Proposal to Change a Graduate Course

Department: TEDU
Graduate Program: Proposed: Certificate Program in Gifted Education- change to EDFS 761: Educational Procedures for the Gifted and Talented

Will this course be cross-listed with an undergraduate or other graduate course?

☐ YES  ☒ NO
If yes, please complete an attach to this proposal a Permission to Cross-List a Graduate Course form.

Course change(s) will go into effect: Fall 2010

Change(s) desired: Course name and catalog/course description- Suggested changes are below the current name and description.

Current name and description: EDFS 761: Educational Procedures for the Gifted and Talented (3)
An in-depth study of educational procedures used to teach children and youth who are gifted and talented. Includes teaching procedures, development and use of materials, and curriculum development.

New name and description: EDFS 761: Introduction to Curriculum and Instruction for Gifted and Talented Students (3)
This course introduces curriculum for gifted/talented students through exploration of models and instructional and assessment strategies matched to their educational needs and abilities. Current technology is employed in researching and designing curriculum which differentiates content, process/product and environment for gifted/talented learners following South Carolina Regulations for Gifted.

Justification for change(s): The name and description have been updated using the National Gifted Education Standards from the National Association for Gifted Children (NAGC) and the Council for Exceptional Children (CEC).

If more space is needed for any section, please attach additional sheets to this form.

November 2007
Signature of Program Director: [Signature] Date: 11-11-09
Date approved by the Department: 10-16-09
Signature of Department Chair: [Signature] Date: 11-11-09
Signature of Schools' Dean: [Signature] Date: 11-24-2009

Return form to the Graduate School Office for Further Processing

Signature of Chair of the Faculty Committee on Graduate and Continuing Education: [Signature] Date: 12/9/09
Signature of Chair of Grad Council: [Signature] Date: 12/18/09
Signature of the Faculty Secretary: [Signature] Date:

If more space is needed for any section, please attach additional sheets to this form.
College of Charleston
EDFS 761: Introduction to Curriculum and Instruction for Gifted and Talented Students
Spring 2010
Three hours of graduate credit

Meeting Time and Place: 45 contact hours TBA at North Charleston campus
4:30 – 9:30 p.m.

Instructor's Name: Julie Dingle Swanson, Ed. D.

Office Hours: Wednesdays, one hour before class at North campus and by appointment

Office Location: Room 218, School of Education, Health, and Human Performance

Office phone/Fax/Email: 953-5106  953-8109 fax  swansonj@cofc.edu

Course Prerequisites: EDFS 760: Characteristics of Gifted and Talented Children and Youth or its equivalent.

Course Description: This course introduces curriculum for gifted/talented students through exploration of models and instructional and assessment strategies matched to their educational needs and abilities. Current technology is employed in researching and designing curriculum which differentiates content, process/product and environment for gifted/talented learners following South Carolina Regulations for Gifted.


Course Outcomes: All teacher preparation programs in the School of Education (SOE) are guided by a commitment to Making the Teaching Learning Connection through three Elements of Teacher Competency which are at the heart of the SOE 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 (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 (SOE 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 (SOE 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 (SOE 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 (SOE 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 (SOE 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 (SOE standards III, IV).
7. Plan for effective use of community resources in designing curriculum for gifted students (SOE standards IV, V, VII).

Course Requirements:

Course Requirements
1. Reflective electronic conversations with assigned partners
2. Lesson Differentiation and Redesign
3. Curriculum analysis and Presentation
4. Curriculum Development: Mini-Unit
5. Practical Strategies
6. Demonstration of SOE Dispositions
7. Final

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. All communications will be electronic, via email, and will be copied to the instructor (swansonj@cofc.edu). 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: Introduction and Overview
For this assignment, you will create a mind map which shows the big picture of where you will start in your unit development. You will not necessarily begin with a mind map, 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 using model(s) and strategies which provide differentiated instruction in content, process, and product for gifted students. This project will reflect 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 SOE 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.

7. 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 Education grading scale will be used.
Specific descriptions of all assignments including evaluation
Grading/Evaluation

Scale:

A= 93-100
B+ = 88-92
B = 83-87
C+ = 78-82
C = 74-77
F = below 74.

Evaluation Criteria and due dates:

**Evaluation Criteria:** Each assignment counts as the following percentage of your grade.

- Electronic Conversations: 15%
- Lesson Differentiation/Redesign: 10%
- Curriculum Analysis/Poster: 20%
- Curriculum Unit: Introduction/Overview: 5%
- Curriculum Unit Development: 20%
- Practical Strategies Analysis: 20%
- Final: 10%

Total points: 100%

Total points possible: 100

**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 - Monday, May 11 by 8 a.m.
- E Conversation #2 – Monday, May 18 by 8 a.m.
- E Conversation #3 – Monday, May 25, by 8 a.m.
- **Lesson Redesign/Differentiation:** May 7
- **Practical Strategies Poster/Presentation:** May 13
- **Curriculum Analysis Presentations:** May 19
- **Curriculum Development:** Introduction and Overview: May 20
- **Curriculum Development:** Unit: May 26
- **Final learning activity:** TBA

**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.

**Assignment deadlines:**

Any assignment turned in after the deadline will lose points. The instructor has the right to refuse to accept work that is over one week late.

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)

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>Day 1-</td>
<td>Course introduction: purpose and syllabus</td>
<td>Chapters 1, 2</td>
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<td>Tuesday,</td>
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<td>May 5</td>
<td>Beginning with the end in mind</td>
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<td>Pre-Assessment</td>
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<td>Overview: Curriculum for Gifted: Models and Differentiation features</td>
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<td>Characteristics of Gifted Students and their link to curriculum and instruction of gifted students</td>
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<td>Practical Strategies</td>
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<td>Topic for E conversation #1: <strong>Grouping,</strong> <strong>Acceleration,</strong> <strong>Enrichment,</strong> and <strong>Learning Needs of Gifted Students</strong>- 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?</td>
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<td>S.C. Regulations</td>
<td>Chapters 2, 3</td>
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<td>Day 2-</td>
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<td>May 6</td>
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<td>Differentiation of Curriculum for Gifted Learners: Understanding content, process, and product through the ICM</td>
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<td>Accommodations and Instructional Strategies for the Gifted: Grouping, Acceleration and Enrichment</td>
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<td>Lesson Planning: Lesson Redesign</td>
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<td>Day 3-</td>
<td>Curriculum Models</td>
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<td>Thursday,</td>
<td>Continue with Differentiation of Curriculum for Gifted Learners: Understanding content, process, and product Scope and Sequence</td>
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<td>May 7</td>
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**E conversation #1 due on Monday, May 11 by 8 a.m.**

**Lesson Redesign due**
Work on Practical Strategies assignment by end of class today

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.

Day 4- May 12
Practical Strategies sharing
Unit development for gifted learners – a framework
Adapting content for the gifted: Language Arts, Social Studies, Mathematics, Science

Chapters 4, 5

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?

Day 5- May 13
Poster Session of Practical Strategies
GT curriculum and standards
Getting started on analysis of published curriculum exemplars: math, science, ELA, and social studies

Chapters 6, 7

Practical Strategies assignment due

E conversation #2 due Monday, May 18 by 8 a.m.

Day 6- May 14
Introduction and overview of Mini Unit- discussion
Curriculum Analysis Work in groups
Assessment of Gifted Learners

Chapters 8, 9

Day 7- May 19
Curriculum analysis presentation
Unit work

Day 8- May 20
GT Teacher as leader in learning
Unit Work

Curriculum Analysis and Presentations due Chapter 12

Unit Introduction/Overview
| Day 9- May | Course evaluation  
| 26 | Curriculum Unit Sharing  
|     | Final Learning activity – bringing learning together  
| TBA | Final  

**due**  
E conversation #3 due  
Monday, May 25, by 8 a.m.  
Chapters 13, 14  

**Units due**  

Due during final exam period