GTE 525: Curriculum Development and Instructional Strategies

 For the Gifted and Talented

**“EMPOWERMENT FOR LEARNING”**

**Spring 2017-G4 Term (Jan-Mar 2017)**

Dottie Davis, Ph. D **OFFICE:** EB 113

dldavis@campbellsville.edu **PHONE:** 270**-**789-5090

**Campus Security:** Cell Phone: (270) 403-3611; Office: (270) 789-5556

**OFFICE HOURS:** Posted on bulletin board. Office appointments are encouraged. Please make arrangements if you cannot meet during my regularly scheduled office hours.



**Required Textbook**:

Karnes, F.A. & Bean, S.M. (Ed.) (2015). *Methods and materials for teaching the gifted. 4th Edition.* Waco, Texas: Prufrock Press. ISBN 978-1-61821-267-2

Roberts, J.L. & Inman, T.F. (2015). *Strategies for differentiating instruction: Best practices for the classroom 3rd Edition*. Waco, Texas: Prufrock Press. ISBN 978-1-61821-279-5

**OPTIONAL Resource:**

Roberts, J.L. & Boggess, J. R. (2011). Teacher’s survival guide gifted education. Waco, Texas: Prufrock Press. ISBN-13: 978-1-59363-535-1

**Prerequisite**: None

**Course Description**: GTE 525 focuses on terminology, theories, issues and general approaches to educating the gifted, talented and creative. Regulations specific to Kentucky schools will be examined along with differentiation strategies appropriate for different modes of giftedness. GTE 525 is an online synchronous course that utilizes weekly chat/Connect, and discussion board communication.

**Course Rationale**: GTE 525 will introduce students to general concepts, requirements, and applications related to gifted and talented programs.

**Course Objectives**: Students will:

1. Analyze issues in definition and identification of the gifted and creative. (KTS\* 1.1)
2. Develop a standards based unit of study with appropriate accommodations for gifted and talented students.
3. Examine intellectual, emotional, and social developmental characteristics of the gifted and creative and their implications for education. (KTS 1.3, 3.5)
4. Become familiar with current Kentucky and national laws/regulations for gifted students.
5. Identify children who are gifted and talented in specific areas of academic aptitude, as well as in creativity, leadership and/or the visual and performing arts.
6. Compare school programs, learning environments, and services for the gifted. KTS 5.4, 7.1, 10.1)
7. Review and analyze current research on the gifted and creative. (KTS 9.2)
8. Identify common misconceptions associated with gifted and talented students. (KTS 1.5)

 **Course Alignment with Professional Standards**

The objectives of this course align with the mission of the university, the School of Education, and state and national standards.

**National Association for Gifted Children (NAGC) Standards** [**(www.nagc.org**](file:///F%3A%5C2015%20GRAD%20CLASSES%5CGTE%20525%20Curriculum%20and%20Inst%5CSYLLABUS%20-%20G4%20Jan%202017%5C%28www.nagc.org)**)**

**Standard 1: Learning and Development:** Educators, recognizing the learning and developmental differences of students with gifts and talents, promote ongoing self-understanding, awareness of their needs, and cognitive and affective growth of these students in school, home, and community settings to ensure specific student outcomes.

**Standard 2: Assessment:** Assessments provide information about identification, learning progress and outcomes, and evaluation of programming for students with gifts and talents in all domains.

**Standard 3: Curriculum Planning and Instruction:** Educators apply the theory and research

based models of curriculum and instruction related to students with gifts and talents and respond to their needs by planning, selecting, adapting, and creating culturally relevant curriculum and by using a

repertoire of evidence-based instructional strategies to ensure specific student outcomes

.

**Standard 4: Learning Environments:** Learning environments foster personal and social responsibility, multicultural competence, and interpersonal and technical communication skills for leadership in the 21

St century to ensure specific student outcomes.

**Standard 5: Programming:** Educators are aware of empirical evidence regarding (a) the cognitive, creative, and affective development of learners with gifts and talents, and (b) programming that meets their concomitant needs. Educators use this expertise systematically and collaboratively to develop, implement, and effectively manage comprehensive services for students with a variety of gifts and talents

to ensure specific student outcomes.

**Council for Accreditation of Educator Programs (*CAEP Advanced Standards*)**

Standard 1 Content and Pedagogical Knowledge

Standard 2 Clinical Partnerships and Practice

**Kentucky Teacher Standards (KTS) Advanced –Level Performance**

* 1.1 Communicates an in-depth understanding of concepts, processes, and knowledge in ways that contribute to the learning of all students.
* 1.3 Consistently uses instructional strategies that are appropriate for content and contribute to the learning of all students.
* 2.1 Develops challenging and appropriate learning objectives that are aligned with local/state/national standards and are based on students’ needs, interests, and abilities.
* 2.3 Develops well-designed assessments that align with learning objectives, guide instruction, and measure learning results.
* 4.1 Consistently provides a well-planned sequence of appropriate instructional strategies that actively engage students in meeting learning objectives.
* 5.1 Consistently uses student baseline data from appropriate pre-assessments to promote learning of all students.
* 5.2 Uses appropriate formative assessments to determine student progress, guide instruction, and provide feedback to students.
* 5.3 Consistently uses appropriate summative assessments aligned with the learning objectives to measure student achievement.
* 5.4 Describes, analyzes, and evaluates student performance data to determine student progress, identify differences among student groups, and inform instructional practice.
* 6.1 Uses appropriate technology to design and plan instruction supports and extends learning of all students.
* 6.4 Uses technology to assess student learning, manage assessment data, and communicate results to appropriate stakeholders.
* 7.1 Uses formative and summative performance data to determine the learning needs of all students.
* 7.2 Uses performance data to conduct an in-depth analysis and evaluation of instructional practices to inform future teaching.
* 8.4 Uses appropriate student performance data to describe, analyze, and evaluate the impact of the collaborative activities on student learning and to identify next steps.

**KTS Diversity Proficiencies Addressed**

2.2 Uses contextual data to design instruction relevant to students.

3.3 Values and supports student diversity and addresses individual needs.

4.2 Implements instruction based on diverse student needs and assessment data.

5.4 Describes, analyzes, and evaluates students’ performance data to determine progress of

 individuals and identify differences in progress among student groups.

**Teacher Professional Growth and Effectiveness Standards (TPGES)**

Domain 1Planning and Preparation

Domain 2 Classroom Environment

Domain 3 Instruction

Domain 4 Professional Responsibilities

**Interstate Teacher Assessment and Support Consortium** (***InTASC***)

InTASC 1 Learner Development

InTASC 2 Learner Differences

InTASC 3 Learning Environments

InTASC 4 Content Knowledge

InTASC 5 Application of Content

InTASC 6 Assessment

InTASC 7 Planning for Instruction

InTASK 8 Instructional Strategies

InTASC 9 Professional Learning and Ethical Practice

InTASC 10 Leadership and Collaboration

**International Literacy Association Standards (*ILA*)**

Standard 2 Curriculum and Instruction

Standard 3 Assessment and Evaluation

Standard 4 Diversity

 Standard 5 Literate Environment

**Course Requirements**:

* Participation

#### Attendance is required and crucial to the effectiveness of the class. Two unexcused absences (at instructors discretion) results in an automatic “F” for the course.  Students must contribute to each class discussion a minimum of five times.  Students will be graded on their ability to ask pertinent questions and critically discuss issues related to the learning activities of the class (small and large group online discussions, study questions and reflective writing assignments). Students should also contact the professor in advance if they might be absent.

* Assignments
	+ Unit of Study
	+ Reflection assignments
	+ Weekly Discussion Board –post by Wed, reply to two peers by Sat, midnight. See Rubric in Courseroom.
	+ Graded Assignments TBA
* Midterm Exam and Final Exam

**Grading Scale:**

*A* = 90-100

*B* = 75-89

*C* = 60-74

*F* = 0-59

**Alignment Matrix:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| StudentLearningOutcomes  | ILA ContentLiteracyStandards | KentuckyTeacherStandards | CAEP &InTASCStandards | CF Theme Model | NAGCNational  |
| Discussion Forums and Weekly Class Participation  | 1-6 | 1,2,5,7,9 | CAEP– 1,2InTASC – 1,2,3,4,5,6,7,8,9,10 | Diversity AssessmentLiteracy | 1, 2,3,4,5,6 |
| Curriculum Analysis | 1-6  | 1,2,4,5,9,10 | CAEP – 1,2InTASC – 4,5,7,8,9,10 | Diversity AssessmentLiteracy | 1,2,3,6 |
| Curricular Model Reflection | 1,4,6 | 1,2,3,9, 10 | CAEP – 1,2InTASC – 1,2,4,5,6,7,8,9,10 | Diversity AssessmentLiteracy | 1, 2,3,6 |
|  Cooperative Learning Group Project | 1,4,6 | 9, 10 | CAEP – 1,2InTASC – 1,2,3,4,5,9,10 | Diversity AssessmentLiteracy | 1, 3,4,5, 6 |
| Gifted Leader Student Interview Observation  | 1-6 | 8, 9, 10 | CAEP – 1,2InTASC – 1,2,4,6,7,8,9,10 | Diversity AssessmentLiteracy | 1,3,4,5,6 |
| ThinkTacToe Product Design | 1,4,5 | 1,2,4,5,6,7,8  | CAEP – 1,2InTASC1,2,3,4,5,8,9 | Diversity AssessmentLiteracy | 1, 2, 3, 4,5 |
| Unit Power Point | 1,3,6 |  1,2,3,4,5,6,7,9 | CAEP – 1,2InTASC – 1,2,3,5,6,7,8,9,10 | Diversity AssessmentLiteracy | 1,2,3,4,5,6 |
| Unit  | 1-6 | 1,2,4,5,6,7 | CAEP – 1,2InTASC –1,2,3,5,6,7,8,9,10 | Diversity AssessmentLiteracy | 1,2,3,4,5 |

**Campbellsville University’s Online Course Attendance Policy
8-week terms:**  Online students must participate weekly as defined by the professor in the syllabus. After 1 week (12.5%, 1/8th of the scheduled classes) without contact the student will be issued an official warning. After the second week (25%, 1/4th of the scheduled class) without contact the student would fail the course and a WA would be recorded.

**Disability Statement**

Campbellsville University is committed to reasonable accommodations for students who have documented physical and learning disabilities, as well as medical and emotional conditions. If you have a documented disability or condition of this nature, you may be eligible for disability services. Documentation must be from a licensed professional and current in terms of assessment. Please contact the Coordinator of Disability Services at 270-789-5192 to inquire about services.

**Title IX Statement**

Campbellsville University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires all responsible employees, which includes faculty members, to report incidents of sexual misconduct shared by students to the University's Title IX Coordinator.

Title IX Coordinator:

Terry VanMeter

1 University Drive

UPO Box 944

Administration Office 8A

Phone – 270-789-5016

Email – twvanmeter@campbellsville.edu

Information regarding the reporting of sexual violence and the resources that are

available to victims of sexual violence is set forth at: www.campbellsville.edu/titleIX

**Plagiarism Policy**

Campbellsville University’s policy on Academic Integrity states: “Each person has the privilege and responsibility to develop one’s learning abilities, knowledge base, and practical skills. We value behavior that leads a student to take credit for one’s own academic accomplishments and to give credit to others’ contributions to one’s course work. These values can be violated by academic dishonesty and fraud.” (Bulletin Catalog).

Plagiarism and cheating are examples of academic dishonesty and fraud and neither will be tolerated in this course. Plagiarism is quoting or paraphrasing a phrase, a sentence, sentences, or significant amounts of text from a web or print source, without using quotation marks and without a citation. The plagiarist submits the work for credit in a class as part of the requirements for that class. Examples of cheating include cheating on a test (copying off someone else’s paper) or an assignment (e.g., development of a lesson plan) and submitting the work as your own.

If a student commits plagiarism or cheats in this course, the professor will decide on one of two penalties: (a) an F on that assignment or (b) an F in the course. The student’s Dean and the Vice-President for Academic Affairs will be notified of either consequence.

## Course Schedule

|  |  |  |  |
| --- | --- | --- | --- |
| **2017** | **Week** | **CHAPTER** | **ASSIGNMENT SCHEDULE** |
| **Jan 19** | 1 | -- | Orientation |
| **Jan 26** | 2 | 1-2 | District curriculum for designated level |
| **Feb 2** | 3 | 3 | Grouping/Kentucky Regulations |
| **Feb 9** | 4 | 4 | Gifted IEP students—differentiation |
| **Feb 16** | 5 | -- | Mid-term exam (PRAXIS II prep) |
| **Feb 23** | 6 | 5 | Instructional strategies |
| **Mar 2** | 7 | 6 | Unit Power Point |
| **Mar 9** | 8 | 7-8 | Final Exam (PRAXIS II prep)Field Experience work due in Practicum. |

**Resources**

Colangelo, N., & Davis, G. (1991). *Handbook of gifted education*. Boston: Allyn and Bacon.

Ford, D. (1999). *Multicultural gifted education*. New York: Teachers College Press.

Maker, C. J. (1996). *Curriculum development and teaching strategies for gifted learners*.

Austin, TX: Pro-Ed.

Porter, L. (2005). *Gifted young children*. New York, NY: Open University Press.

Smutny, J. (1997). *Teaching young gifted children in the regular classroom: Identifying, nurturing, and challenging ages 4-9*. Minneapolis, MN: Free Spirit Pub.

Strip, C. (2000). *Helping gifted children soar: a practical guide for parents and teachers*. Scottsdale, AZ: Gifted Psychology Press.

Tomlinson, C. (2004). *Differentiation for gifted and talented students*. Thousand Oaks, CA: Corwin Press.

VanTassel-Baska, J. (2004). *Curriculum for gifted and talented children*. Thousand Oaks, CA: Corwin Press.

Winebrenner, S. (1992). *Teaching gifted kids in the regular classroom: Strategies and techniques every teacher can use to meet the academic needs of the gifted and talented*. Minneapolis, MN: Free Spirit Pub.

**Websites**

Kentucky Department of Education website: [www.education.ky.gov](http://www.education.ky.gov)

**\*Kentucky Regulations for Gifted and Talented Education: 704 KAR 3:285**

National Research Center on the Gifted and Talented: [www.gifted.uconn.edu](http://www.gifted.uconn.edu)

National Association for Gifted Children: [www.nagc.org](http://www.nagc.org)

Kentucky Association for Gifted Education: <http://www.wku.edu/kage/>

PRAXIS II: [www.ets.org](http://www.ets.org)