SPED 409: Methods & Materials for Teaching the Gifted

Spring 2011, On-line
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Professor: Dr. Peggy Hypes
471-3309 (CN Office)
Office Hours: Posted on office door

A. Course Description: Examination of the instructional strategies, learning environments and social interactions, language and communication, instructional planning, assessment, professional and ethical practice, and collaboration used in differentiation of instruction for students who are gifted.

B. Required Resources: There is no textbook for this course. Students will be expected to research all topics using the Internet (see sites below), the Library, teacher handouts, and shared peer information and research.

Carson-Newman Writing Guide
Tennessee State Department of Education web site: www.state.tn.us/education
CN Teacher Education web site: www.cn.edu; Academic Links; Education Council for Exceptional Children web site: www.cec.sped.org
The Association for the Gifted (TAG) web site: www.ectag.org
National Association for Gifted Children (NAGC) web site: www.nagc.org
Tennessee Association for the Gifted (TAG) web site: www.tag-tenn.org
Tennessee Initiative for Gifted Education Reform (TIGER) web site: http://tigernetwork.blogspot.com

C. Course Objectives: Course objectives are selected to meet standards established for teachers of the gifted by the TN State Department of Education. The objectives also are designed to match the standards for preparation of teachers of learners with gifts and talents as developed and adopted by the National Council for Accreditation of Teacher Education (NCATE), the National Association for Gifted Children (NAGC), and The Association for the Gifted (TAG), and the CN Unit Conceptual Framework. At the conclusion of the course, you will demonstrate knowledge, skills, and dispositions about:

1. key issues and trends, including diversity and inclusion, connecting general, special, and gifted and talented education;
2. integration of perspectives of diverse groups into planning instruction for individuals with gifts and talents;
3. school and community resources, including content specialists, which support differentiation;
4. curricular, instructional, and management strategies effective for individuals with exceptional learning needs;
5. applying pedagogical content knowledge to instructing learners with gifts and talents;
6. applying higher-level thinking and meta-cognitive models to content areas to meet the needs of individuals with gifts and talents;
7. providing opportunities for individuals with gifts and talents to explore, develop, or research their areas of interest or talent;
8. pre-assessing the learning needs of individuals with gifts and talents in various domains and adjusting instruction based on continual assessment;
9. pacing delivery of curriculum and instruction consistent with needs of individuals with gifts and talents;
10. engaging individuals with gifts and talents from all backgrounds in challenging, multicultural curricula;
11. using information and/or assistive technologies to meet the needs of individuals with exceptional learning needs;
12. designing learning opportunities for individuals with gifts and talents that promote self-awareness, positive peer relationships, intercultural experiences, and leadership;
13. creating learning environments for individuals with gifts and talents that promote self-awareness, self-efficacy, leadership, and lifelong learning;
14. creating safe learning environments for individuals with gifts and talents that encourage active participation in individual and group activities to enhance independence, interdependence, and positive peer relationships;
15. creating learning environments and intercultural experiences that allow individuals with gifts and talents to appreciate their own and other’s language and cultural heritage;
16. developing social interaction and coping skills in individuals with gifts and talents to address personal and social issues, including discrimination and stereotyping;
17. accessing resources and developing strategies to enhance communication skills for individuals with gifts and talents, including those with advanced communication and/or English language learners;
18. using advanced oral and written communication tools, including assistive technologies, to enhance the learning experiences of individuals with exceptional learning needs;
19. theories and research models that form the basis of curriculum development and instructional practice for individuals with gifts and talents;
20. features that distinguish differentiated curriculum from general curricula for individuals with exceptional learning needs;
21. curriculum emphases for individuals with gifts and talents within cognitive, affective, aesthetic, social, and linguistic domains;
22. aligning differentiated learning plans with local, state and national curricular standards;
23. designing differentiated learning plans for individuals with gifts and talents, including individuals from diverse backgrounds;
24. developing scope and sequence plans for individuals with gifts and talents;
25. selecting curriculum resources, strategies, and product options that respond to cultural, linguistic, and intellectual differences among individuals with gifts and talents;
26. selecting and adapting a variety of differentiated curricula that incorporate advanced, conceptually challenging, in-depth, distinctive, and complex content;
27. integrating academic and career guidance experiences into the learning plan for individuals with gifts and talents;
28. developing differentiated curriculum-based assessments for use in instructional planning and delivery for individuals with gifts and talents;
29. using alternative assessments and technologies to evaluate learning of individuals with gifts and talents;
30. assessing personal skills and limitations in teaching individuals with gifts and talents;
31. maintaining confidential communication about individuals with gifts and talents;
32. conducting activities in gifted and talented education in compliance with laws, policies, and standards of ethical practice;
33. improving practice through continuous research-supported professional development in gifted education and related fields;
34. participating in the activities of professional organizations related to gifted and talented education;
35. reflecting on personal practice to improve teaching and guide professional growth in gifted and talented education; and
36. culturally responsive behaviors that promote effective communication and collaboration with individuals with gifts and talents, their families, school personnel, and community members.

D. Course Activities: You must complete all assignments in a timely fashion using correct Standard English. Points will be deducted for consistent grammar, punctuation, and spelling errors, so I would suggest that you have peers or friends proof your work before you post anything. Please clearly label all of your work (not just on the email or online site) with your name and the title of the activity.

I am not posting a new Student Information Form because all of you completed one last semester. However, if any contact information (phone or email address) has changed since last semester, please email me and let me know what has changed.

Please watch the Calendar in Blackboard for dates when Assignments are due. Points will be deducted for late Assignments.

E. Methods of Evaluation:

Student Information (See paragraph above)

Course Activities and Papers
- History Assignment 50 points
- Standards Assignment 50 points
- Instructional Activities Paper 100 points
- Teaching/Learning Models Assignment 100 points
- Programs Assignment 100 points
- Assessment Assignment 100 points
- Curriculum Plans Assignment 200 points

Practicum 60 points

Online Participation 140 points

Undergraduate Total: 900 points
F. **Grading Scale:**
   
   A = 855-900  
   B = 765-854  
   C = 675-764  
   D = 630-674  
   F = 0-629

G. **Course Activities:** For each of the course activities, you will need to check the Course Information link and the Assignments link. Since there is no textbook for this course, I will post some general information (on the Course Information link) to help you get started with your research on each topic. Then you will conduct the research requested and post your results and your sources for the entire class to read. For some topics, you will all be looking at the same topic. Sometimes the class will be divided into sub-sets of the topic to be posted to the class. You will need to respond to the postings of all other students with questions and/or comments that demonstrate you have read what was posted. This way, we all learn more about each topic. There also will be a checklist or rubric for each activity posted on the Assignments link.

   **History Activity** – You are going to build on and update last semester’s History Activity looking this semester only for current information on programs and instruction for students who are gifted and talented. Go on the Internet and find any five articles about something currently happening in gifted education. For each article, post the web site, a summary of the program/instruction, and a personal reaction/reflection to the article.

   **Standards Activity** – There are multiple current Standards for gifted programs (National, State, and Professional Organizations), with many having been adopted in the past couple years. The Standards can be found on the NAGC website. Some are in the Curriculum Lab on Reserve. This course has been created to align with the National Standards for University Teacher Preparation Programs (a copy in the Curriculum Lab). As a future planner of programs for the gifted, you will need to become familiar with the National Standards for Programs (on order for the Curriculum Lab and on the AAGC web site). There also is a set of National Standards for PreK-12 Professional Development to assist in your planning as a teacher to be a lifelong learner about gifted education (a copy in the Curriculum Lab). You are to look at all three of the above-mentioned Standards and write a reflection about what you learned. Then search three state websites and explain whether the states are using Standards with their gifted education and which Standards they seem to be using.

   **Instructional Activities Paper** – There are some common instructional strategies used with students who are gifted and talented. These strategies can be used with any grade level and any content area. Assignment must be posted on Blackboard.

   **Teaching/Learning Models Activities** - From the list of experts/theorists posted for this Activity, choose four and report on what they believe, how they recommend implementation, and what you personally like and do not like about their theory/ideas.
**Programs Activity** – Find two existing programs and two packaged programs and report on what each program does, for whom each program is planned (definition, ages, grade levels, admission criteria), how much the program costs, how long the program lasts, etc. Examples of existing programs would be the Duke Talent Search and the TN Governor’s Schools. Examples of packaged programs would be The Mock Trials and Stock Market Game.

**Assessment Activity** – Assessment is critical in order to know if a program or instruction has been successful. Self-assessment is critical to lifelong learning and professional development. Research strategies for student assessment and program assessment, and complete the TN Framework for Evaluation for self-evaluation and professional development.

**Curriculum Plans** – Design a program for students who are gifted and talented. Explain everything you would do to plan, advertise, and implement the program. You must match the program to a definition, characteristics of that definition, an identification process, a child find activity and other communication/advertisement for the program, a theory or theories, instructional strategies and assessment of the program and yourself.

**H. Practicum**: You will complete a practicum for this course. I will post all of the Practicum forms online for you to complete. You must have completed an official background check/fingerprinting before you will be allowed in the schools. Please notify me if you have not already completed the background check.

**I. Online Participation**: You must read one article link a week and post a reflection. You must respond to all other students’ reflections and participate in online discussions/chats actively and respectfully. These are behaviors expected of every student. These behaviors will be considered heavily in the assessment of your effective participation points.

**J. Students with Disabilities**: Any student with a special documented disability (sight, hearing, language, mobility, etc.) which may affect class activities should contact Mr. David Humphrey in the Wellness Center to provide appropriate documentation. He may also be reached at 471-3268 or 471-4808, through campus mail at Box 72018, or by email at dhumphrey@cn.edu.

**K. Other**: If you are having trouble with the course, contact the professor. She will be glad to discuss the material and expectations of the course, but do not wait until the last few weeks of the term to do so. Please become familiar with the Education Department web site. Especially, keep informed about the Conceptual Framework, the Licensure Requirements, and the Professional Development Plan Requirements.

The instructor reserves the right to make changes/adjustments to the class schedule and grading procedures as needed. All changes will be discussed in advance of the changes.

I am available to help you either through email, phone, or office. My office hours are posted on the door of my office, but I will be glad to meet with you any other time that we can agree upon based on our individual schedules if my office hours are not convenient for you.