Webster UNIVERSITY SCHOOL OF EDUCATION

POINTS OF INFLUENCE

Course Syllabus

SOCS 5910.01	Chris Puttcamp/	CCT16@rockwood.k12.mo.us
COURSE NUMBER AND SECTION	INSTRUCTOR	E-MAIL ADDRESS

Curriculum and Instruction for the Gifted	Spring 2003/	3
COURSE TITLE	TERM	CREDIT HOUR

1. Course Description: (provide details of student focus, rationale, scope, and prerequisites)

This curriculum design and instruction for gifted education course is intended to help practicing teachers develop, implement, and evaluate effective curriculum and instructional strategies to improve learning for gifted students. Included in this course will be research and discussions on gifted education theory, curriculum development and instruction theory, systems thinking, higher order thinking and questioning skills, technology, differentiation, and assessment. In addition, teachers will realize that as they work to develop better curriculum for their gifted students, they will be developing better curriculum for all students. Each student will develop both a curriculum unit specifically designed for gifted learners, and improve a unit he/she already teaches to all students by developing compacted, enriched, and differentiated activities for all learners.

2. Learning Outcomes: (goals, objectives, course outcomes, etc.) Identify any MOSTEP or professional standards that are met by each learning outcome.

This course will enable participants to:

- Describe competing values, constraints, and facilitations in gifted curriculum design (MS 1, 2)
- Develop and support gifted curriculum design theory and frameworks with research (MS 1, 5, 7)
- Use library resources in identifying current and historical issues in gifted curriculum design (MS 1, 7)
- Create curriculum for gifted students that
  - Is based on real world challenges (MS 1, 4, 5)
  - Articulates clear goals, objectives, and assessment outcomes (MS 2, 7, 8)
  - Meets specific state or district guidelines (MS 10)
  - Encourages student inquiry, problem solving, and critical thinking at the highest levels of cognition (MS 5, 6)
  - Incorporates differentiation strategies to meet a variety of learning levels and learning styles (MS 2, 3)
  - Relies on both process skills and in-depth content (MS 2, 6)
  - Reflects multi-cultural needs and strengths (MS 3, 4)
  - Integrates technology (MS 7)
  - Assesses student learning using a variety of means (MS 8, 9)

3. Schedule of required readings, class preparations and assignments, lectures, discussions, student presentations, out-of-class assignments and exams.

Week 1: Overview:
Characteristics of Gifted Students
Identification of Gifted Students
Theory of Gifted Education and Gifted Programs
Reading: Teaching Gifted Kids in the Regular Classroom, Chapter 1
Growing up Gifted, Chapter 2

Week 2: Foundations for Educating Gifted Learners
What Makes Good curriculum for Gifted Students?
Gifted Education Curriculum Models
Assessing Needs of Gifted Students
Reading: Teaching Gifted Kids in the Regular Classroom, Chapter 2
Growing up Gifted, Chapter 10

Week 3: Curriculum Development
Theories of Curriculum Development
Backward Design
Real World
Integrating Disciplines with Process and Content
Reading: Articles provided by instrutor

Week 4: : Differentiating and Individualizing the Curriculum and Instruction for Gifted Learners
Components of a Curriculum Unit for Gifted Students
Higher Order Thinking and Questioning
Integration of Cognitive and Affective Learning in the Curriculum
Reading: Teaching Gifted Kids in the Regular Classroom, Chapter 2
Growing up Gifted, Pages 402-403, 409-410

Week 5: Assessment
Performance Assessment
Grades
Work time
Reading: Teaching Gifted Kids in the Regular Classroom, see index, grades
Growing up Gifted, Pages 486-491

Week 6: Compacting and Differentiation in the Regular Classroom
Grouping Students
Compacting
Contracts
Enrichment and Extensions
Reading: Teaching Gifted Kids in the Regular Classroom, Chapters 3, 4

Week 7: Curriculum Development and Differentiation for Special Populations
Cultural Diversity
Gender Differences
Special Needs Gifted Students
Economically Disadvantaged Gifted Students
Reading: Teaching Gifted Kids in the Regular Classroom, pages 23-24
Growing up Gifted, Chapters 13, 14

Week 8: Impacting the Learning of All Students
Planning Curriculum for All Students
Teacher Qualities
Share Units

Reading: Teaching Gifted Kids in the Regular Classroom, Chapter 9
Growing up Gifted, Pages 565-56

The Missouri Show-Me Standards are addressed within the content of this course. Identification of specific standards are included within course assignments. Integration of Missouri Assessment Program (MAP) standards and grade levels will be integrated into this course when appropriate.

4. Resources:

   Text(s): Growing Up Gifted: Barbara Clark (6th edition)
   Teaching Gifted Kids in the Regular Classroom,)Revised, Expanded, Updated Version), Susan Winebrenner

   Supplemental Readings: (list and indicate how these are to be used) Articles shared by teacher

   Audio-visual/other:

5. EVALUATION: (basis of evaluation with explanation regarding the nature of the assignment and the percentage of the grade assigned to each item below)

   a) Class presentation(s)
   b) Curriculum projects
   c) Class Participation

6. Supplements (study guide, sample tests, project outlines may be attached.) Please list.
   None

7. 3 Hour Courses: Students taking an 8 week course for 3 credit hours will complete the following additional assignments and/or attend the following additional class meetings:

   Two Curriculum Projects: A curriculum unit developed for gifted learners
   Differentiated, compacted, accelerated
   curriculum added to an already developed
   classroom curriculum unit.

8. FINAL PROJECTS: Final projects/papers will be returned to students in the following manner:

   •Students should provide a self-addressed stamped envelope (appropriate size and postage) to the instructor so project/paper can be returned.

   NOTE; Papers will not be available for pick up from the School of Education Office.

•This syllabus is subject to change at the discretion of the instructor
•Regular class attendance is required.