College of Charleston  
EDFS 761: Educational Procedures for the Gifted and Talented: Introduction to Curriculum and Instruction for Gifted and Talented Children and Youth  
Spring 2010  
Three hours of graduate credit

<table>
<thead>
<tr>
<th><strong>Meeting Time and Place:</strong></th>
<th>Five weekends, 4:00 pm - 8:00 pm on Fridays and 10:00 to 3:00 pm on Saturdays: 4/9, 4/10, 4/23, 4/24, 5/7, 5/8, 5/21, 5/22, 6/11 and 6/12, location to be determined in Florence School District One</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Instructor's Name:</strong></td>
<td>Della Jo Marshall</td>
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<tr>
<td><strong>Office Hours:</strong></td>
<td>By appointment</td>
</tr>
<tr>
<td><strong>Office Location:</strong></td>
<td>College of Charleston North Campus</td>
</tr>
<tr>
<td><strong>Office phone/Fax/Email:</strong></td>
<td>843 849-0397 <a href="mailto:dodiejo@bellsouth.net">dodiejo@bellsouth.net</a>  <a href="mailto:marshalld@cofc.edu">marshalld@cofc.edu</a></td>
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<tr>
<td><strong>Course Prerequisites:</strong></td>
<td>EDFS 760: Characteristics of Gifted and Talented Children and Youth or its equivalent.</td>
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<td><strong>Course Description:</strong></td>
<td>This course is designed to prepare the teacher to organize and deliver appropriate curriculum for gifted and talented students. Teachers will explore curriculum models, instructional strategies and assessment to meet the needs and abilities of gifted and talented students. Current technology will be employed in researching and writing units and lesson plans. This course will provide educators with the tools to construct curriculum for gifted learners based on those learners’ unique needs; provide educators with experiences in differentiating curriculum for gifted learners following South Carolina Regulations for Gifted Programs; and relate theory to practice in the construction of curriculum for gifted students.</td>
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<td><strong>Course Outcomes:</strong></td>
<td>All teacher preparation programs in the School of Education, Health, and Human Performance (EEHP) are guided by a commitment to Making the Teaching Learning Connection through three Elements of Teacher Competency which are at the heart of the EEHP Conceptual Framework: 1) understanding and valuing the learner, 2) knowing what and how to teach and assess and how to create an environment in which learning occurs, and, 3) understanding themselves as professionals. These three competencies underlie all learning and assessment in this course, helping you develop the knowledge, skills, and dispositions necessary to become a more effective teacher.</td>
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Course outcomes are derived from the standards set forth by the CEC (Council for Exceptional Children) and NAGC (National Association for Gifted Children) and NCATE (National Council for the Accreditation of Teacher Education). These standards define expectations for the School of Education. The course outcomes, organized by the Elements of Teacher Competency, follow:

UNDERSTANDING AND VALUING THE LEARNER:
1. Know and understand the cognitive, social and emotional characteristics, needs and potential problems experienced by gifted and talented students from diverse populations across a broad range of talent domains (EEHP standard I).

KNOWING WHAT AND HOW TO TEACH AND ASSESS AND HOW TO CREATE ENVIRONMENTS IN WHICH LEARNING OCCURS:
2. Demonstrate an understanding of theory and practices used to differentiate curriculum, instruction and assessment strategies to appropriately challenge gifted students (EEHP standards I, III, VI).
3. Design, teach and assess lessons that differentiate curriculum and instruction according to theory, research and current practice, to meet the needs of gifted students (EEHP standards I, III, VI).
4. Design a unit of study that differentiates by pace, depth, complexity and novelty within content, processes, environment and products of gifted and talented curriculum (EEHP standards I, II, II, VI).

UNDERSTANDING YOURSELF AS A PROFESSIONAL:
5. Exhibit an understanding of the effects of state, national and international policy on the classroom for gifted students (EEHP standards V, VII).
6. Understand the advantages and disadvantages of various curriculum and program models for gifted and talented students to include models described in S.C. regulations (EEHP standards III, IV).
7. Plan for effective use of community resources in designing curriculum for gifted students (EEHP standards IV, V, VII).

Course Requirements:
Course Requirements
Description of Projects/Assignments:
1. Reflective electronic conversations with assigned partners
Expectations of you as a graduate student are completion of all assigned readings and projects on time; responsibility for all course content; responsibility for keeping up with grades and attendance; and utilization of internet, word processing, and email.

**ADDITIONAL DETAIL ON REQUIRED ASSIGNMENTS WILL BE PROVIDED in Assignment Packet.**

1. **Reflective electronic conversations with two partners**
   Students will converse with assigned partners at three points during the course. Each partner will alternate taking lead on conversations, choosing one ETC as it relates to the class, readings, and assignments. The leading partner will briefly discuss the ETC, topics or issue and raise two-three questions. The partners will respond two times at a minimum and the conversation will be completed by 8 a.m. on each due date. All communications will be electronic, via email, and will be copied to the instructor. Substantive, reflective thinking is the goal of this assignment, as well as “listening” and communicating with a peer. Due dates are listed on syllabus schedule and assignment description sheet. Please include your Name, ETC and Topic(s) for discussion, and Date as the heading for each e conversation. Your discussion must reference knowledge of assigned readings and application of knowledge to ETC.

2. **Lesson Differentiation and Redesign**
   Starting with a lesson suitable for regular education, you will apply the principles of differentiation for gifted learners and redesign the lesson for gifted learners. You will explain how the lesson is appropriately differentiated for the gifted learner. The revised lesson must reflect an understanding of differentiation for gifted students.

3. **Curriculum analysis and presentation**
   After a brief overview by the instructor of exemplars of published curriculum designed for gifted learners, students will select/be assigned one content area and conduct an in-depth analysis to understand what makes a published curriculum unit a good match for gifted students. Student teams will create a PowerPoint presentation based on the analysis and share highlights of lessons/learning activities.
from your curriculum samples that are differentiated for gifted students. In the presentation, you will synthesize and demonstrate your understanding of the elements of differentiated curriculum for the gifted learner. You will provide your ppt for the class.

4. **Practical Strategies Analysis and Poster Session Presentation**

Using the Paul template for analysis (Paul and Elder, p. 11), you will be assigned one of the *Practical Strategies Series in Gifted Education*. After reading the book, students create a poster and will present to the class using the template to discuss notable aspects of their assigned “strategy” during a poster session. You will create a poster highlighting useful teaching strategies from your book and provide a handout of your analysis for the instructor and the class. You will discuss the poster highlights during the poster session. More details and criteria for evaluation provided in assignment packet.

5. **Curriculum development: Mind Map**

For this assignment, you will create a mind map that shows the big picture of where you will start in your unit development. This assignment requires you to think through and develop a clear vision of the end you have in mind for students. You will not necessarily begin with a mind map in this process, but it is the end product you will turn in. You will think individually. You will discuss with your content area group. You will brainstorm. More details and criteria for evaluation provided in assignment packet.

6. **Curriculum development: Mini-Unit**

Each student will develop an original unit (5-10 lessons) using model(s) and strategies that provide differentiated instruction in content, process, and product for gifted students. This project will reflect the ICM and the SC goals on curriculum and instruction for gifted learners. Specific guidelines will be given out in class. More details and criteria for evaluation provided in assignment packet.

7. **Demonstrated Dispositions**

You are responsible for all content and assignments for each class. You are expected to demonstrate professional behaviors consistent with the EEHP dispositions below.

- The belief that all students can learn.
- Value and respect for difference.
- Value of positive interaction.
- Intellectual curiosity and a willingness to learn new knowledge.
- A commitment to inquiry, reflection, and self-
assessment.

- Value of responsible, collaborative, and cooperative work.
- Sensitivity to community and cultural context.
- Responsible and ethical practice.

**8. Final** - Questions based the course standards will be assigned as an open book final for students. More details and criteria for evaluation provided in assignment packet.

**Evaluation Scale:** College of Charleston School of EEHP grading scale will be used.

<table>
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<tr>
<th>Specific descriptions of all assignments including evaluation criteria to be given out in class.</th>
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**Evaluation Scale:**

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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100</td>
</tr>
<tr>
<td>B+</td>
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<td>B</td>
<td>83-87</td>
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<td>C+</td>
<td>78-82</td>
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<tr>
<td>C</td>
<td>74-77</td>
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<tr>
<td>F</td>
<td>below 74</td>
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**Evaluation Criteria:**

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<tr>
<th>Assignment Area</th>
<th>Percentage</th>
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<tr>
<td>Electronic Conversations</td>
<td>15%</td>
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<tr>
<td>Lesson Differentiation/Redesign</td>
<td>10%</td>
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<tr>
<td>Curriculum Analysis/ Poster</td>
<td>20%</td>
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<tr>
<td>Curriculum Unit: Introduction/</td>
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<tr>
<td>Overview Mind map</td>
<td>5%</td>
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<tr>
<td>Curriculum Unit Development</td>
<td>20%</td>
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<tr>
<td>Practical Strategies Analysis</td>
<td>20%</td>
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<tr>
<td>Final</td>
<td>10%</td>
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Total points: 100%

Total points possible: 100

**Grading:**

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**Assignment Due Dates:** Please note that late assignments lose points for each day beyond the due date.

**Electronic Conversations:** Conversations should be completed by 8:00 a.m. on each due date.

- E Conversation #1-TBA
- E Conversation #2 – TBA
- E Conversation #3 – TBA

**Lesson Redesign/Differentiation:** TBA
<table>
<thead>
<tr>
<th>Practical Strategies Poster Session &amp; Presentation: TBA</th>
<th>Curriculum Analysis Presentations: TBA</th>
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<tr>
<td>Curriculum development: Introduction and Overview-Mind Map: TBA</td>
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<tr>
<td>Curriculum Development: Unit: TBA</td>
<td></td>
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<tr>
<td>Final learning activity: TBA.</td>
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**Resource Reading List:**


**Attendance Policies:**

Please note that we have reviewed the School of Education, Health, and Human Performance attendance policy during
the first class meeting. The instructor in this course will adhere to that policy. **Adherence to this attendance policy means that any student with absences in excess of 85% of class time will be dropped from this course. Coming to class late and leaving early are noted and will be considered as time absent from class.**

**Honor System:** Students in this course must adhere to the College of Charleston Honor Code. Any Honor Code violation will result in an XF for the course.

In compliance with the Americans with Disabilities Act (ADA), all qualified students enrolled in this course are entitled to “reasonable accommodations.” Please notify the instructor during the first week of class of any accommodations needed for the course.

**Tentative Course Calendar:** (date and tentative topics and assignments for each course meeting)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
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| Day 1- 4/9 | Course introduction: purpose and syllabus  
Beginning with the end in mind  
Pre-Assessment  
Overview: Curriculum for Gifted: Models and Differentiation features  
Characteristics of Gifted Students and their link to curriculum and instruction of gifted students  
Practical Strategies  
Topic for E conversation #1: **Grouping, Acceleration, Enrichment, and Learning Needs of Gifted Students**- Discuss with your partners how the knowledge and skill requirements of typical learners are different from those of gifted learners. Discuss accommodations that you are currently using with your gifted students. What are obstacles that are blocking you from utilizing other accommodations that match the learning needs of gifted students? | Chapters 1, 2      |
| Day 2- 4/10 | S.C. Regulations  
S.C. Curriculum Documents, Goals, Best Practices Manual | Chapters 2, 3       |

Bring a lesson for
| Day 3- 4/23 | Lesson Planning: Lesson Redesign  
Curriculum Models  
Continue with Differentiation of Curriculum for Gifted Learners: Understanding content, process, and product  
Scope and Sequence  
Work on Practical Strategies assignment  
Topic for E Conversation #2: Differentiation of Content, Process, and Product, and Environment for Gifted Learners- Select one content area and discuss your understanding of how this content area must be adapted for the gifted learner in terms of not only the content, but also process, product, and learning environment. How has your understanding changed since you began your gifted education study? Give an example to illustrate the change. | E conversation #1 due  
Lesson Redesign due by end of class today  
Chapters 4, 5 |
| --- | --- | --- |
| Day 4- 4/24 | Poster Session of Practical Strategies  
Practical Strategies sharing  
Unit development for gifted learners – a framework  
Adapting content for the gifted: Language Arts, Social Studies, Mathematics, Science  
Topic for E conversation #3: Integrated Curriculum Model and differentiation features- What is most difficult for you as you work on developing your unit for gifted learners? What advice can you offer your partners as they work to create a unit that differentiates for the advanced learner? | Practical Strategies assignment due  
Bring your ideas for getting started on your mini-unit  
Chapters 6, 7, 8, 9 |
| Day 5- 5/7 | GT curriculum and standards  
Curriculum Analysis Work in groups  
Getting started on analysis of curriculum exemplars: teacher developed and published examples | E conversation #2 due |
| Day 6- 5/8 | Curriculum Analysis Presentations  
Assessment of Gifted Learners  
Products for demonstration of student learning | Curriculum Analysis and Presentations due  
Chapters 10, 11 |
| --- | --- | --- |
| Day 7- 5/21 | Introduction and overview of Mini Unit- discussion  
Unit work | Chapter 12 |
| Day 8- 5/22 | Introduction and overview- mind map completed  
Master Teacher | E conversation #3 due  
Mind Map due by end of class  
Chapters 13, 14 |
| Day 9- 6/11 | Course evaluation  
Curriculum Unit Presentations | Units due |
| Day 10 – 6/12 | Final Learning activity – bringing learning together  
Final- Individual assessment | all work completed |