Professional Development

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

Course Syllabus

Course Number: EDGT 5241 (Sec.01)  Sponsor ID: 214718
Course Title: Foundations of Gifted and Talented Education
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:
   - This course is designed for prospective teachers who require current research, trends, and practices within the field of education of the gifted and talented. Gifted and talented students have special needs that require instructional and curricular modifications commensurate to their abilities within the classroom setting and in specialized programs. The purpose of this course is to provide students with an overview of giftedness as it relates to young people and to provide an introduction to virtually all aspects of program planning and development, including an understanding of (a) the historical context of gifted education; (b) theories of intelligence; (c) nature, needs and characteristics of giftedness; (d) identification systems or talent profiles; (e) grouping, acceleration, and/or enrichment strategies for enhancing curricular options; (f) meeting the needs of the gifted in the regular classroom; and (g) program models for serving gifted and talented students. The course will also explore special identification and programming services for meeting the needs of diverse populations, economically disadvantaged, twice-exceptional, and underachieving gifted students.

2. Instructional Learning Objectives – Educators will:
   (What will educators learn and put into practice as a result of completing this process?)
   1) Discuss programming services designed to meet the psychological, social, educational, and career needs of gifted and talented students based on state and national recommendations in the field of gifted and talented.
   2) Develop a research-based rationale for accommodating the needs of high ability students within the regular classroom.
   3) Identify the state and federal components of a sound identification system and programming services for recognizing and developing talent.
   4) Identify the relevant differences among students that impact learning and design instructional strategies for addressing these differences.
   5) Select or design appropriate instruments or strategies to identify students’ interests, styles, strengths, and readiness levels.
   6) Analyze elements of curriculum design with particular focus on objectives and standards to develop a curricular framework that can be used to differentiate an instructional unit.
   7) Modify an existing unit of instruction for use with advance students in a regular classroom setting by applying the differentiation strategies recommended in the field.
   8) Explain the social, cultural, political, and economic realities surrounding the issue of programming services for gifted and talented youth.
   9) Explain the identification and programming issues that must be addressed when working with young people who are culturally diverse, learning disabled, or live under adverse conditions.
   10) Identify the characteristics, attitudes, and beliefs of successful teachers of gifted students.
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 the foundational bases of gifted education. 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 a required text that is research-based and make comparisons to a text that has been recommended for this course or one comparable to this topic selected by the educator and approved by the instructor. The purpose of this project is to confront the research literature that is reviewed in the required text and compare this with the recommendations made in a supplemental text that has been designed by educators as a strategy for addressing the academic needs of gifted and 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 gifted students? How would a school begin to address these issues? How does the research-based text compare with the recommendations offered in the supplementary materials? 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 needs of gifted and talented students and the possible options that can be employed within the school to meet their needs. This inservice should include the needs of gifted students and the options to meet those needs including instructional strategies, as well as appropriate grouping and acceleration strategies.

4. **Dates, Times and Location of Proposed Course:**
   (1 Semester Credit Equals 15 Professor Contact Hours plus an additional 30 Hours Outside Work)
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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:**
   - REQUIRED TEXT: (Choose one)

   - **RECOMMENDED TEXTS:**

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