### College of Charleston
#### EDFS 763 Advanced Curriculum Practices for Gifted and Talented Students
**Fall 2015**
Three hours of graduate credit

<table>
<thead>
<tr>
<th><strong>Meeting Time and Place:</strong></th>
<th>Sept. 1, 8, 15, 22*, 29*, Oct. 6*, 13, 27*, Nov. 3*, 10, 17, 2015, North campus, room 214, from 5 – 8:45 pm and online*. <em><em>Hybrid- Combines face and online</em> sessions.</em>* 45 contact hours</th>
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</thead>
<tbody>
<tr>
<td><strong>Instructor's Name:</strong></td>
<td>Julie Dingle Swanson, Ed. D.</td>
</tr>
<tr>
<td><strong>Office Hours:</strong></td>
<td>One hour before class at North campus and by appointment</td>
</tr>
<tr>
<td><strong>Office Location:</strong></td>
<td>Room 218, School of Education, Health, and Human Performance, 86 Wentworth Street</td>
</tr>
<tr>
<td><strong>Office phone/Fax/Email:</strong></td>
<td>953-5106 953-8109 fax <a href="mailto:swansonj@cofc.edu">swansonj@cofc.edu</a></td>
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<tr>
<td><strong>Course Prerequisite:</strong></td>
<td>EDFS 761: Introduction to Curriculum for the Gifted and Talented Learner or permission of instructor</td>
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<tr>
<td><strong>Course Description:</strong></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 recommended resources:


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 (2013, The Council for Exceptional Children, The Association for Gifted) and NAGC (National Association for Gifted Children) and CAEP (Council for the Accreditation of Educator Preparation). 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 1, 2, 4 and 5).
2. Recognize and plan for individual learning differences (e.g., language, culture, family background, individual predispositions) (NAGC-CEC standards 1, 2, and 5).

**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 4 and 5).
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 3 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 standard 4).
6. Promote high levels of thinking, questioning, and metacognition (NAGC-CEC standards 3 and 5).
7. Facilitate independence in research and study skills (NAGC-CEC standards 3 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 1, 2, and 7).
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 standard 2).

**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 standards 6, 7).

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 6, 7).

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 7).

**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>
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<tr>
<th>Course Requirements: Description of Course Requirements</th>
<th>1. Model analysis and presentation in Online Sessions through VT:</th>
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</thead>
</table>
### Projects/Assignments:

Groups will be formed and work together to research and present a Voice Thread on selected curriculum models in gifted education. This assignment will focus on in-depth exploration of gifted education curriculum models.

1. **Research and Review of scholarly research articles about teaching high ability students in one content area (Mathematics, ELA, Science, Social Studies, History, FL):** You will search the gifted education literature and find five research articles from scholarly journals. You will write a 2-3 page review of each article. More details included in assignment section.

2. **Threaded discussions in small groups related to research and readings**

3. **In depth study/presentation of HOTS instructional strategies (small group) and demonstration lesson (individual).**

4. **Book Study:** You will read an assigned book, review it, prepare for a discussion of the book, and participate in the discussion.

5. **Final Synthesis:** You will complete a final assessment in which you demonstrate deep and comprehensive understanding of course content. More details on each of these assignments are provided in the assignment section of this syllabus.

### Assignment Due Dates: listed below, in course assignment section, and below on course schedule

<table>
<thead>
<tr>
<th>Models Presentation:</th>
<th>9/22; 9/29; 10/6 posted by 8 am</th>
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<tbody>
<tr>
<td>Threaded discussion:</td>
<td>10/27; 11/3</td>
</tr>
<tr>
<td>Online participation:</td>
<td>9/22; 9/29; 10/6, participation window to be determined</td>
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</table>

**HOTS Study Presentation and Demonstration:** November 10

**Book Study:** November 17

**Final Assessment**- December 15 by 4 pm- Take home due at final exam period date

Specific descriptions of all assignments including criteria for evaluation to be given out in class.

### Evaluation Scale:

<table>
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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100</td>
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<tr>
<td>B+</td>
<td>88-92</td>
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<tr>
<td>B</td>
<td>85-88</td>
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<tr>
<td>C+</td>
<td>81-84</td>
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<tr>
<td>C</td>
<td>77 - 80</td>
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<tr>
<td>F</td>
<td>below 76</td>
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### Evaluation Criteria:

**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.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Models Presentation</td>
<td>10%</td>
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<tr>
<td>Research and review @ 4 pts</td>
<td>20%</td>
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<tr>
<td>Threaded discussion @ 5 pts</td>
<td>10%</td>
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<tr>
<td>Online Participation @ 5 pts</td>
<td>15%</td>
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<tr>
<td>HOTS Presentation and mini-lesson</td>
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<tr>
<td>Demonstration</td>
<td>15%</td>
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<tr>
<td>Book Study</td>
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<tr>
<td>Final</td>
<td>15%</td>
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<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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**Attendance Policies:**

You must attend face-to-face sessions—**REQUIRED!** If you miss any face classes, your grade will be impacted, you will be expected to do additional assignments, and you may be dropped from the course for absences.

The remainder of the course will be conducted online. Some may think hybrid courses are easier than face courses and take less time. This course is as rigorous as a face course, and **may even take more time than a F2F course.** It will definitely take as much time.

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:**

**College of Charleston Honor Code and Academic Integrity:**

Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved.

Incidents where the instructor determines the student’s actions are related more to a misunderstanding will handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed both by the instructor and the student, will be forwarded to the Dean of Students and placed in the student’s file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the X to be expunged. The F is permanent. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Students should be aware that unauthorized collaboration--working together without permission-- is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no
collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information via a cell phone or computer), copying from others’ exams, fabricating data, and giving unauthorized assistance.

Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.

Students can find the complete Honor Code and all related processes in the Student Handbook at http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php

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 specific topic and assignments for each course meeting)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Text readings and assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class one-9/1</td>
<td>• Pre-Assessment&lt;br&gt;• <strong>PPT:</strong> Introduction; Course overview, expected outcomes and required assignments; Nature of CLD GT learners (review)&lt;br&gt;• Activity: Chapter 1, Text: NAGC Program Standards&lt;br&gt;• <strong>Jigsaw</strong>- Rogers, K. B. (2007). Lessons learned about educating the gifted and talented: A synthesis of the research on educational practice. <em>Gifted Child Quarterly, 51</em>(4), 382-396.</td>
<td>Chapters 1 and 2</td>
</tr>
<tr>
<td>Class two – 9/8</td>
<td>• <strong>PPT:</strong> Effective Practice and Curriculum Models&lt;br&gt;• <strong>Seminar Discussion:</strong> Chapter 4, Text: <strong>Research- Overview:</strong> Toward Best Practice: <em>An analysis of the efficacy of curriculum models in gifted education</em> by VanTassel-Baska and Brown, (from GCQ article)&lt;br&gt;• Renzulli’s knowledge menus and Revised Bloom as tools for assessment: analysis of Parallel curriculum unit exemplars using RBT</td>
<td>Chapters 3 and 4</td>
</tr>
</tbody>
</table>
| Class three-9/15 | • Processes for promoting thinking: Discussion: Critical thinking, creative thinking, problem solving, research, and inquiry. Examine examples and explain embedded skills. Apply understanding through observation and analysis: Observe teaching session and use W & M observation scale  
• Center activities: 1) Rigor article and activity; 2) Understanding the context- Scope and sequence; 3) Adaptations in core content areas- key understandings and considerations for each academic domain (CCSS chapter and books on ELA and Math)  
• **Work on Curricular Model Study** | Chapters 5, 6, 7 Research Review One due- submit to dropbox on Oaks |
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<tbody>
<tr>
<td>Class four-9/22 - <strong>online</strong></td>
<td>• <strong>Online class: Curriculum Models</strong></td>
<td>Chapters 7, 9</td>
</tr>
<tr>
<td>Class five-9/29 <strong>online</strong></td>
<td>• <strong>Online class: Curriculum Models</strong></td>
<td>Chapters 10, 11, 12 Research Review two due- submit to dropbox on Oaks</td>
</tr>
<tr>
<td>Class six-10/6 <strong>online</strong></td>
<td>• <strong>Online class: Curriculum Models</strong></td>
<td>Chapters 13, 14, 15</td>
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</tbody>
</table>
| Class seven-10/13 | • Follow up: **Online session questions and comments**  
• Remaining topics: Serving Gifted students beyond the classroom; Instructional management; Assessment of learning  
• **Work on Higher Order thinking assignment**- Time and strategies for unit analyses in the lesson leading up to the presentation: Materials review: Your own lessons/units; Parallel curriculum units, William and Mary units, UVA units, and Mentoring Mathematical Minds units | Chapters 16, 17, 18, 19 Research Review three due- submit to dropbox on Oaks |
<p>| Class eight-10/20 | • <strong>FALL BREAK – no class</strong> | Read Cases from “Making Decisions Related to Curriculum and Instruction”, <em>Exploring Critical Issues in Gifted Education</em>, found on Oaks in preparation for online discussions for next two weeks |
| Class nine-10/27 <strong>online</strong> | • <strong>Online threaded discussions of cases, models, text, and research reviews</strong> (Small groups) | Research Reviews four and five due- submit to dropbox on Oaks |
| Class ten-11/3 | • <strong>Online threaded discussions of cases, models, text, and research reviews</strong> (Small groups) | |</p>
<table>
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<tr>
<th>Online</th>
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</table>
| **Class eleven-11/10** | • Group Presentations on HOTS study  
• Mini-lesson Demonstrations: Students share mini-lessons based on HOTs study  
HOTS presentations due  
Mini-lessons shared |
| **Class twelve-11/17** | • Demonstrations continued  
• Book Study/Discussion  
• Course evaluation (online)  
Book Review due at beginning of class  
submitted to dropbox on Oaks  
Bring question for discussion to class |
| **Final exam period-12/15** | • Final assessment to be submitted electronically on or before deadline to dropbox on Oaks  
Final assessment due by 4 pm to be submitted to dropbox on Oaks |
ASSIGNMENT DESCRIPTION SECTION:
Models Presentation
10 points
Due: 9/22; 9/29; 10/6 posted by 8 am on due date

This assignment focuses on in-depth exploration of selected gifted education curriculum models.
In pairs or triads, you will study one of the following models to study and present what you learn to the other members of the class. Each of you is responsible for understanding these models. Models include

- Schoolwide Enrichment Model
- Multiple Menu Model
- Autonomous Learner Model (secondary)
- Problem-Based Learning Model
- Parallel Curriculum Model
- Model of Talent Identification and Development (Julian Stanley and others) (middle and high).

You may use the text (but it may not help in this assignment for all models) and four other sources (for a total of five sources minimum) to learn about the model you study. Again, the goal is for you to develop strong knowledge about each of these models.

Criteria to be used to evaluate your work:

**Point value = 10 points**

**Content Presented: 7 point value**
- **Description:** (5)
  - Brief description of the Curriculum Model with sufficient detail to understand the key elements, components, and/or non-negotiables. (1)
  - Description includes the intended applications/setting for the use of this model (e.g., pullout, resource room, special class, after-school, etc.; intended audiences, e.g., grade levels) (1)
  - Description details how the curriculum model addresses the needs of CLD GT learners (1)
  - Relative strengths and weaknesses of this model are explained (1)
  - Necessary resources for successful implementation of this model (1)
- **Research on effectiveness:** (2)
  - Based on your opinion, would this be a good model for your district, school, or classroom? Position is stated and reasoning for position on each model is provided. Position includes pertinent school data (population statistics, special needs, personnel, CLD needs)
  - Sources provided and results on the model’s effectiveness for GT students are reported and explained

**Presentation:** 3 points
- Communication is clear, well-planned, varied, interesting and engaging. (1)
- No more than 20 slides are utilized (1)
- Communication is professional and error –free. (1)
Research and Review @ 4 pts
20 point value

Due dates:
9/15: Review 1 completed and submitted to dropbox
9/29: Review 2 completed and submitted to dropbox
10/13: Review 3 completed and submitted to dropbox
10/27: Reviews 4 and 5 completed and submitted to dropbox

The purpose of this assignment is to get you into the research literature related to a content area of your choice.

You will search for scholarly research articles about teaching high ability students in one content area (Mathematics, ELA, Science, Social Studies, History, FL). Of the articles you find, select the five most relevant and interesting to you and review them. Scholarly sources for gifted education research literature include these journals:
Gifted Child Quarterly
Journal for the Education of the Gifted
Roeper Review
Journal of Advanced Academics

There are other scholarly research journals – these are provided as a starting point for you. Do not use popular journals, only academic ones. Find research articles to review.

Product Content: Provide a copy of the article as part of your assignment. Write a 2-3 page review of each article. The review should be 1/3 summary of the article; 1/3 relevance to teachers and other educators of the findings; and 1/3 comments of your choice that show critique, including discussion of how the content area recommendations may affect the need to be revised/modified in order to effectively address the needs of culturally and linguistically diverse GT students.


Criteria for points: 4 possible points per review
- Concise summary in your words is one third of paper = 1 point
- Description of relevance of the research to educators is provided and is one third of paper = 1 point
- Critical Comments are offered and comprise one third of the paper = 1 point
- APA 6th edition writing style is used accurately = 1 point

<table>
<thead>
<tr>
<th>Review #</th>
<th>1/3 Summary</th>
<th>1/3 Relevance</th>
<th>1/3 Critique</th>
<th>APA 6th Style</th>
<th>Points earned</th>
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Threaded discussion
10 points
(two online discussions @ 5 points)
Due: 10/27 Discussion One begins
11/3 Discussion Two begins

You will be divided into small groups. We will have two threaded discussions on provided prompts.

The prompts that the instructor provides will require that you read specific cases you will find on our Oaks page. On the Oaks page, you will be provided (and will need to read and study prior to the start of the discussion) with specific cases studies from a chapter, “Making Decisions Related to Curriculum and Instruction”, in Exploring Critical Issues in Gifted Education.

From each of the provided case scenarios and using the prompt, you and group members will be asked to participate in an online discussion where you begin to synthesize your current understanding. You’ll be asked to draw upon your research review readings, your text readings, and other outside readings as you respond and participate. You’ll be expected to demonstrate understanding of all models we have studied as well as what you have learned about content area accommodations other than the one you teach.

Your participation in each discussion will be judged using this rubric:

<table>
<thead>
<tr>
<th>Points earned</th>
<th>Response to prompt</th>
<th>Link to readings and research</th>
<th>Level of engagement With group</th>
<th>Question/s raised</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 points</td>
<td>Fully addresses the prompt in the discussion</td>
<td>Explicit and clear connections to • The text • several curricular models studied • more than one content area accommodation</td>
<td>Highly engaged with group during the discussion window, with frequent posts that show interaction with others ideas and thoughts</td>
<td>Multiple, interesting questions raised</td>
</tr>
<tr>
<td>4-3 points</td>
<td>Addresses the prompt</td>
<td>Explicit connections to most of the above</td>
<td>Engagement and interaction with group is evident by a number of posts during the discussion window</td>
<td>Two questions raised</td>
</tr>
<tr>
<td>2-1 points</td>
<td>Prompt addressed somewhat</td>
<td>Explicit connections to some of the above</td>
<td>Few posts or late posts show little interaction in the discussion with others</td>
<td>A question raised</td>
</tr>
<tr>
<td>0 points</td>
<td>Response does not address prompt</td>
<td>Links to readings &amp; research missing</td>
<td>Lack of substantive interaction with group</td>
<td>No questions</td>
</tr>
</tbody>
</table>
Online Participation in the Curriculum Model Presentations @ 5 pts
15 points
Dates: 9/22, 10/6; 10/13

As BOTH “participant” and as a “presenter” in the models presentation and discussion:
1. View the Voice Thread presentation/s during the period they are posted.
2. Fully participate by adding comments and questions on the presentation as well as responding to other comments and questions posed by your classmates.
3. Revisit the Voice Thread a minimum of three different points in time during the posting period to respond.

Both presenters and class members will be assessed on participation in the discussions.

Participation per session (three sessions @ 5 points each): Judged holistically on these required components:
• Thread is viewed during the posting period (1)
• A minimum of three comments for each thread is posted (3)
• Participation is substantive and shows engagement in the topic (1)
Higher Order Thinking Strategies (HOTS) study and demonstration
Instructional Strategies Presentation and Mini-lesson Demonstration

15 points
Due: November 10

The focus of this assignment is in-depth study of higher order thinking processes and models and strategies to teach HOTS. You must extend any previous study you have done in prior courses in order to deepen understanding. This assignment is a stepping stone for your final assessment. You are asked to:

1. **Topic:** Study a HOTS, broadly, one group for each of these areas:
   - Critical thinking
   - Creative thinking and problem solving
   - Inquiry, problem-based learning, independent investigation
   - Research models and strategies, communication and technology strategies

2. **Deep and broad investigation:** Study instructional models/strategies to best implement the HOTS.

3. **Lesson Revision:** Working with members in your group, identify 1 lesson in your unit that could be strengthened through the use of the particular HOTS under study.

4. **TWO Products for this assignment:** **Product #1:** Provide a general overview of the HOTS and accompanying strategies (group product), and **Product #2:** lead a mini-lesson for your peers (individual product) based on the revised lesson and its inclusion of the HOTS component using the accompanying instructional strategies.

Criteria to be used to evaluate your work:

**Product #1: Group Product**- Overview and Strategies for HOTS

**10 point value:** The group will provide a 15 minute presentation overview addressing the questions below and provide an original handout summarizing main points to take away:

- What skills are involved and embedded within the HOTS?
- What are models or frameworks that can be used to teach the HOTS?
- What are examples of specific instructional strategies that you can use to teach the HOTS?
- What are sound instructional strategies for teaching the HOTS in specific content areas?
- How would you evaluate the choices you have within a lesson to select sound instructional strategies to elevate student thinking in your HOTS area?
- What print and/or online resources are available related to your HOTS area?

**Product #2: Individual Product:** Mini-lesson demonstration:

**5 point value**
You lead a mini-lesson for your peers based on the revised lesson and its inclusion of the HOTS component using the accompanying instructional strategies. **5-10 minutes**

- Quality, useful, relevant strategy/ies of how to teach HOTS is/are demonstrated
Book Study

15 point value

Due November 17, beginning of class, submitted to dropbox


1. You will prepare your personal book review (choice of product) with the specific components below included 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 at the start of class)= 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= 5 points**

- You show evidence of preparation for the discussion. (1)
- You pose a thoughtful question for the group to discuss that is related to course goals. (2)
- You actively participate by sharing your ideas and listening and commenting on ideas of others in the group. (2)
Final Assessment
Due Tuesday, December 15, by 4 PM, submitted to dropbox
15 point value

Reflection on Lesson Design, Planning, and Reflection

You will complete a final reflection in which you demonstrate deep and comprehensive understanding of course content, i.e., curriculum practices for diverse gifted learners.

Drawing upon new knowledge and understanding gained from course readings, assignments, and discussions, you will analyze a series of lessons (1 – 3 lessons, taught BY YOU some time during the past year) in which you differentiated for diverse gifted learners. The lessons you choose to reflect on can come from the unit you developed in EDFS 761 or some more recent instruction.

The instruction should reflect GT curriculum model application and incorporate content, processes, products, and assessments matched to the diverse high ability/gifted learners in your classroom. This final assignment includes three parts. Part One is lesson analysis, Parts Two is accommodation for diverse learners, and Part Three is what have you learned.

**Part One**- Lesson planning, design and self-assessment. Use the lesson/lessons you designed and taught (1 - 3 lessons) that differentiate for high ability and gifted learners as your starting point.

**Analyze**: The degree to which your lesson/s incorporate/s content, processes, products, and assessments matched to the varied subpopulations of high ability/gifted learners in your classroom. In your analysis, examine
- Instructional strategies that promote higher order thinking
- Link to curricular model/s
- Processes, Products, assessments, learning environment that match with high ability students.

**Use tool/s of your choice or your own creation**: Some tools that may be used to assist in your observation, reflection and self-analysis include
  a) knowledge and strategies gained from the readings, VTs, and discussions
  b) the NAGC standards for programming (2011) that are applicable
  c) the William and Mary Classroom Observation Scale revised (COS-R; teacher observation scale and student observation scale),
  d) the revised Bloom’s Taxonomy (RBT),
  e) the knowledge menu (Renzulli’s Multiple Menu Model article)
  f) the rigor article,
  g) Other (your choice or your own creation)

**Report**: Based on your analysis, give your lessons a score on the degree that they were planned and designed for the GT learner. Use the following scale for your score and justify your score with evidence from the tool/s used for analysis.

  0-1 Few differentiated features for GT learners included
Some differentiated features for GT learners included

Highly differentiated features for GT learners

**Part One Content:** Include a) synopsis of lessons, b) your analysis, and c) your “score” with supporting reasons and conclusions. Be concise and to the point in your report.

**Part Two:** Fit of the lessons with culturally and linguistically diverse GT students (individual and whole group) and planned accommodations for diverse learners.

**Reflect:** What do you recall about student responses (individually) and as a group (whole group)? For example, were there specific subpopulations (e.g., gifted student with a learning disability, gifted students from poverty, African-American gifted students) within your classroom when you taught the lesson/s? How does your recollection fit with what you have learned about accommodations for diverse gifted learners?

**Report:** Recall examples from the teaching/learning if you are able. If your memory does not enable you to give examples of diverse learner reactions, responses, and/or your accommodations for diverse learners, use a “what if” approach...What if I had a _____ GT learner? How might I have planned for that learner’s individuality based on _____? What accommodations would I have thought about in advance? It is fine to draw on past experiences with diverse GT students as you imagine how to plan for and to accommodate in the moment.

**Part Two Content:** A brief and concise anecdote of a specific GT learner and special considerations you made (or would make given what you now know and understand) in the teaching and learning environment. An anecdote is a snapshot at a point in time and includes general details about the learner and special considerations/accommodations related to the individuality of the student. The diverse GT learner can be a real student or a composite of many.

**Part Three:** What have you learned?

**Reflect:** Pulling from what you learned throughout the threaded discussions, reflect on your diverse GT/high ability students and how you have served their needs in the past. Based on these discussions and the new knowledge you gained from examination of exemplary content-based instruction for GTs, how will you better accommodate these students' needs? Based on what you now know about mindset and the importance of leading from and teaching with a growth mindset, how will you change your practice? What HOTS and instructional strategies will you incorporate in your lessons? Why?

**Conclude:** Drawing upon your analysis and what you have learned about curriculum and instructional practices for gifted and talented learners, what would you change, adapt, and modify in the lessons and why?
**Part Three Content:** Provide a brief and concise report of your reflection, changes, adaptations, and modifications in the original lessons and why those changes would be important to make.

**Criteria for Scoring: 15 point value**

**Part One Relevance = 5**
- Do you address specified parts of Part One completely?
  - Lessons
  - Analysis notes
  - Report including score and justification

**Part Two Relevance = 4**
- Do you address specified parts of Part Two completely?
  - Anecdote about diverse GT learner with some details on learner
  - Special considerations and/or accommodations

**Part Three Relevance = 5**
- Do you address specified parts of Part Three completely?
  - Reflection, Changes, adaptations, modifications
  - Why changes, adaptations, modifications are important

**Professionally communicated = 1**
- Clear and understandable
- No errors (grammar, spelling)