



FAST TRAIN Programs

George Mason University
College of Education and Human Development
FAST TRAIN IB Certificate Program

EDCI 623.601/EDPD 501.609
Models and Strategies for Teaching the Gifted
3 Credits

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Office Hours: By appointment

Meeting Dates: January 14 – April 29

Meeting Time: 4:30-7:10PM

Meeting Location: PWCS Kelly Building

Course Description:

This course provides a framework for examining and applying the theoretical and practical implications of curriculum models and instructional strategies currently advocated for use with gifted students according to national and state criteria that reflect best practices in gifted education.

Standards:

Standard 4: Instructional Strategies

Educators of the gifted possess a repertoire of evidence-based curriculum and instructional strategies to differentiate for individuals with gifts and talents. They select, adapt, and use these strategies to promote challenging learning opportunities in general and special curricula and to modify learning environments to enhance self-awareness and self-efficacy for individuals with gifts and talents. They enhance the learning of critical and creative thinking, problem solving, and performance skills in specific domains. Moreover, educators of the gifted emphasize the development, practice, and transfer of advanced knowledge and skills across environments throughout the lifespan leading to creative, productive careers in society for individuals with gifts and talents.

K1	School and community resources, including content specialists, that support differentiation.
K2	Curricular, instructional, and management strategies effective for individuals with exceptional learning needs.
S1	Apply pedagogical content knowledge to instructing learners with gifts and talents.

S2	Apply higher-level thinking and metacognitive models to content areas to meet the needs of individuals with gifts and talents.
S3	Provide opportunities for individuals with gifts and talents to explore, develop, or research their
S4	Pre-assess the learning needs of individuals with gifts and talents in various domains and adjust instruction based on continual assessment
S5	Pace delivery of curriculum and instruction consistent with needs of individuals with gifts and talents.
S6	Engage individuals with gifts and talents from all backgrounds in challenging, multicultural curricula.
S7	Use information and/or assistive technologies to meet the needs of individuals with exceptional learning needs

Standard 7: Instructional Planning

Curriculum and instructional planning is at the center of gifted and talented education. Educators of the gifted develop long-range plans anchored in both general and special curricula. They systematically translate shorter-range goals and objectives that take into consideration an individual's abilities and needs, the learning environment, and cultural and linguistic factors.

Understanding of these factors, as well as the implications of being gifted and talented, guides the educator's selection, adaptation, and creation of materials, and use of differentiated instructional strategies. Learning plans are modified based on ongoing assessment of the individual's progress. Moreover, educators of the gifted facilitate these actions in a collaborative context that includes individuals with gifts and talents, families, professional colleagues, and personnel from other agencies as appropriate. Educators of the gifted are comfortable using technologies to support instructional planning and individualized instruction.

K1	Theories and research models that form the basis of curriculum development and instructional practice for individuals with gifts and talents.
K2	Features that distinguish differentiated curriculum from general curricula for individuals with exceptional learning needs
K3	Curriculum emphases for individuals with gifts and talents within cognitive, affective, aesthetic, social, and linguistic domains.
S1	Align differentiated instructional plans with local, state/provincial, and national curricular standards.
S2	Design differentiated learning plans for individuals with gifts and talents, including individuals from diverse backgrounds
S3	Develop scope and sequence plans for individuals with gifts and talents.
S4	Select curriculum resources, strategies, and product options that respond to cultural, linguistic, and intellectual differences among individuals with gifts and talents.
S5	Select and adapt a variety of differentiated curricula that incorporate advanced, conceptually challenging in-depth distinctive and complex content
S6	Integrate academic and career guidance experiences into the learning plan for individuals with gifts and talents.

Virginia Department of Education: Gifted Education

Standard 1: Understanding the characteristics of gifted students

- b) methodologies that respond the affective needs of gifted students

Standard 4: Understanding of educational models, methods, and strategies for selecting materials and resources that ensure

- a) academic rigor through development of high level proficiencies in all core academic areas using the Virginia Standards of Learning (SOL) as baseline
- b) the acquisition of knowledge and development of products reflective of creative and critical thinking as applying to both learning in and out of the classroom and
- c) the development of learning environments which guide students to become self-directed, independent learners.

Standard 6: Understanding of contemporary issues and research in gifted education

Standard 7: Understanding of proficiency in grammar, usage, mechanics in their integration or writing

Course Goals and Student Outcomes:

At the conclusion of the course students will have had the opportunity to develop competencies in the following areas:

1. Knowledge about and understanding of a variety of curriculum and instructional models, and instructional strategies commonly recommended for gifted learners.
2. Ability to appropriately apply principles from the models in classroom settings.
3. Ability to analyze and evaluate the models according to national and state.
4. Criteria that reflect our best understanding of exemplary instruction for gifted learners.
5. Ability to apply and modify classroom arrangements, teaching strategies, and materials appropriately for instructing gifted students.

Required Course Text:

Renzulli, Gibbons, McMillen, Eckert, & Little. (2009). Systems & Models For Developing Programs for the Gifted and Talented, Second Edition. Creative Learning Press, Inc. (Referred to on Class schedule as SM)

Technology Resources:

- All students are required to have access to a computer with Internet access and a current GMU email account.
- Relevant Websites:
Practitioner Research as Staff Development:
<http://www.valrc.org/publications/research/index.html>
American Psychological Association <http://www.apa.org>

GMU Policies and Resources for Students:

- Students must adhere to the guidelines of the George Mason University Honor Code [See<http://oai.gmu.edu/honor-code/>].
- Students must follow the university policy for Responsible Use of Computing [See<http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>]
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it

regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.

- [The George Mason University Counseling and Psychological Services \(CAPS\) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services \(e.g., individual and group counseling, workshops and outreach programs\) to enhance students' personal experience and academic performance](http://caps.gmu.edu/) [See <http://caps.gmu.edu/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

Professional Dispositions

- Students are expected to exhibit professional behaviors and dispositions at all times.

Core Values Commitment

- The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. <http://cehd.gmu.edu/values/>

Grading Scale for FAST TRAIN:

A+ = 100
A = 94-99
A- = 90-93
B+ = 85-89
B = 80-84 (no B- grades)
C = 70-79 – does not meet licensure requirements
F = Does not meet requirements of the Graduate School of Education

Incomplete (IN): This grade may be given to students who are in good standing, but who may be unable to complete scheduled course work for a cause beyond reasonable control. The student must then complete all the requirements by the end of the ninth week of the next semester, not including summer term, and the instructor must turn in the final grade by the end of the 10th week. Unless an explicit written extension is filed with the Registrar's Office by the faculty deadline, the grade of IN is changed by the registrar to an F (Mason catalog). Faculty may grant an incomplete with a contract developed by the student with a reasonable time to complete the course at the discretion of the faculty member. The faculty member does not need to allow up to the following semester for the student to complete the course. A copy of the contract will be kept on file in the FAST TRAIN office.

GMU E-mail & Web Policy: Mason uses electronic mail (www.gmu.edu/email) to provide official information to students. Examples include notices from the library, notices about academic standing, financial aid information, class materials, assignments, questions, and instructor feedback. Students are

responsible for the content of university communication sent to their Mason e-mail account and are required to activate that account and check it regularly (Mason catalog).

Course Withdrawal with Dean Approval: For graduate and non-degree students, withdrawal after the last day for dropping a course requires approval by the student's academic dean, and is permitted only for nonacademic reasons that prevent course completion (Mason catalog). Students must contact an academic advisor in FAST TRAIN to withdraw after the deadline. There is no guarantee that such withdraws will be permitted.

Participation/Attendance Policy: Students are expected to participate in all class periods. Not participating in class or being absent from class will be reflected with a zero for the week. **Students with more two or more absences will not receive credit for the course.** Class participation and attendance constitute a major element in the learning experience provided in this class. Students will be expected to be prepared for discussion by having read and reflected on assigned readings prior to that week's meeting date. Students will be expected to work in a collegial manner to assist one another in developing responses. Students will be expected to substantively participate in the classroom on a consistent basis.

Course Requirements:

All assignments should be turned in on the due date indicated in the schedule below via Blackboard. The submission deadline for assignments is 11:59pm EST of the due date indicated for each assignment. All projects must be typed, in a legible 12-point font, with one-inch margins, double-spaced. Writing quality (including mechanics, organization, and content) is figured into the overall points for each writing assignment, so please proofread carefully. Late papers and projects ***will not be accepted without penalty***, excepting extraordinary circumstances. I am happy to clarify and lend assistance on projects and assignments, but please contact me within a reasonable timeframe.

1. Participation (20%)

Each week in our class we will have a group discussion of the readings that are assigned for the week. You are expected to participate in this discussion in a substantive way (by both responding directly to the prompt and by responding to others comments). Your participation in conversations is **20%** of your final grade.

2. Group Model Presentation (20%) Due April 22, 2014

The framework for reading about the major models explored in this course will be discussed during our initial online meeting. You will work in small groups to explore a particular model. Each group will develop a matrix/ chart which maps out key concepts of the model. You will be given online class time to work with your group, but the assignment may require you to meet online or in person other times than provided in the syllabus. No two groups will be allowed to select the same model so it is advised that the group select and then notify me as to your model as soon as possible.

You will be graded on:

- -integration of selected model into the curriculum framework
- - accuracy of presentation of the model
- - quality of examples
- - quality of your evaluation of the model relative to the needs of gifted learners
- - handouts; references provided
- - websites related to model or strategy selected

You may select from of the following models:

- STEM
- Defining, Determining, Discovering, and Developing Excellence
- Talent Centered for Twice Exceptional Model
- Autonomous Learner Model
- DISCOVER Model
- Schoolwide Enrichment Model
- Structure of the Intellect Model

In addition to the Models directly listed above, any of the other models explained in the Systems and Model textbook may also be explored in the group assignment.

3. Application Lessons (20%) Due March 25, 2014

You will develop **2 lessons**, each one based on the principles of one of the models or strategies discussed in class. The lessons should be planned so that they illustrate your understanding of how these models and/ or strategies translate into classroom practice with sensitivity toward gifted learners.

You will be graded on:

- accuracy of interpretation of model's or strategy's intent
- ability to translate key principles of the model or strategy into practical use
- clarity of explanation (someone could readily use your lesson just by reading it)
- appropriateness of application for best practices in teaching gifted learners

4. Final Integrated Model Analysis (40%) April 1, 2014

You will choose from a list of school district scenarios. You will write a paper in which you act as the consultant for the district or head of curriculum and instruction. You will be asked to provide:

- a. A concise but informative analysis of the various models that have been covered in the course.
- b. Advice on the relative usefulness and appropriateness of the models for meeting the needs of the identified gifted students in their school division.
- c. A specific and supported recommendation for one or more models you believe they should consider adopting in the division based upon the details provided in the scenario you drew.

You will be graded on:

- accuracy of interpretation of the models
- ability to synthesize generalizations across models
- ability to convey essential understandings in a clear and economical manner
- assessment of the model according to specified best practices in gifted education
- appropriateness of assessment and recommendation for the scenario described
- quality of wording
- insight

Assignments, Grading, and Due Dates:

Assignment	Percent of Final Grade	Outcomes Addressed	Due Date
Participation	20		Weekly
Group Model Presentation	20		
Application Lessons	20		
Final Integrated Model Analysis	40		

Models and Strategies For Teaching the Gifted

<u>Schedule</u>	<u>Reading Assignment</u>
January 14- Register, introductions, explore syllabus, pre-assessment of Models and Strategies, assignment requirements, project due dates	Read Ch.10
January 21- The Grid: A Model to Construct Differentiated Curriculum for the Gifted	Read Ch. 13
January 28- The Schoolwide Enrichment Model: A Focus on Student Strengths and Interests Group Model Project explanation/selection	Read Ch. 24
February 4- The Integrated Curriculum Model	Read Ch. 19
February 11- WICS as a Model of Giftedness	Read Ch. 6
February 18- The Integrative Curriculum	Read Ch. 8
February 25- Problem-Based Learning	Read Ch. 2
March 4- Talent Centered Model for twice exceptional Students	Read Ch. 15
March 11- Group Project Work Week (online or in class)	Read Ch. 4
March 18- Gifted Education without Gifted Programs or Gifted Students	Read Ch. 23
March 25- Levels of Service: A Contemporary Approach to Programming for Talent	To Be Announced
April 1- Group Project Work (Online or in class)	To Be Announced
April 8- Group Project Work (Online or in class)	To Be Announced
April 22 and April 29- Presentations of Model Project	