



Course Syllabus

COURSE NUMBER: SOCS 5910.01	COURSE TITLE Curriculum and Instruction for the Gifted	TERM: Spring 07
SITE: WGSD Insert site here	INSTRUCTOR CONTACT INFORMATION: puttcampchris@rockwood.k12.mo.us	CREDIT HOURS: 3

1. COURSE DESCRIPTION: (insert course description below, the box will automatically expand as you type.)

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: (Insert course outcomes and their links to program outcomes, relevant goals, dispositions, and MoSTEP/Professional Organization standards. Rows and columns may be added or deleted using the Microsoft Word Table Tool).

Course Outcomes	Program Goals	SoE Goals, SoE Dispositions, and MoSTEP/Prof Standards Addressed
1. Describe competing values, constraints, and facilitations in gifted curriculum design	<p style="color: red; font-size: small;">NOTE If your course is directly linked to a specific M.A.T. or certification program, please insert relevant program outcomes. If your course does not fit clearly into a single program or certification area, you may wish to delete this column. If you do not have a copy of your program's outcomes, please contact your M.A.T. coordinator. Questions regarding certification program outcomes should be forwarded to the Director of Undergraduate and Initial Certification.</p>	(MS 1, 2)

2. Develop and support gifted curriculum design theory and frameworks with research		(MS 1, 5, 7)
3. Use library resources in identifying current and historical issues in gifted curriculum design		(MS 1, 7)
4. Create curriculum for gifted students that is based on real world challenges		(MS 1, 4, 5)
5. Articulates clear goals, objectives, and assessment outcomes		(MS 2, 7, 8)
6. Meets specific state or district guidelines		(MS 10)
7. Encourages student inquiry, problem solving, and critical thinking at the highest levels of cognition		(MS 5, 6)
8. Incorporates differentiation strategies to meet a variety of learning levels and learning styles		(MS 2, 3)
9. Relies on both process skills and in-depth content		(MS 2, 6)
10. Reflects multi-cultural needs and strengths		(MS 3, 4)
11. Integrates technology		(MS 7)
12. 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. (Insert schedule below; the box will expand as you type.)

- 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 instructor
- 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

4. RESOURCES:

Required Text(s): (Insert text information below; box will expand as you type.)

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

Supplemental Readings: Articles shared by teacher

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

(Insert evaluation Criteria below; the boxes will automatically expand as you type.)

Assessments	Links to Course Outcomes	Percentage of Grade
Class presentations: Characteristics of gifted students Philosophy on what a gifted program should look like How to use a specific differentiation strategy How to teach a lesson developed for gifted	Objective 1, 2, 3, 4, 5, 8, 9	20%
Curriculum projects: Already existing unit with differentiation added. A complete unit to be taught to gifted students	Objectives, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12	70%
Class Participation	Objectives 1, 2, 3, 4, 5, 6, 7, 8, 9,	10%

Weekly participation in discussions	10, 11, 12	
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6. GRADING SCALE: (Insert grading scale criteria below; the box will automatically expand as you type.)

**Curriculum and Instruction for Gifted Students
Chris Puttcamp, Instructor
Unit Scoring Guide**

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Unit N

	C	B	A-	A
Purpose And KUD	<p>The unit focus</p> <ul style="list-style-type: none"> ▪ has not been articulated ▪ statements supporting the importance of the issue or information are missing. ▪ Know, understand and do (KUD) are sketchy 	<p>The unit focus</p> <ul style="list-style-type: none"> • needs further clarification. • The “real-world” focus lacks depth or is superficial. WHY is this learning important for students? • lacks supporting rationale and connection to students’ world. • KUD is included 	<p>The unit focus</p> <ul style="list-style-type: none"> • is evident, • has real world application • is carried throughout the unit • Includes clearly defined learning objectives • KUD is clear 	<p>The unit focus</p> <ul style="list-style-type: none"> • includes essential understandings and provocative questions that represent the “core” of the discipline and have enduring value. • consistently weaves ideas from the purpose throughout the curriculum. • centers around a unique or innovative investigation • is written in a polished and creative manner. • KUD is clearly woven throughout all the lessons
Assessment	<ul style="list-style-type: none"> • Pre/post assessments are missing or do not reflect assessment of stated learning goals. • The performance assessment or culminating activity does not offer clear opportunity for students to demonstrate comprehension of the stated learning goals. • The final project evaluation doesn’t assess the stated learning objectives • The language in the final project evaluation is not clear and easily understood by students/parents. 	<ul style="list-style-type: none"> • The performance task needs further clarification to be consistent with the unit focus. • Descriptors on the final evaluation are “nebulous,” use jargon or are not easily understood by students & parents. • Final evaluation does not clearly relate what students have learned and are able to do. 	<ul style="list-style-type: none"> • Authentic, relevant assessment is gathered throughout the unit. • The performance task is realistic and addresses the unit focus. • The performance task assessment clearly aligns assessment with instruction. • The final project evaluation is understandable to students & parents. Final project evaluation clearly relates what students have learned and are able to do. 	<ul style="list-style-type: none"> • Authentic, relevant assessment is gathered throughout the unit. • The performance task is authentic, and supports the unit focus. • The performance task assessment levels are clearly defined, use valid, relevant, and easily measurable descriptors and reflect application of the essential understandings of the unit. • Students and parents clearly understand what the student has learned and is able to do.

	C	B	A-	A
Learning Experiences	<p>Learning experiences</p> <ul style="list-style-type: none"> do not include all the required criteria, following is missing <p>___ Learning objectives</p> <p>___ Vocabulary</p> <p>___ Closure questions</p> <p>___ Materials/ resources</p> <p>___ Differentiation strategies</p> <p>___ Appropriately Integrates technology</p> <ul style="list-style-type: none"> seem unrelated to the unit focus and final assessment. lack variety in learning in the presentation of information, the active learning experiences, or opportunities to interact with the content. 	<p>Learning experiences</p> <ul style="list-style-type: none"> do not include all the required criteria, following is missing <p>___ Learning objectives</p> <p>___ Vocabulary</p> <p>___ Closure questions</p> <p>___ Materials/ resources</p> <p>___ Differentiation strategies</p> <p>___ Integrates technology</p> <ul style="list-style-type: none"> experiences lack rigor, seldom exceed application level of thinking Learning experiences are not clearly linked to stated learning objectives. Some learning experiences do not yet support the essential understandings, and clearly relate to the performance task. 	<p>Learning experiences</p> <ul style="list-style-type: none"> include all unit criteria. are engaging and will effectively provoke the desired understandings integrate real-world experiences provide for student interest and choice are at the top levels of Blooms are coherent with unit focus and assessment. are varied in format and instructional delivery include a variety of resources and technology in the daily learning experiences. 	<p>Learning experiences</p> <ul style="list-style-type: none"> consistently include all the criteria reflect best practices in instruction for gifted students are of “high-interest” to the students and provide choice geared to student interest and learning style include questions that enable students to come up with high level, realistic answers or outcomes that can be justified by the student consistently encourage high-level thinking by using learning activities at the top level of Blooms lead to student success on the unit performance task. integrate community experiences to enhance student comprehension and reinforce the unit focus.

Note: ALL PAPERS/PROJECTS MAY BE RETURNED VIA A SELF-ADDRESSED, STAMPED ENVELOPE. PAPERS ARE NOT AVAILABLE FOR PICK-UP IN THE SoE OFFICE.

ACADEMIC HONESTY POLICY

(You may use or modify this statement or create your own).

Students at Webster University are expected to practice academic honesty.

Avoiding Plagiarism

Plagiarism is intentionally claiming that another person's work is his/her own or implying that another person's work is his/her own (through inadequate or inaccurate citations of reference material.)

Students:

- Should not copy whole portions of text from another source as a major component of papers or projects.
- Should identify the title, author, page number/webpage address, and publication date of works when directly quoting small portions of texts, articles, interviews, or websites.
- Should appropriately identify the source of information when paraphrasing (restating) ideas from texts, interviews, articles, or websites.
- Should follow the guidelines of the American Psychological Association Style Guide when referencing all research sources.

Consequences of Academic Dishonesty:

(Instructor may list specific consequences here)

For further information about the consequences of academic dishonesty please consult the Webster University Student Handbook.

ACCESSIBILITY/ACCOMMODATIONS POLICY

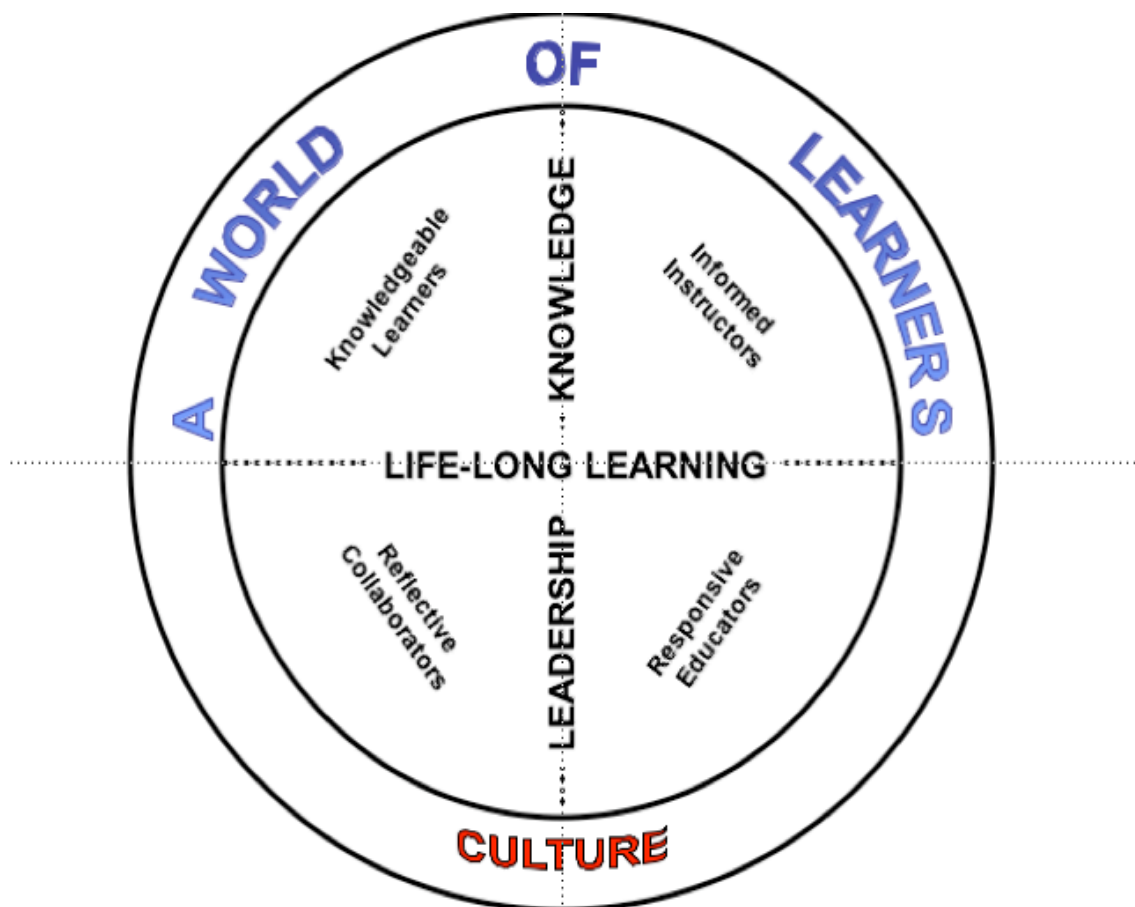
If you have a disability that may have some impact on your work in this class and for which you may require accommodations contact the Director of the Academic Resource Center, Dr. Pat McLeese, at (314) 968-7495.

**Webster University
School of Education**

Vision: “. . . We all must work to make this world worthy of its children.” (Casals, 1970)

Mission: The School of Education at Webster University provides its students with the knowledge, experiences, and practical tools that help them guide both themselves and others toward lifelong learning. The School of Education is a community of educator-scholars who apply critical reflections and creative energies to enhance learning in schools and other educational settings. The faculty strives to support this community by modeling effective teaching practices based on sound theory and research. Personalized approaches create a challenging, yet supportive environment that permits the risk-taking necessary for learning and growth. The School of Education encourages its faculty and students to work actively toward this end, keeping in mind that action must be rooted in visionary, yet realistic, thinking. This thought and action process underscores the development of an inner-directed self-understanding, an outer-directed global perspective, and an appreciation of human diversity that arises from both.

Theme: Developing a world of learners through knowledge, leadership, and life-long learning.



The universal mandala (a circle with intersecting vertical and horizontal lines) graphically represents the conceptual framework of the School of Education. The outer circle provides the framework for a “world of learners” in cultural settings. The two axes represent the theme components of knowledge, leadership, and life-long learning. These lines are broken to emphasize the fluid relationship of the goals and integrated concepts. Each quadrant represents one of the school’s four goals for its candidates: to develop knowledgeable learners, informed instructors, reflective collaborators, and responsive educators.

School of Education Goals

1. Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner, and knowledge of pedagogy based on inquiry and scholarship.

The knowledgeable learner:

- 1.1 knows content that supports conceptual understanding;
 - 1.2 applies tools of inquiry to construct meaningful learning experiences;
 - 1.3 identifies developmental factors in student learning; and
 - 1.4 understands theoretical principles of effective instruction to plan learning experiences.
2. Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory.

The informed instructor:

- 2.1 designs curriculum based on students' prior knowledge, learning styles, strengths, and needs;
 - 2.2 understands and uses a range of instructional strategies;
 - 2.3 uses a variety of communication modes, media, and technology to support student learning; and
 - 2.4 employs a variety of formal and informal assessments to monitor learning and modify instruction.
3. Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students, and families in schools and communities.

The reflective collaborator:

- 3.1 values and integrates reflection to grow as a professional;
 - 3.2 promotes communication and collaboration with colleagues, families, and community leaders;
 - 3.3 seeks relationships with families and students to support student learning; and
 - 3.4 initiates change that benefits students and their families.
4. Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences.

The responsive educator:

- 4.1 understands and responds appropriately to issues of diversity
- 4.2 acknowledges social and cultural contexts to create effective teaching and learning environments;
- 4.3 adapts instruction to the learner's knowledge, ability, and background experience; and
- 4.4 identifies resources for specialized services when needed.

School of Education Dispositions

NCATE defines dispositions as "the values, commitments and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth. " (Professional Standards, p. 53) There is significant value in focusing attention on qualities that make an effective teacher.

1. Understands and Respects Self
 - 1.1 Understands and respects that s (he) may be different from others
 - 1.2 Embraces an openness to change (adaptability, flexibility)
 - 1.3 Exhibits curiosity
 - 1.4 Engages in reflection
2. Understands and Respects Others
 - 2.1 Understands, respects, and responds appropriately to diversity in a variety of settings
 - 2.2 Exhibits empathy
 - 2.3 Commits to fairness and honesty
 - 2.4 Listens respectfully to other points of view

3. Understands and Respects Professional Communities
 - 3.1 Commits to professional behavior in university and school cultures
 - 3.2 Practices informed decision-making in university and school cultures
 - 3.3 Communicates and collaborates in university and school cultures
 - 3.4 Accepts academic rigor (willingness to work/ high expectations)
 - 3.5 Affects change with courage and confidence

(Attach Specialty Program Area Professional Standards, MoSTEP General Standards, and MoSTEP Subject specific competencies if desired).