GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
ADVANCED STUDIES IN TEACHING AND LEARNING

EDCI 623: Section 001
Models and Strategies for Teaching the Gifted
Fall 2009
Mondays 4:30 online

Instructor: **Sheree L. Harnagel, M.Ed**
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Class Dates: August 31, 2009 – December 14, 2009
Class Time: 4:30 initial meeting start time online. Subsequent weeks will run Mondays through Sunday evenings. All assignments due during the week should be posted on due date. All weekly discussion participation should occur by initial posting due date and Sunday evenings.

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: This course is designed around the joint program standards endorsed by the National Association for Gifted Children and Council for Exceptional Children (2007) as well as the Virginia Licensure Regulations for School Personnel (1998) and specifically addresses 8VAC 20-21-270: Gifted Education (add-on endorsement) 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, which 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 areas of interest or talent.
S4	Preassess 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 childhood through adolescence.
K5	Similarities and differences within the group of individuals with gifts and talents as compared to the general population.

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. criteria that reflect our best understanding of exemplary instruction for gifted learners.
4. Ability to apply and modify classroom arrangements, teaching strategies, and materials appropriately for instructing gifted students.

Grading Scale:

100 + A+, 94-99 = A, 90-93 = A-, 86-89 = B+, 80-85 = B-, 70-79 = C, Below 70 = F

A grade of B- or below is not acceptable for endorsement or graduate coursework.

Grading will be based on the following percentages:

Class Participation	25%
Group Model Presentation	15%
Application Lesson I & II (20% each)	40%
Final Integrated Model analysis	20%

Class Participation and Attendance Policy:

Class participation and attendance constitutes a major element in the learning experience provided in this class. There will be weekly online-class discussions, group assignments or other workshop-like tasks. Students will be expected to be prepared for discussion by having read and reflected on assigned readings prior to that week's online 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 online classroom on a consistent basis. Each week a discussion focus will be established and student will be expected to post an initial personal response to each of the Db (discussion board) question(s). In addition, the student will be expected to respond to at least two other students' responses as well.

Online graduate students are expected to show consistent weekly presence in courses for which they have registered. Online participation is important not only to the individual student, but to the class as a whole. Class participation is a factor in grading. Instructors may use evidence of student's absence from online weekly discussions to support the lowering of a student's grade as stated in the course syllabus (GMU 2006).

Assignments:

Group Model Presentation:

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 on 10/12, 10/23, and 11/26, 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:

- Problem-based learning
- SEM
- Trifocal Model
- Talent Centered for Twice Exceptional Model
- Autonomous Learner Model
- DISCOVER Model
- Integrated Curriculum 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.

Application Lessons:

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. **Due dates** for these are the following:

Lesson One: **November 16**, Lesson Two: **November 30.**

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

Final Integrated Model Analysis:
On **November 16,** You will choose from a list of school district scenarios. You will write a paper (or propose an alternative format to me ahead of time) in which you act as the consultant for the district or head of curriculum and instruction. You will be asked to provide:

(1) A concise but informative analysis of the various models that have been covered in the course.
(2) Advice on the relative usefulness and appropriateness of the models for meeting the needs of the identified gifted students in their school division.
(3) 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.

Your final paper will be posted on the appropriate Db strand on December 7. This will allow your colleagues a week to review your final plan for your scenario. On our last online class day, we will take a look at your plans together and discuss their pros and cons.

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 accoring to specified best practices in gifted education
- appropriateness of assessement and recommendation for the scenario described
- quality of wording
- insight

Mode of Course Delivery:
Course delivery will be through weekly independent readings, weekly online discussions, small group discussion based on professional interests and projects and research based questions that can be examined through action research projects, whole class discussions

or student presentations. Course discussions will take place via Bb discussion boards and email. Instructor will also be available via phone as well as Db "questions for instructor" discussion strand in online classroom.

If you require additional accommodation in this course, please arrange an appointment with me to discuss your needs.

Texts:

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)

Tomlinson, C., Kaplan, S., Renzulli, J., Purcell, J., Leppein, J., Burns, D. (2001). The Parallel Curriculum: A Design to Develop High Potential and Challenge High-Ability Learners. Thousand Oaks, CA: Corwin Press, Inc. (Referred to on Class schedule as PC)

CHED Statement of Expectations

The College of Education and Human Development expects that all students abide by the following:

- Students are expected to exhibit professional behavior and dispositions (see http://www.gse.gmu.edu for a listing of dispositions).
- Students must follow the guidelines of the University Honor Code (see http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code).
- Students must agree to abide by the university policy for Responsible Use of Computing (see http://mail.gmu.edu).
- Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Center (DRC) and inform the instructor, in writing, at the beginning of the semester (see www.gmu.edu/student/drc or call 703.993.2474 to access the DRC).

Models and Strategies For Teaching the Gifted

Schedule		Reading Assignment
8/31	Course Overview/ Course "Scavenger Hunt" Bb site review Pre-assessment of Models and Strategies Overview of Syllabus, assignment requirements, project due dates	**"Real Time" Online** Read Preface in Systems and Models (SM) textbook
9/14	**Group Model Project explanation/selection** Constructing a Framework for Model Analysis Essentials of Curriculum Design—10 Key Components Overview of ALL Models Models for this week: PBL, GRID Online discussion board (Db) questions	**"Real time" Online** PC/ Chapters1-2 PC/3 SM/8, 10
9/21	Models continued Autonomous Learner Model SEM, Multiple Menu, Trifocal Online Db questions	 SM/3,13,14,15
9/28	Core Curriculum Parallel Models continued Talent Centered for 2E's, Integrative Education, DISCOVER Online Db questions	PC/4 SM/2,6,11
10/5	Curriculum of Connections Parallel Models continued Differentiated Model of Gifted/Talented WICS, Integrated Curriculum, Muliple Intelligences Online Db questions	PC/ 5 SM 7, 19,24 Individual research
10/12	**Group Model Project Work Week** **No Discussion Questions**	**Online**
10/19	Curriculum of Practice Parallel Study of Strategies begins By looking at differentiation Strategies: Tiering, Anchor Activities, RAFTS, Taba Concept formation Online Db questions	PC/6 SM 22 Instructor provided

10/26 Group Model Project Work Time
Strategies: learning contracts, learning/interest centers, Independent studies — Instructor provided
Online Db questions

11/2 Independent Application Lesson One
No Db ONLINE this wk

11/9 Curriculum of Identity Parallel — PC/7
Strategies: Socratic seminar and questioning — Instructor provided
Johari Window
JIGSAW
MI—share what you do!
Online Db questions

11/16 Application Lesson One Due and posted prior to class
You will review your colleague's lessons and post comments. This will be in place of instructor provided discussion questions.

Final Model Integrated Analysis scenario selection from posted list. Send instructor an email as to which scenario you choose. There may be several students working on the same scenario.

11/23 Group Model Project Work Time
Application Lesson Two work time

11/30 OTHER APPROACHES to Gifted Programs — SM 4,5,9
Anti-Model, Cluster Grouping,
Decision making
Application Lesson Two Due
Group Model Project posted
(Post on appropriate Db strands for peer discussion next week)

12/07 Application Lesson Two peer discussion
Final Model Analysis Paper
(posted for peer review and in preparation for next week's class discussion)

12/14 Final Model Analysis Class Discussion
Post assessment/course evaluations