Proposal for a New Graduate Course

Department: TEDU
Graduate Program: Proposed: Certificate Program in Gifted Education

Course Number & Title: EDFS 763: Advanced Curriculum Practices for Gifted and Talented Students (3)

Total hours/week: 45 contact hours/5 hours/9 weeks
Number of Credits Lectures: 3 hours graduate credit Lab: n/a

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

☐ YES  X NO

If yes, please complete an attach to this proposal a Permission to Cross-List a Graduate Course form.

Course will first be offered Spring 2010 - has been taught as Special Topics course EDFS 686 - last offered in Spring 2009

Catalog description (Please limit to 50 words):
This course is a continuation of topics introduced in previous coursework. 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.

Prerequisites (or other restrictions)
Prerequisite: EDFS 760: The Nature and Needs of Gifted and Talented Students: Historical, Philosophical, and Current Perspectives and EDFS 761: Introduction to Curriculum and Instruction for Gifted and Talented Students

Rationale/justification for course (consider the following issues):
a. What are the goals and objectives of the course? Generally, the goals are to deepen teachers' knowledge and understanding of how to differentiate curriculum, instruction, assessment, and learning environment for gifted students; to develop skills and knowledge enabling effective differentiation

If more space is needed for any section, please attach additional sheets to this form.
for culturally and linguistically diverse gifted students; and to promote leadership and advocacy in the field of gifted education. Specifically, the course objectives are to

- Develop differentiated curriculum drawing upon research based effective curriculum and instruction for culturally and linguistically diverse gifted learners.
- Recognize and plan for individual learning differences (e.g., language, culture, family background, individual predispositions).
- Demonstrate the ability to create long and short-range instructional plans for individuals with gifts and talents (NAGC-CEC standards 7 and 8).
- Select from, adapt, and use a repertoire of evidence-based curriculum and instructional strategies to differentiate for individuals with gifts and talents.
- Develop differentiated curriculum-based assessments for use in instructional planning and delivery and to assess learning of individuals with gifts and talents.
- Promote high levels of thinking, questioning, and metacognition.
- Facilitate independence in research and study skills.
- Use relevant strategies to teach oral and written communication skills to individuals with gifts and talents which take cultural and linguistic factors into account.
- 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.
- Know professional literature and research as it relates to curriculum and instruction of individuals with gifts and talents in a variety of disciplines.
- Engage in professional activities that promote growth in individuals with gifts and talents and stay current with evidence-based best practices.
- 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.

b. How does the course support the mission statement of the department and the organizing principles of the graduate program? Here is TEDU’s mission: “The mission of the Teacher Education Department is to develop reflective, professional educators who collaborate with communities and families to enhance the quality of teaching and learning of all students through teaching, advocacy, and service. Through high quality undergraduate and graduate teacher education programs in early childhood, elementary, middle level, secondary, and special education, we are committed to fostering proficient practitioners through: (a) modeling professional dispositions, (b) providing professional knowledge aligned with applicable national,

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state, and institutional standards in learning environments enhanced by the appropriate use of technology, (c) researching effective principles of teaching and learning, and (d) collaborating with educators in the preparation and on-going professional development of master teachers.” This course focuses on teaching of and advocacy for gifted students. Professionalism and collaboration with other educators is key in this course. National standards are the basis for planning the course content (NAGC is the National Association for Gifted Children and CEC is the Council for Exceptional Children). Knowledge of effective practice and integration of that knowledge into the public school classroom is essential for success in this course. Finally, the course is designed to develop critical thinking and advance student skills and knowledge, both goals which are congruent with graduate level work.

Are other departments affected by this course? ☐ YES ☒ NO (Please attach letters of support from the chairs of each department indicating the Department has discussed and supports the proposal.)

Is this course part of a joint program? ☐ YES ☒ NO If yes, at what institution?

Method of teaching: Lectures, Discussion/seminar, demonstrations, individual and group projects and presentations.
Expected changes

a. Address potential enrollment pattern shifts in the Department or University-wide as it relates to the offering of this course. None are expected. This course has been taught as a special topics course several times.

b. Address potential shifts in staffing of the departments as it relates to the offering of this course. No shifts are expected. This course has been taught as a special topics course several times.

Requirements for additional resources made necessary by this course. (Note: course requiring additional resources will need special justification.)

a. Staff- no additional staff required.

b. Budget- none required

c. Library- Current collection includes gifted education resources

Attach course syllabus, reading list, or any additional documentation that can help the committee evaluate this proposal. A syllabus is mandatory.

Signature of Program Director: 
Date: 11/11/09

Signature of Department Chair: 
Date: 

Additional Chair’s Signature*: 
Date: 

Signature of Schools’ Dean: 
Date: 11/11/09

Additional Schools’ Dean Signature*: 
Date: 

Signature of the Provost: 
Date: 11/24/2009

Signature of Budget Director**: 
Date: 

*For interdisciplinary courses. **Business Affairs Affairs Office

Return form to the Graduate School Office for Further Processing

Signature of Chair of the Faculty Committee on Graduate and Continuing Education 

Date: 12/9/09

Signature of Chair of Grad Council: 
Date: 12/5/09

Signature of the Faculty Secretary: 
Date: 

If more space is needed for any section, please attach additional sheets to this form.
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November 2007
College of Charleston
EDFS 763: Advanced Curriculum Practices for Gifted and Talented Students
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: Mondays and 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 Prerequisite: EDFS 761: Educational Procedures for the Gifted and Talented or permission of instructor
Course Description: 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.


These are the assigned texts for the course. Other articles and curricular books will be made available to the students for individual and group projects. Other readings to be 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 (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-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. 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 SOE 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*

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**Course Requirements: Description of Projects/Assignments:**

1. **Electronic Reflective Essays: Improving your thinking over the course of the semester.** You will keep and periodically send an electronic journal of responses to *The Thinker’s Guide to The Art of Strategic Thinking: 25 weeks to Better Thinking and Better Living* by Elder and Paul, 2004, Foundation for Critical Thinking. You will have to do “double time” since our course runs for 9 weeks, not the 25 weeks for which the book is set up. In this assignment you will read this booklet in segments of a minimum of three “weeks” (sections) at a time, try out the strategies suggested, and
reflect in writing as you progress. Required are five reflective essays, sent to me during the course, following the due dates below:
Essay One - TBA
Essay Two - TBA
Essay Three - TBA
Essay Four - TBA
Essay Five - TBA
In each essay, describe where you are in your thinking development and actions taken to improve your thinking. Reflect on new insights and understandings about critical thinking, teaching, and learning. Essays should be typed, double-spaced, 12 point font, and 1-2 pages. More detail provided on assignment description and assessment handout.

2. **Presentation: Research on a relevant curricular topic:** Many critical topics in gifted education play a major role in shaping the curriculum and instructional strategies we use in gifted education. Some of these topics include: critical thinking, creative thinking, differentiation, enrichment, acceleration, grouping, student diversity, social and emotional needs of the gifted, motivation, questioning, and media/technology. Based on knowledge gaps evident in your pre-assessment and/or based on an area of interest, you, singly, or with one partner, will select a relevant topic for study. Topic must be taken from this listing or approved by the instructor and must be clearly related to curriculum and instruction for individuals with gifts and talents. In this research, you will locate and read a minimum of five professional journal articles (outside of course readings). You should supplement the journal articles with readings from online sources such as scholarly websites, for a total of ten sources. You will make a presentation to the class which includes what you were seeking to understand, what you found from research, and the remaining questions you have. You will highlight how your critical topic affects gifted educational practices, accommodations which should be made, and examples of how to integrate or synthesize your findings on the topic into gifted curriculum and instruction. More detail will be provided on assignment description and assessment handout. **Due:** TBA

3. **Instructional strategies - Workshop:** You will test out one of more of the strategies presented in Tomlinson’s *Fulfilling the Promise of the Differentiated Classroom* (or another source approved by the instructor) with your students. Then, you will develop a workshop for the class where you demonstrate how to use the instructional strategy in GT classrooms. You will design and present
findings in the form of a workshop for the class members. A workshop engages participants in hands-on learning. Your workshop will define and describe the process you learned about as well as offer demonstration of classroom application of your research. You may choose from the following strategies: Tiering, complex instruction, ThinkDots, Multiple-entry journals, RAFT activities, Think-tac-toe, learning menus, other (to be approved in collaboration with the instructor). Your workshop will include why the process is well matched for individuals with gifts and talents as well as adaptations for varied content areas. More details are provided in the assignment packet.

**Due Date:** TBA

4. **Preparation and Participation:** 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 evidence that you are prepared for class. **Ongoing.**

5. **Final Assessment - Lesson Design, Implementation, and Reflection:** 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, and discussions, you will design and teach a series of lessons (3-5 lessons, taught during the month of ---) which differentiate for diverse gifted learners. Lessons will incorporate content, processes, products, and assessments matched to the varied subpopulations of gifted learners in your classroom. This assignment includes three parts:

Part One - 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 Date:** TBA – scheduled exam period for this course

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

**Evaluation Scale:**

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<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100</td>
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<td>B+</td>
<td>88-92</td>
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<td>B</td>
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<td>C</td>
<td>74-77</td>
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<td>D/F</td>
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6
Evaluation Criteria: Each assignment counts as the following percentage of your grade.
Total points possible: 100

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tr>
<td>Electronic Reflective Essays</td>
<td>20%</td>
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<td>Curricular Topic Research Presentation</td>
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<td>Strategy Workshop</td>
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<td>Preparation and participation</td>
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<td>Final</td>
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<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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Resource Reading List:

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

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

In compliance with the Americans with Disabilities Act (ADA), all qualified students enrolled in this course are entitled to "reasonable accommodations." Please notify the instructor during the first week of class of any accommodations needed for the course.
**Tentative Course Calendar:** (date and specific topic and assignments for each course meeting)

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment and Reading to be completed</th>
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<tbody>
<tr>
<td>Class one</td>
<td>- Introduction and course overview</td>
<td>Syllabus</td>
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<td>- Expected outcomes and overview of required assignments</td>
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<td>- Pre-Assessment- CEC-NAGC Standards and KWL</td>
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<td><strong>Research</strong>- Jigsaw activity: Toward Best Practice: An analysis of</td>
<td>Toward Best Practice: An analysis of the efficacy of curriculum models in gifted education by Vanzel-Baska and Brown, GCQ, Fall 2007</td>
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<td>the efficacy of curriculum models in gifted education by VanTassel-Baska and Brown, GCQ</td>
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<td></td>
<td>- <strong>Theory</strong>- Notable leaders and theorists in the field</td>
<td>Tomlinson, pp 1 – 55</td>
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<td></td>
<td>- Logistics and course registration</td>
<td>Tomlinson, p. 99, toolbox review, ongoing</td>
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<td>Class two</td>
<td>- <strong>Research</strong>- Jigsaw activity: Lessons learned about educating the</td>
<td>Tomlinson, p. 99, toolbox review, ongoing</td>
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<td>gifted and talented: A synthesis of research on educational practice</td>
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<td>by Rogers, GCQ, Fall 2007</td>
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<td>- <strong>Models</strong>- Curricular Frameworks: Multiple Menu Model, Parallel</td>
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<td>Curriculum Model, Integrated Curriculum Model</td>
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<td>- Differentiation of content, process, product- Discussion of</td>
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<td>Tomlinson readings and toolbox</td>
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<td>- Affective C and I; Review of VTB &amp; S, Chapter 13; Van Tassel-Baska,</td>
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<td>Curriculum with Gifted and Talented Students.</td>
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<td>- <strong>Practice</strong>- Demonstration: Creative Thinking and Problem Solving</td>
<td>VTB &amp; S, Chapter 17</td>
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<td>- Revised Bloom as a tool for assessment- analysis of Parallel</td>
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<td>curriculum unit exemplars using RBT</td>
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<td>Class three</td>
<td>- Understanding the context- Scope and sequence</td>
<td>Tomlinson, pp. 56 – 93</td>
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<td>- <strong>Practice</strong>: Critical thinking models</td>
<td>Tomlinson, p. 99, toolbox review, ongoing</td>
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<td>- Adaptations in core content areas- groups will present key</td>
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<td>understandings and considerations for each academic domain</td>
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- Affective C and I
- Best Practices: Review and Discussion – Robinson et al.
- Inquiry; Curriculum Compacting
- Study/workshop work
- Video- Lesson and analysis- use W and M observation instrument to view and discuss

Class four
- **Practice:** Instructional strategies: key models, important issues, materials
- **Workshops**
- Research models; Independent study
- **Research and Practice:** Considerations for diverse gifted learners- accommodations for twice-exceptional, Ld/gifted, ADHD/gifted, underrepresented gifted learners
- Discussion and first steps- final project

Class five
- Master Teacher- presentation of varied instructional strategies for teaching and assessment of gifted learners
- Creating a responsive learning environment: Serving Gifted students beyond the classroom
- Using technology to supplement curriculum
- Web reviews – in class activity
- Materials review

Class six
- Serving Gifted students beyond the classroom

ongoing

VTB & S, Chapter 16

VTB & S, content chapters 6 – 10 as assigned

Bring a scope and sequence plan either found through web search or in your district to use during our discussion today

**Reflective Essay One due**
VTB & S, Chapters 15 & 19
**Workshops due**

VTB & S, Chapter 18

**Reflective Essay Two due**

VTB- readings as assigned from *Serving Gifted Learners Beyond*
• Assessment of learning
• Technology demonstration

the Traditional Classroom

VTB & S, Chapter 21, Practical Strategies Series book on Assessment

Research Presentations due
Tomlinson- readings as assigned

Reflective Essay Three due

Research Presentations due
Tomlinson- readings as assigned

Reflective Essay Four due

Reflective Essay Five due

Final Assessment- due in final exam period TBA

Class seven
• Research Presentations
• Work with Parallel curriculum units, William and Mary units, and Mentoring Mathematical Minds units
• Diverse gifted learners, continued- profiles analysis

Class eight
• Research Presentations
• Continue from previous class- curriculum and diverse learners;
  Readings- activity

Class nine
• Final Project- discussion of next steps
• NAGC Standards on Curriculum and Instruction
• Course evaluation; Wrap up

TBA
• Final assessment due TBA