### College of Charleston

**EDFS 763 Advanced Curriculum Practices for Gifted and Talented Students**  
Fall 2013  
Three hours of graduate credit

<table>
<thead>
<tr>
<th>Meeting Time and Place:</th>
<th>Mondays, 8/26, 9/2, 9/9, 9/16*, 9/23*, 9/30, 10/7, 10/14*, 10/21*, 10/28*, 11/4, 11/11*, 11/18*, 11/25, 12/2, 2013, room 110, at North Charleston campus. <strong>Hybrid- Indicates online</strong> sessions. 5:00 - 8:00 p.m. 45 contact hours</th>
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</thead>
<tbody>
<tr>
<td>Instructor's Name:</td>
<td>Julie Dingle Swanson, Ed. D.</td>
</tr>
<tr>
<td>Office Hours:</td>
<td>One hour before class at North campus and by appointment</td>
</tr>
<tr>
<td>Office Location:</td>
<td>2nd floor, School of Education, Health, and Human Performance, 86 Wentworth Street</td>
</tr>
<tr>
<td>Office phone/Fax/Email:</td>
<td>953-5106 953-8109 fax  <a href="mailto:swansonj@cofc.edu">swansonj@cofc.edu</a></td>
</tr>
<tr>
<td>Course Prerequisite:</td>
<td>EDFS 761: Introduction to Curriculum for the Gifted and Talented Learner or permission of instructor</td>
</tr>
<tr>
<td>Course Description:</td>
<td>This course explores previously introduced topics through in-depth study of varied curricular and instructional models and their efficacy for this population. Students will develop competencies in creating challenging curriculum, individualizing for culturally and linguistically diverse learners, designing appropriate learning environments, and assessing student performance.</td>
</tr>
</tbody>
</table>
VanTassel-Baska, J. (2013). *Using the Common Core State Standards for English Language Arts with gifted and talented learners*. Waco, TX: Prufrock. **Readings as assigned**  


Other readings as assigned from:


Differentiation for Gifted and Talented Students (2004). Tomlinson (Ed.). Corwin Press and NAGC.


Course Outcomes:

All teacher preparation programs in the School of Education, Health, and Human Performance (EHHP) are guided by a commitment to Making the Teaching Learning Connection through three Elements of Teacher Competency which are at the heart of the EHHP 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.

Course outcomes are derived from the standards set forth by the CEC-TAG (The Council for Exceptional Children, The Association for Gifted) 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, Health, and Human Performance. The course outcomes, organized by the Elements of Teacher Competency, follow:

Course Outcomes: At the conclusion of this course, the student will
demonstrate the following competencies:

**UNDERSTANDING AND VALUING THE LEARNER**

1. Develop differentiated curriculum drawing upon research based effective curriculum and instruction for culturally and linguistically diverse gifted learners (NAGC-CEC standards 4, 5, and 6).
2. Recognize and plan for individual learning differences (e.g., language, culture, family background, individual predispositions) (NAGC-CEC standards 3, 6, and 7).

**KNOWING: WHAT TO TEACH, HOW TO TEACH, WHAT AND HOW TO ASSESS, AND HOW TO CREATE AN ENVIRONMENT WHERE LEARNING OCCURS**

3. Demonstrate the ability to create long and short-range instructional plans for individuals with gifts and talents (NAGC-CEC standards 7 and 8).
4. Select from, adapt, and use a repertoire of evidence-based curriculum and instructional strategies to differentiate for individuals with gifts and talents (NAGC-CEC standards 4 and 5).
5. Develop differentiated curriculum-based assessments for use in instructional planning and delivery and to assess learning of individuals with gifts and talents (NAGC-CEC standards 4 and 8).
6. Promote high levels of thinking, questioning, and metacognition (NAGC-CEC standards 4 and 5).
7. Facilitate independence in research and study skills (NAGC-CEC standards 4 and 5).
8. Use relevant strategies to teach oral and written communication skills to individuals with gifts and talents which take cultural and linguistic factors into account (NAGC-CEC standard 6).
9. Plan for, manage, and create an environment addressing both cognitive and affective needs in which gifted and talented students are challenged and feel safe to explore and express their uniqueness (NAGC-CEC standards 5 and 7).

**UNDERSTANDING OURSELVES AS PROFESSIONALS**

10. Know professional literature and research as it relates to curriculum and instruction of individuals with gifts and talents in a variety of disciplines (NAGC-CEC standard 9).
11. Engage in professional activities that promote growth in individuals with gifts and talents and stay current with evidence-based best practices (NAGC-CEC standards 9 and 10).
12. Advocate for differentiated curriculum and instruction for individuals with gifts and talents through a solid rationale, and work collaboratively to achieve appropriate education for these youngsters (NAGC-CEC standard 10).

**Demonstrated Dispositions**

Demonstration of EHHP Dispositions *and how they are expressed in this course* will be self-assessed and assessed by the instructor periodically during the course. Those dispositions include the following. Italics provide
examples of ways in which these dispositions may be expressed in this course:

- Belief that all students can learn: participation and attitudes expressed about students and learning
- Value and respect for individual differences: responses to others in group work, inclusion in lessons and reflections
- Value of positive human interactions: participation in class and group discussions
- Exhibition and encouragement of intellectual curiosity, enthusiasm about learning, and a willingness to learn new ideas: use of critical thinking in questioning and probing for deeper understanding during class discussions and group work
- Dedication to inquiry, reflection, and self-assessment: reflective thinking during journaling, attitudinal evidence of seeking to understand
- Value of collaborative and cooperative work: provision for thoughtful, constructive critiques of others’ work; active participation in group work; individual contribution to the group’s goals
- Sensitivity toward community and cultural contexts: attitudes expressed about students, parents, and educators, inclusion in lessons
- Engagement in responsible and ethical practice: behavior and performance
- Development of professional mastery over time: evidenced on pre- and post-assessment

<table>
<thead>
<tr>
<th>Course Requirements:</th>
<th>Description of Projects/Assignments:</th>
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<tbody>
<tr>
<td>Course Requirements:</td>
<td>The instructor reserves the right to reduce points earned on assignments turned in after the due date.</td>
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<tr>
<td>1. Online Sessions: Leadership and Participation. 50% value</td>
<td>Groups will be formed and work together in and out of class to research and present a Voice Thread on assigned topics for each session.</td>
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<tr>
<td>Online sessions on Curriculum Models will focus on In-depth exploration of selected gifted education curriculum models.</td>
<td>Three models: Model 1- Renzulli’s Schoolwide Enrichment Triad Model:9/16 Model 2- Parallel Curriculum Model (2 groups; 2 parallels each): 9/23 Model 3- Stanley Model of Talent Identification and Development: 9/16</td>
</tr>
<tr>
<td>Online Session on Instruction: higher order thinking processes and models and related instructional strategies.</td>
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<tr>
<td>Areas of instructional focus</td>
<td>Group 1- Critical thinking models/strategies (beyond Paul’s model): 10/21 Group 2- Creative thinking models/strategies (beyond the PS series): 10/28 Group 3- Problem-based learning, student-led inquiry: 11/11 Group 4- Problem solving models and strategies: 10/28 Group 5- Research models/strategies, study skills, communication and technology strategies: 10/21</td>
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</table>
Groups will use guided inquiry to gather information, develop an understanding of the assigned topics, determine relevant information, and share the information through a Voice Thread presentation and discussion. More detail is provided in the assignment description section of the syllabus.

2. **Book Study-20%**: Dec. 2- You will read and review an assigned book and prepare for a discussion of the book in the final class. As part of the preparation, you will be asked to respond to specific questions. In addition, you will develop a question that the group will use in the book study discussion during the final class. More details are in the assignment packet.

3. **Preparation and Participation- 5 %**: Much of this class is inquiry-based and about 20 of the 45 hours of it is online. You will work in groups on student-driven inquiry, both in and out of class. Additional readings will be assigned, along with critical analysis of readings. You will be assessed on your preparation and participation, with emphasis on demonstrated dispositions discussed above. You will be expected to provide observable evidence that you are thoughtfully and well prepared for class and actively engaged. **Ongoing**

4. **Final Assessment- Lesson Design, Implementation, and Reflection-25%**: You will complete a final project in which you demonstrate deep and comprehensive understanding of course content. Drawing upon new knowledge and understanding gained from course readings, assignments, discussions, you will design and teach (at self-selected times during this semester) a series of lessons (3-5 lessons) that differentiate for diverse high ability/gifted learners. Lessons will incorporate content, instructional strategies, products, and assessments matched to the varied subpopulations of high ability/gifted learners in your classroom. This assignment includes three parts:
   - Part One- Lesson plan and Design and Self-assessment of teaching and learning evidenced in your lesson plans.
   - Part Two – Reflection on student responses to particular aspects of particular lessons.
   - Part Three – What you will change, adapt, and modify in lessons and why.
More details are provided in the assignment packet.

**Due**: scheduled exam period for this course, December 11, 7:00 pm.

**Assignment Due Dates**: listed below, in course assignment packet, and below on course schedule

**Online sessions:**
- 9/16- Models
- 9/23- Models
- 10/21- Instructional strategies, Groups 1 and 5
- 10/28- Instructional strategies, Groups 2 and 4
- 11/11- Instructional strategies, Group 3
- 11/18- topic TBA

**Book Study**: December 2, at the beginning of class

**Preparation and participation**: ongoing

**Final Assessment**: December 11, 7:00 PM
Specific descriptions of all assignments including criteria for evaluation to be given out in class.

<table>
<thead>
<tr>
<th>Evaluation Scale:</th>
<th>A= 93-100</th>
<th>C = 74-77</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>B+ = 88-92</td>
<td>F = below 74</td>
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<tr>
<td></td>
<td>B = 83-87</td>
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<tr>
<td></td>
<td>C+ = 78-82</td>
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<tr>
<th>Evaluation Criteria:</th>
<th>Evaluation Criteria: Each assignment counts as the following percentage of your grade. Total points possible: 100 College of Charleston School of Education, Health, and Human Performance grading scale above will be used.</th>
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<tbody>
<tr>
<td>Online Sessions</td>
<td>50%</td>
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<tr>
<td>Book Study</td>
<td>20%</td>
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<tr>
<td>Preparation and participation</td>
<td>5%</td>
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<tr>
<td>Final</td>
<td>25%</td>
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<tr>
<td>Total</td>
<td>100%</td>
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| 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: | All courses in the School of Education, Health, and Human Performance are conducted under the College of Charleston Honor Code found in the Student Handbook at [http://studentaffairs.cofc.edu/honor-system/studenthandbook](http://studentaffairs.cofc.edu/honor-system/stUDENThandbook). Students are responsible for reading, understanding, and adhering to the Code of Conduct. **Ignorance is no excuse.** Both students and faculty are responsible for reporting violations to Student Affairs. Conviction of an Honor Code violation results in a grade of XF for the course in which the violation occurred. For help clarifying paraphrasing vs. plagiarism, see the following websites: [http://writing.wisc.edu/Handbook/QPA_paraphrase.html](http://writing.wisc.edu/Handbook/QPA_paraphrase.html), [https://www.indiana.edu/~istd/example1paraphrasing.html](https://www.indiana.edu/~istd/example1paraphrasing.html), and [http://owl.english.purdue.edu/owl/resource/619/01/](http://owl.english.purdue.edu/owl/resource/619/01/) |

**Special Accommodations:** 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, topics and assignments for course meeting)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment and Reading to be completed</th>
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</table>
| Class one-8/26 | • Introduction and course overview; Expected outcomes and assignments  
• Pre-Assessment  
• Discussion: NAGC Program Standards  
• **Review- ICM; Process of Differentiation**  
• **Introduce research article** and Analysis activity: *Toward Best Practice: An analysis of the efficacy of curriculum models in gifted education* by VanTassel-Baska and Brown, GCQ  
• **Master Teachers’ demonstration sessions and Online sessions**  
• MyCharleston, Voice Thread and Drop box | Syllabus  
NAGC Program Standards  
VTB & Brown GCQ article  
VTB & S, Chapters 1-3 |
| Class two – 9/2 | • **Research**- Analysis- seminar discussion of VTB & Brown  
• Understanding the context- Outcomes, Scope and sequence  
• Best Practices- Adaptations in core content areas- key understandings and considerations for each academic domain– Robinson et al.  
• Determine groups for online work. Develop work plan | VTB & Brown GCQ article  
VTB & S, review content chapters 6 – 10 as assigned (in class)  
**EXTRA:** Bring a GT scope and sequence plan found through web search |
| Class three-9/9 | • Academic Rigor- discussion of article  
• **Instructional Strategies: Guest Dodie Marshall**- Critical thinking model using Paul’s model; FPSP, combining research skills, problem finding, problem solving, creative thinking, and evaluation  
• **What do we know about instructional accommodations? Management strategies?** |  |
| Class four-9/16 online | **Online session: Curricular Models**-  
• Renzulli’s Model  
• Talent Identification Program Model |  |
<p>| Class five-9/23 online | <strong>Online class:</strong> Parallel Curriculum Model: Four Parallels |  |</p>
<table>
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<tr>
<th>Date</th>
<th>Class</th>
<th>Topic</th>
<th>Notes</th>
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| 9/30       | Class six | Follow up- discussion of models  
           Habits of Mind: **Guest Merrie Fisher to demonstrate**                     |                                                                  |
| 10/7       | Class seven | **Instructional Strategies- examination of select strategies**  
           Jacob’s Ladder- **Guest Lara Kessler to demonstrate**  
           Talk Moves                                                                |                                                                  |
| 10/14      |        | **NO CLASS- Fall Break**                                                                   |                                                                  |
| 10/7       | Class eight | **Instructional Strategies: Online VT Presentations: Group 1 and Group 5**                   |                                                                  |
| 10/28      | Class nine | **Instructional Strategies: Online VT Presentations: Group 2 and Group 4**                   |                                                                  |
| 11/4       |        | **Assessment:** Revised Bloom as a tool for assessment- analysis of Parallel curriculum unit exemplars using RBT  
           VTB PD series: Observe teaching session and use W & M observation scale  
           Paul’s model (assessment)  
           Questioning (assessment)  
           Considerations relative to diverse gifted learners- accommodations for twice-exceptional, Ld/gifted, ADHD/gifted, underrepresented gifted learners | VTB- readings as assigned from *Serving Gifted Learners Beyond the Traditional Classroom*  
VTB & S, Chapters 13, 15, 20, 21 |
| 11/11      | online | **Instructional strategies: Online VT Presentation: Group 3**                               |                                                                  |
| 11/18      | online | SCCGE Conference: **extra credit for attendance**                                          |                                                                  |
| 11/25      |        | Socratic discussion and Analysis activity: Lessons learned about educating the gifted and talented:  
           A synthesis of research on educational practice by Rogers, GCQ, Fall 2007  
           **Academic Rigor and Common Core**  
           Putting together the final project- individual conferences as scheduled |                                                                  |
| 12/2       |        | **Book Study**  
           **Sharing- final project work to date and peer feedback**  
           **Reflections**  
           **Next steps: Practicum course**                                         | **Book study**                                                                  |
| Dec 11th-final exam period |        | **Final assessment to be submitted electronically on or before deadline to swansonj@cofc.edu** | **Deadline for submission of Final Assessment is Dec. 11, by 7 pm** |
Voice Thread Sessions = 50%
Participant Role in 4 of the 6 online sessions @ 5% = 20%
Leadership role in two of the 6 online sessions @ 15% = 30%
50 point value

Each of you will present as part of a group and participate as an individual in the scheduled online sessions.

Online Sessions: as a “presenter”, you are responsible for
1. Voice Thread presentation completed and posted by due date, 8 a.m.
2. Email invite sent out to all classmates and me to join and comment on your Voice Thread presentation, using Google mail address as the email to invite each person.
3. Allow classmates from (time frame to be discussed and decided by class) to view and comment, raise questions, etc.
4. Revisit the Voice Thread a minimum of three times total during the discussion period to answer questions, respond to comments, etc. Be sure to post comment/s on each visit.
5. Formal presentation and discussion officially ends TBD following the due date, 8 a.m.

Online Time: as a “participant” in the research presentation and discussion:
1. View the Voice Thread presentation/s during the discussion period they are posted.
2. Participate by adding comments and questions on the presentation as well as responding to other comments and questions posed by your classmates.
3. FULLY participate!
4. Revisit the Voice Thread a minimum of three different points in time during the discussion period to “listen” and respond to other comments.
PRESENTER GUIDELINES

One set of Online Sessions will focus on In-depth exploration of gifted education curriculum models, and their potential applicability and relevance.

Model 1 - Renzulli’s Schoolwide Enrichment Triad Model - 9/16
Model 2 - Stanley Model of Talent Identification and Development – 9/16
Model 3 - Parallel Curriculum Model (2 groups, each group takes 2 parallels) - 9/23

Criteria to be used to evaluate your work:

Leadership and Presentation of your group’s Model-based Session= 15 points

Content Presented: 10 point value

- Define and describe: (3)
  - Models are described with sufficient detail so that a person unfamiliar with the models understands the key elements.
  - Description clearly explains what makes these “GT” curriculum models.
  - Three outside sources are utilized

- Exemplify: (3)
  - Concrete examples of how the models can be applied in a school and/or classroom setting are provided.
  - Examples are varied by grade level and content.

- Useful and relevant aspects: (2)
  - Two - three particularly useful, relevant aspects of each model are shared.

- Research on effectiveness: (2)
  - Based on your opinion BUT GROUNDED IN YOUR RESEARCH, would this be a good model for your district, school, or classroom? Position is stated and reasoning for position on each model is provided.
  - Research study results on the effectiveness of the models for GT students are reported and explained

VoiceThread and presentation: 5 point value

- Communication is clear, well-planned, and flows well. (1)
- No more than 24 slides are utilized (1)
- Communication is varied, interesting and engaging. (1)
- Communication is professional and error-free. (1)
- All in the group contribute in significant ways. (1)
PRESENTATION GUIDELINES

**Second set of Online sessions** will focus on in-depth study of higher order thinking processes and models and strategies to teach HOTS.

- Group 1: Critical thinking models/strategies (beyond Paul’s model) - 10/21
- Group 2: Creative thinking models/strategies (beyond the PS series) - 10/28
- Group 3: Problem-based learning, student-led inquiry - 11/11
- Group 4: Problem solving models and strategies - 10/28
- Group 5: Research models/strategies, study skills, communication and technology strategies - 10/21

Criteria to be used to evaluate your work:

**Leadership and Presentation of your group’s study of selected higher order thinking models and strategies** = 15 points

**Content Presented:** 10 point value

- **Define and describe:** (3)
  - Models/strategies are described with sufficient detail so that a person unfamiliar with the models understands the important elements.
  - Key models are selected to highlight.
  - Description clearly explains what makes these “GT” curriculum models.
  - Three additional sources (at a minimum) outside of texts/handouts are utilized

- **Exemplify:** (3)
  - Quality instructional strategies of how the models can be applied to teach higher order, elevated thinking in the classroom setting are provided.
  - Effective strategies not widely utilized are illustrated.
  - Examples are varied by grade level and content.

- **Useful and relevant:** (2)
  - 2-3 particularly useful, relevant instructional strategies for each HOTS model are identified and shared. **You and the group will be asked to teach a session using the higher order skill in a face class.**
  - 2-3 particularly useful, relevant resources for teachers for each HOTS model are identified and shared.

- **Research on effectiveness:** (2)
  - Based on your opinion and grounded in your research, which are the best models and/or strategies for your district, school, or classroom? Position is stated and reasoning is provided.
  - Research study results on the effectiveness of the models/strategies for GT students are reported and explained.

**PowerPoint and presentation:** 5 point value

- Communication is clear, well-planned, and flows well. (1)
- No more than 24 slides are utilized (1)
- Communication is varied, interesting and engaging. (1)
- Communication is professional and error-free. (1)
- All in the group contribute in significant ways. (1)
Book Study= 20%
20 point value
December 2


1. You will prepare your personal book review (choice of product) with some specific components and other choice components.
2. You will prepare one discussion question related to issues/themes of the book to pose for classmates.
3. You will prepare for and participate in a book discussion on the due date above with fellow classmates.

Assessment will include the following:

Personal Book Review (to be turned in to instructor)= 10 points

- Content of review (7 points) includes
  - What are the most significant ideas you gained from the book? Explain the significance of each. (2)
  - How do the ideas relate to diverse gifted learners? Be specific and give examples. (2)
  - What are useful lessons from Dweck’s book for teachers and parents? (1)
  - What are gaps or questions raised for you from the reading? (1)
  - Comments of your choice (1)

- Product (3 points) chosen communicates ideas clearly
  - Communication of information is professionally prepared and well-organized
  - Communication is error-free and on time

Preparation and Participation in Book Discussion= 10 points

- You show evidence of preparation for the discussion. (4)
- You pose a thoughtful question for the group to discuss that is related to course goals. (2)
- You actively participate by sharing your ideas. (2)
- You actively participate by listening and commenting on ideas of others in the group. (2)
Preparation and Participation = 5%

Ongoing

5 point value

Additional readings will be assigned to individuals/small groups, along with critical analysis of readings. You will be assessed on your preparation and participation, with emphasis on demonstrated dispositions discussed in the syllabus. You will be expected to demonstrate that you are prepared for class and actively engaged in learning. Class attendance, punctuality, professional behavior towards classmates and instructor, completion of assignments in a timely manner, a questioning attitude, an openness to ideas, and active engagement in class meeting tasks are examples of evidence that demonstrates quality preparation and participation.
Final Assessment- Lesson Design, Implementation, and Reflection = 25 %

25 points
Due during or before Scheduled Final Exam Period

Your goal in this final project is to apply and test out strategies, rigor, a link/s to curricular model/s, and redesigned assessment as you make sense of your advancing understanding of curriculum and instruction for gifted learners.

You will compile a final project in which you demonstrate deep and comprehensive understanding of course content and what you have learned up to this point in your program, i.e., curriculum practices for diverse gifted learners.

Drawing upon new knowledge and understanding gained from course readings, assignments, and discussions, you will design and teach a series of lessons (3-5 lessons, taught during the course duration, in the months of September, October, or November) that differentiate for diverse gifted learners.

In the lessons, you will “test out: instructional and/or curricular strategies we are studying. You will try out redesigned assessment. Your lessons will reflect GT curriculum model application, rigor and/or incorporate content, processes, products, and assessments matched to the varied subpopulations of higher, highest, and gifted learners in your classroom.

This assignment includes three parts:
Part One- Lesson planning and design and Self-assessment of teaching and learning evidenced in your lesson plans as taught.
Part Two – Reflection on student responses (individual and whole group) to particular aspects of particular lessons. A suggestion is to focus on selected individuals in your class, your low and higher or highest ability students.
Part Three – What you will change, adapt, and modify in lessons and why.

Details on the assignment and Criteria for Evaluation:

Step One: Plan and teach a series of lessons (3-5 lessons, lessons can be related or not) that differentiate for gifted/high ability learners. Lessons will incorporate content, processes (instructional strategies), products, and assessments matched to the varied subpopulations of gifted/higher ability learners in your classroom. As you teach, note how high ability/gifted students respond individually (3 or more specific individuals) and as a group (whole group). For example, you might identify specific subpopulations (e.g., gifted student with a learning disability, gifted students from poverty, African-American gifted students) within your classroom as you observe individual student responses.

Some tools that may be used to assist in your observation, reflection and self-analysis include
a) knowledge and strategies gained from the texts and readings
b) the NAGC standards for programming that are applicable,
c) the William and Mary Classroom Observation Scale revised (teacher observation scale and student observation scale), and 
d) the revised Bloom’s Taxonomy (RBT).
e) The rigor rubric in GCT article 
f) Other appropriate tool/s of your choice

**Step Two:** After teaching your lesson series, use notes, tools provided, tools of your choice, and knowledge and understanding gained from course readings, assignments, and discussions to complete the three parts of this final assessment:

**Part One** - Lesson planning and Design and Self-assessment of teaching and learning evidenced in your lesson plans. Provide a brief summary/overview of the lessons to give a context for your self-assessment. Use tools of your choice (e.g., NAGC program standards, William and Mary Classroom Observation Scale, teacher observation section, the RBT, etc.) to self-assess. Identify strengths and weaknesses in your lessons in terms of differentiation of content, process/product, assessment, and learning environment for the high ability/gifted learner. In your self-assessment, specify what you did to design and teach this series for academically gifted learners. What did you do differently in designing and teaching these lessons in comparison to what you would do with regular learners? **Be explicit through details and examples.**

**Part Two** – Reflection on student responses to particular aspects of particular lessons. **Consider** using the William and Mary student observation scale and your knowledge of special populations to guide your reflection. Provide specific examples from the lessons and from students’ responses in this part of your reflection. Reflect on the group as a whole and on individual student responses (low, higher, highest). Where did you see strong critical thinking and reasoning? What are examples of ways in which depth of understanding and complexity in thinking were experienced and/or demonstrated by your students? In what ways were your students engaged in creative thinking strategies? Or problem-solving strategies? Or research strategies? In what ways did you allow for self-selected activities? Self-pacing? What other notable aspects of how students responded were evident? Be specific and provide examples to illustrate what you observed in student responses.

**Part Three** – What you will change, adapt, and modify in lessons and why. What did you learn as you used these instructional, curricular, and assessment strategies? What did you note about your responses and your students’ responses? How will you proceed as you learn to increase the rigor, challenge and depth in students’ learning? What insights have you gained as you seek to become an expert teacher of high ability students?

Based on your self-assessment and reflection, **identify and elaborate** on the changes, adaptations, and modifications you will make. Explain why each is important in improving the learning for gifted students.
Evaluation Criteria:
Standard to be met: You demonstrate deep and comprehensive understanding of course content that extends beyond writing a unit for gifted learners to understanding and implementation of differentiation for various subpopulations of high ability/gifted students in your class(es).

In evaluating your final assessment, I will look for evidence that you meet the standard above by using the following questions:

Clarity: Do you provide examples from the teaching/learning that illustrate differentiation and rigor for high ability/gifted learners in the areas of content, process, product, assessment?

Precision: Are your descriptions/reflections specific and detailed?

Relevance: Do you address each of the three parts of the final assessment? Do you relate observations and reflections to the issue of how to meet the learning needs of high ability/gifted students?

Depth: Do you identify and discuss the difficulties you had with this “assignment” and where you are in your development of expertise in teaching gifted and talented learners? Do you illustrate the complexities of differentiation of curriculum and instruction for your gifted students?

Accuracy: Do you present information and observations that are true/correct?

Format Choices:
You should submit your final assessment electronically on or before the due date. Any final project received before December 6, 4:00 pm, earns 1 bonus point.

You may chose from one of the following formats or negotiate with me for a different format not listed below:

- Essay format
- Voice Thread or Powerpoint Format
- Portfolio/scrapbook format (this may be hand delivered on or before the due date)
- Diagram/chart/picture format
- A different format approved by the instructor

Total = 25 points

Due date: on or before Wednesday, December 11, by 7 p.m. – scheduled exam period for this course. Any final project received before December 6, 4:00 pm earns 1 bonus point.

Criteria and evaluation tool for project on next page.
<table>
<thead>
<tr>
<th>Content and questions based on Paul’s Universal Intellectual Standards</th>
<th>Clarity: Details and examples from the teaching/learning to illustrate differentiation for gifted learners in the areas of content, process, product, assessment?</th>
<th>Precision: Descriptions/reflections specific and detailed?</th>
<th>Relevance: Do you address each part of the final assessment? Do you relate observations/reflections on meeting gifted students’ learning needs?</th>
<th>Depth: Do you identify &amp; discuss the difficulties you had? Do you illustrate complexities of providing differentiated curriculum instruction for your gifted students?</th>
<th>Accuracy: Do you present information and observations that are true/correct?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part One - Self-assessment of teaching and learning.</td>
<td>Summary/overview Self-assessment - Strengths and weaknesses of differentiation for the High ability/gifted learner What you did to accommodate the high ability/gifted learner (Y = 8-10 points, S = 7-5 points N = 4-0 points)</td>
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<td>Part Two – Reflection on student responses.</td>
<td>Tool(s) used Specific examples (whole group and on individual students): Reflection on processes matched with the high ability/gifted learner (Y = 8-10 points, S= 7-5 points N = 4-0 points)</td>
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<td>Part Three – Reflection on Changes, adaptations, and modifications and why. (Y = 5 points, S = 3-4 points, N = 2-0 points)</td>
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<td>Totals</td>
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