography, archaeologists, historians, and types of sources (primary and secondary). Since this unit deals with more basic information, some 6<sup>th</sup> graders have a good understanding of the material or are able to learn it quickly. My goal for this field study is to use differentiation strategies to challenge gifted and advanced students to learn about mapping and tools of history at a more advanced level.

**2. Describe the students you will be working with and how will they be identified as gifted.**

- a. Middle school students in the Issaquah School District are not tested as gifted. In my advanced humanities class, I have high achievers, hard workers, and gifted students. Although I can't officially identify students as gifted, I can usually tell which students are gifted based on pre-assessments done throughout the first couple of weeks of school, past test scores, parent feedback, student feedback, and their participation in either MERLIN or SAGE (the Issaquah elementary gifted programs) in elementary school.

**3. List the resources (references/bibliography) you plan to use to demonstrate the academic foundation of your field study.**

- a. Carnine, D., Cortes, C., Curtis, K., & Robinson, A. (2006). *Mcdougal littell world history ancient civilizations*. Evanston: Houghton Mifflin Company.
- b. Mellor, R., & Podany, A. (2005). *The world in ancient times: Primary sources and reference volume*. New York: Oxford University Press.
- c. Tomlinson, C. A. (2003). *Fulfilling the promise of the differentiated classroom: Strategies and tools for responsive teaching*. Alexandria, VA: Association for Supervision and Curriculum Develop.
- d. VanTassel-Baska, J. (2012). *Using the common core state standards in english language arts with gifted and advanced learners*.
- e. Winebrenner, S. (2012). *Teaching gifted kids in the regular classroom. (3rd ed.)*. Minneapolis: Free Spirit Publishing Inc.

**4. Describe how the field study will be carried out; the plan for working with this specific group of identified students; pre- and post-tests involved, if any; lesson plans; evaluations; etc.**

- a. My plans for differentiation are explained in my unit plan, which is included with this proposal. Step 6a explains, in details, my plans for assessment, differentiation, and lesson plans

5. What do you plan to include in this field study to fulfill the positive impact requirement?
- a. Throughout the unit, I would like to work with students on using text-based evidence to support a claim. This is an important part of the common core standards, and something that 6<sup>th</sup> graders struggle with. At the beginning of the unit, students will complete a pre-assessment that has them utilize three texts (1 text and 2 visuals) to support a claim. Throughout the unit, students will continue to work on this skill in social studies. At the end of the unit, students will complete a post-assessment; so that I can compare data points.

---

***Note: Final products of the field study are your journal, time log, observations write-ups, dispositions forms, and Positive Impact Plan. These are to be submitted to the Center for Gifted Education.***

---

Director, Center for Gifted Education

---

Date