Professional Development

Students must register by July 28, 2010 at 3:30pm

Course Syllabus

Course Number: EDGT 5112 (Sec.01)  
Course Title: Curriculum Adaptations for Gifted and Talented Students  
Sponsor ID: 214718

Course Prerequisites: Degree; Edufest participant  
Continuing Education Credit(s): 3  
Total Cost for Credit: $240.00

Instructor: Jo Henderson  
  johender@gmail.com  
  6324 Randolph Dr., Boise, ID 83709

NOTE: Continuing Education courses are designed for professional development and do not normally count toward an academic degree.

1. Educational Goals for the Course:
   - The major purpose of this course is to study the theoretical and practical aspects of curricular experiences for gifted and talented students. The course has been designed to familiarize participants with the various theories, principles, and models of curriculum development for gifted and talented students. A variety of curricular models will be explored, which will be used as a framework for developing differentiated and defensible curriculum for gifted students.

2. Instructional Learning Objectives – Educators will:
   (What will participants learn and put into practice as a result of completing this process?)
   1) Define and explain what is meant by the content, process, and product of a particular curricular unit.
   2) Analyze the content, process, and product in a variety of resources and judge the appropriateness for advanced learners.
   3) Use a curriculum framework for designing a unit for advanced learners based on a discipline’s principles, concepts, methodologies, and process skills. Analyze and apply the underlying theories, principles and practical applications of various curriculum theories and models as applied to gifted education.
   4) Use a variety of instructional strategies for creating varied learning experiences for advanced learners.
   5) Identify service options for advanced learners with above grade level understanding (including acceleration models).
   6) Create an assessment framework to design a variety of assessment techniques for documenting student understanding.

3. Course Requirements:
   The quality of written material produced by you should reflect the highest standards of scholarship. Your “comparison paper” (Project Two) should be typewritten, completed in APA style. The three projects should be submitted on or before the date listed.

   The following list describes each of the projects that will be completed:

   **Project One: Edufest Attendance Log**
   The educator must attend 45 hours of Edufest, including keynotes and special topics sessions and sessions that are designated as addressing curriculum adaptations for gifted students. The educator will submit a log of attendance summarizing and reflecting on what was learned in each session, on each day. A total of 20 entries are required for the log.

   **Project Two: Confronting Knowledge**
   The educator will complete the reading of two recommended texts (see list below) and make comparisons between the two, regarding research base and practical application. Other texts that are comparable to this topic and selected by the participant may be used if approved by the instructor. The purpose of this project is to confront the research literature that is reviewed in one text and compare this with the recommendations made in another text that has been designed by educators with strategies for addressing the academic needs of gifted and talented students.
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talented students in the classroom. A three-page comparison paper will be submitted that outlines what the research-based text recommends as compared to what the instructional supplementary text suggests. The paper should address: What recommendations have been made to address the academic characteristics of these students? What content, process, and product changes need to be considered when providing curricular changes to advanced learners? How would a school begin to address these issues? How does the research-base of the texts compare with the recommendations for practical applications in the classroom? How does the curriculum (content, process, and product) for advanced learners differ from the curriculum for all learners? What criteria are used to determine the merit of existing curricular units? What other service options need to be available with existing above grade level understanding?

Project Three: Special Project

From the knowledge gained in Project One and Two, the educator will choose and complete one of the following projects:

1) **Curricular Unit.** This assignment becomes a labor of love! You will select a discipline or field of study to develop a curricular unit using a particular model or recommendations made by those in the field of gifted education. This unit should include at least five lesson plans. The lesson plans should include activities designed to introduce the students to an overview of the discipline's structure, principles and concepts, methodological experiences that practicing professionals use to explore the discipline, and specific topics that best represent the field of study. This unit will include a brief abstract stating the importance of this study, the learning experience activities that enhance a student's knowledge of the selected field of study, forms of assessment, and a listing of pertinent reference materials. A suggested format for the writing of this curricular unit will be provided at the conference, if needed.

2) **Inservice:** Develop an inservice to train faculty in the use of curricular strategies that can be used to accelerate and enhance the learning experiences of advanced students. In this in-service, provide recommendations for enhancing student expertise within a discipline and share techniques that teachers can use to enhance instruction for these students.

4. **Dates, Times and Location of Proposed Course:**

   (1 Semester Credit Equals 15 Professor Contact Hours plus an additional 30 Hours Outside Work)

   July 25 - 30, 2010; various times to equal minimum of 45 contact hours, plus an additional 90 hours of outside course work to equal the necessary 135 hours for a three-credit course. BSU, Boise, ID

5. **Due Dates for Completion of Course Requirements:** October 1, 2010

6. **Learning Resources and Required Text:**

   (Two texts required – choose two texts from the list below)

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7. **Evaluation Procedure: Graded**
   
   Attendance and participation at the conference is mandatory prior to taking this course.

   A. Project One: Edufest Attendance and Log 20 points
   B. Project Two: Confronting Knowledge 40 points
   C. Project Three: Special Project 40 points

   92-100 points = A 84-91 points = B 76-83 points = C 68-75 points = D
   67 and below points = F