



EDCI 507 Strategies for Teaching the Gifted and Talented Student COURSE SYLLABUS

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Catalog Description: Strategies, methods, and techniques of teaching the gifted student are explored. Opportunities are provided for development of strategies based on principles of curricular differentiation for gifted students. (Three (3) credit hours.)

Course Objectives:

1. The students will list and describe the characteristics of the learning theory most appropriate in teaching the gifted.
2. The student will list strategies that are most appropriate in teaching the gifted.
3. The student will analyze strategies for the characteristics that make the strategy appropriate in teaching gifted students.
4. The student will discuss the learning preferences of the gifted student.
5. The student will define metacognition; discuss strategies for enhancing metacognition.
6. The students will discuss strategies for evaluating growth in metacognitive abilities.
7. The students will develop plans for integrating selected strategies into instructional plans for the gifted. Principles that affect differentiation of Content, Process, Product, Research, and the Learning Environment for the gifted student will be reflected in strategies developed.

Major Topics for Discussion

- Learning Theory
- Learning Styles of the Gifted
- Relationship between teaching and learning and instructional strategies utilized.
- Metacognition
- Creativity
- Strategies appropriate for the gifted student and high-end learning
- Bridging the Gap between Home and School: Strategies for Strengthening Home-School Relations.
- The Culturally Different: Strategies for Assessing Learning.
- Learning Styles and the Culturally Different Learner.

Required Textbook and Resources: Differentiating Instruction in the Regular Classroom: How to Reach and Teach All Learners, Grades 3-12 and CD-ROM of Customizable Forms, Diane Heacox.

Optional Resources:

- Instructional Strategies for Teaching the Gifted, Jeanette Parker
- Test Your Cultural Literacy, Diane and Kathy Zahler
- 201 Ready-to-Use Word Games for the English Classroom, Jack Umstatter
- Creativity Is Forever, Gary A. Davis
- Teaching the Gifted in the Regular Classroom, Susan Winebrenner

Course Activities:

1. Read the text for the class and complete **online discussions** and **assignments** based on readings from the text. Review the rubric which will be used to evaluate the discussion posts.
2. Students will complete an online Final Exam.
3. Students will be expected to use the Online course and upload all assignments to the appropriate **DROPBOX**

Evaluation Procedure: Grades on all activities will be equally averaged to arrive at a final course grade. A specified criteria will be used to evaluate the strategies developed.

Absences: Students are encouraged to participate in an **on-going manner, throughout the course**. Students who have not logged on to online course by the 2nd class period will be officially dropped from the course. Your daily presence in this class is required.

Discussion Forum Rubric

Criteria	Exemplary	Accomplished	Developing	Beginning
Points Possible: 25	5	4	3	1
Critical Thinking Skills**	Discussions incorporated all 10 critical thinking skills and continued to widen discussion into larger picture/framework with no uncritical thinking statements	Discussion incorporated 6-9/10 critical thinking skills on a consistent basis and/or 1-2 uncritical thinking statements.	Discussion incorporated 5/10 critical thinking skills sporadically and/or a few uncritical thinking statements	Discussion only provided relevant and important statements and/or more than 6 negative uncritical thinking statements
Content/Subject Knowledge	Addresses the question completely and in-depth; points are all clearly made and all evidence supports arguments/rationale ; clearly has grasp of content and elaborates with explanation and examples	Sufficient information that relates to the topic; includes essential accurate information that satisfactorily addresses the question/topic.	Includes some essential information and begins to address topic/question, but great deal of information is not clearly connected.	Points not clear; information included does not support topic in any way; does not have grasp of information.
Coherence & Organization	Information clearly stated and developed; specific examples are appropriate; conclusion is clear; flows well together in a logical order; good transitions; succinct but not choppy.	Majority of information is presented in a logical sequence; generally very well organized, but better transitions from idea to idea are needed.	Concepts and ideas are loosely connected; lacks clear transitions; flow and organization choppy.	Posting is disjointed and choppy; does not flow; development is vague and illogical in order.
Participation	Participation within the discussions was on a consistent, almost daily basis; high degree of engagement and interaction with others	Original post and good interaction/engagement with others (6-10); posting every other day	Original post and limited interaction/engagement (3-5); posting with a few days passing	Little (1-2 postings) to no participation; only provided original posting.
Timeliness	Posting and interaction occurred by Deadline	Posting and interaction occurred 2-3 days after the deadline	Posting and interaction occurred 4-5 days after the deadline	Posting occurred more than 6-7 days after the deadline
/ 25 Points				

Indicators of critical (+) and uncritical (-) thinking within online discussion forums

Indicator	+	--
Relevance	Relevant statements	Irrelevant statements, diversions
Importance	Important points/issues	Unimportant, trivial points/issues
Novelty. New info, ideas, solutions	<ul style="list-style-type: none"> • New problem-related information • New ideas for discussion • New solutions to problems • Welcoming new ideas • Bringing new things in 	<ul style="list-style-type: none"> • Repeating what has been said • False or trivial leads • Accepting first offered solution • Squashing, putting down new ideas • Dragged into discussion by instructor
Bringing outside knowledge/experience to bear on problem	<ul style="list-style-type: none"> • Drawing on personal experience • Refer to course material • Use relevant outside material • Evidence of using previous knowledge • Course related problems brought in (e.g. students identify problems from lectures and texts) • Welcoming outside knowledge 	<ul style="list-style-type: none"> • Sticking to prejudice or assumptions • Squashing attempts to bring in outside knowledge
Ambiguities: clarified or confused	<ul style="list-style-type: none"> • Clear, unambiguous statements • Discuss ambiguities to clear them up 	<ul style="list-style-type: none"> • Confused statements • Continue to ignore ambiguities
Linking ideas, interpretation	<ul style="list-style-type: none"> • Linking facts, ideas and notions • Generating new data from information collected 	<ul style="list-style-type: none"> • Repeating information without making inferences or offering an interpretation • Stating that one shares the ideas or opinions stated, without taking these further or adding any personal comments
Justification	<ul style="list-style-type: none"> • Providing proof or examples • Justifying solutions or judgments • Setting out advantages and disadvantages of situation or solution 	<ul style="list-style-type: none"> • Irrelevant or obscuring questions or examples • Offering judgments or solutions without explanations or justification • Offering several solutions without suggesting which is the most appropriate
Critical assessment	<ul style="list-style-type: none"> • Critical assessment/evaluation of own or others' contributions • Instructor prompts for critical evaluation 	<ul style="list-style-type: none"> • Uncritical acceptance or unreasoned rejection
Practical utility (grounding)	<ul style="list-style-type: none"> • Relate possible solutions to familiar situations • Discuss practical utility of new ideas 	<ul style="list-style-type: none"> • Discuss in a vacuum (treat as if on Mars) • Suggest impractical solutions
Width of understanding (complete picture)	<ul style="list-style-type: none"> • Widen discussion (problem within a larger perspective.) • Intervention strategies within a wider framework.) 	<ul style="list-style-type: none"> • Narrow discussion. (Address bits or fragments of situation.) • Suggest glib, partial, interventions

TECHNOLOGY REQUIREMENTS

This online class requires consistent access to a computer preferably with high speed internet Service (DSL). Audio PowerPoint presentations necessitate this requirement. There will also be Class LivePro sessions that will require use of a **microphone**.

Hardware

Both Macintosh and Windows systems are acceptable. Students do not need to purchase a new system to begin online learning at the university.

- o Windows 98/NT/2000/ME/XP

Pentium (2 GHz or greater)

128 megabytes (MB) random access memory (RAM)

2 GB or greater hard drive

- o Macintosh

OS 9.1 to OS X; G3, G4, or higher

128 megabytes (MB) random access memory (RAM)

2 GB or greater hard drive

Software

- o Word Processor - Microsoft Word is required. Microsoft Works, WordPerfect, and AppleWorks are not acceptable.

Connectivity

- o Reliable Internet access through an established Internet service provider (ISP) is key to the online learning experience. Students should choose a DSL or cable-modem service where high speed internet is available.

Email

- o Access to a reliable email service through an established Internet service provider (ISP) is critical to the online learning experience.

Web Browser

- o Internet Explorer (version 6.0 or greater) or Netscape (version 7.0 or greater) is required. These browsers are available for free in the download areas at www.microsoft.com and www.netscape.com, respectively.
- o Note: Browsers that are part of the MSN and AOL software are not acceptable, because they include proprietary modifications that may not work correctly with resources. Students may continue to use AOL or MSN as their Internet service provider, but once connected to the Internet, they should minimize the AOL or MSN window and launch Internet Explorer or 3 Netscape.

Plug-ins

- o **Adobe Acrobat Reader**

Available at www.adobe.com, this free program (Adobe Reader 8) allows you to view and print many forms and some full-text documents from online library databases.

- o **Adobe Flash Player 9.0**
□ Available at www.adobe.com. This allows you to view any content delivered in Flash.
- o **Quicktime Video Player**
□ Available for free download www.apple.com/quicktime.
- o **RealPlayer**
□ Available at www.real.com
- o **Windows MediaPlayer 11.0**
□ Available at www.microsoft.com/windows/windowsmedia/download.
- o **Java Applet**
□ Since the online classroom is interactive and dynamic, it is important that students' Internet browser be Java-enabled. The Java Virtual Machine can be downloaded for free at <http://java.com/en/index.jsp>.

Virus Protection

- o Viruses can be transmitted to computers as email attachments. Once a virus is resident on a computer, it can hinder performance, crash the computer, or damage files and hard drives - permanently. To protect their systems, students should purchase up-to-date antivirus software from a local computer store and regularly check their computers for viruses.
- o Note: Students should keep their antivirus software current by downloading updates from the software company's Web site. Antivirus software is usually licensed for one year, with free updates. Most antivirus software can be configured to download virus definitions (or updates) automatically when the computer connects to the Internet. Students should download virus updates weekly or more frequently. Commercially available programs such as Norton Antivirus or McAfee can be configured to update virus definitions automatically at least once a week.

ACCESS AND NAVIGATION

Begin by completing the Course Information form located under Doc Sharing. All Assignments are located under the Units located on the navigation bar on the left side of your monitor.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:

Call immediately if there are questions regarding course assignments (972-345-5386). You may want to use the Student Lounge for those questions that you fellow classmates may be able to answer.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:

UNIVERSITY POLICIES

Accommodations for Students with Disabilities

Services for Students with Disabilities
(903) 886-5835

Each division within the University recognizes the needs of students with disabilities and is ready and willing to work with each student to solve problems as they arise. The Director of Disability Resources and Services is located in the Halladay Student Services Building, third floor. Services for those with disabilities are provided through the Student Support Services/Trio Program (tutoring, mobility assistants, readers, interpreters), the Counseling Center, the Communication Skills Center, the Mathematics Skills Center, and Disability Resources and Services. Students with learning disabilities must file an application during the first semester of enrollment at the university for eligibility for assignment to the Academic Support Committee. Applications are available through the Trio Program, Disability Resources and Services, and Advisement Services. Other campus services are available to the disabled through the Department of Housing, the University Police Department, the Clarence G. Allen Student Health Center, the James G. Gee Library, and the Student Recreation Center. In addition, the Texas Rehabilitation Commission and the Texas Commission for the Blind work closely with the university to offer support to students who qualify. (TAMUC,2008-2009)

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Standards of Conduct

This policy defines good standing for graduate students enrolled at Texas A&M Commerce. Entering students who have been fully admitted (without any type of probationary admission, provisional admission, or other restriction) will be considered in

good standing. A student will remain in good standing if, and only if, he or she has a cumulative grade point average of at least 3.00 and is free of the following holds: holds indicating delinquent financial indebtedness, academic suspension, academic probation, provisional status, and disciplinary suspension. Students who are not in good standing are not eligible to graduate until good standing has been achieved. (TAMUC, 2008-2009)

Academic Honesty

Graduate students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all their scholastic work. Faculty are expected to uphold and support student integrity and honesty by maintaining conditions that encourage and enforce academic honesty. Conduct that violates generally accepted standards of academic honesty is defined as academically dishonest. "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of ideas or works of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments) and abuse (destruction, defacing, or removal) of resource material. If a student is accused of academic dishonesty, the faculty member making the accusation is responsible for initiating disciplinary proceedings. The penalty assessed should be related to the severity of the infraction. If the student and faculty member agree on the penalty, assessment of the penalty concludes the disciplinary action. However, certain violations of academic honesty, such as plagiarism, infringe upon the academic community's basic tenets of

scholarly inquiry. Therefore, if a faculty member believes the infraction is severe enough to warrant further action and/or if the problem may be cumulative, occurring in other classes in which the student is enrolled, the faculty member may file a report of the infraction with the Dean of Graduate Studies and Research. The student must be notified that the report has been filed with the Dean of Graduate Studies and Research to allow the student the opportunity to file a response. If a faculty member believes the infraction is so severe that a penalty greater than failure on a project and/or course is warranted, the faculty member may recommend to the Dean of Graduate Studies and Research through the department head and academic dean that the student be suspended or expelled. If the student disagrees with the charge or level of penalty, he/she is entitled to due process in accordance with the University policy for student appeals. The appeal process for this policy is through the following channels: department head, Dean of Graduate Studies and Research, and the Administration Committee of the Graduate Council, which will present its recommendation to the full Graduate Council for final disposition of the appeal. Final jurisdiction on graduate student appeals is the Graduate Council. In addition, international students must comply with current Department of Homeland Security (DHS) and U.S. Citizenship and Immigration Services (USCIS) regulations. 11 (TAMUC,2008-2009)

Policy for Assignment of an Incomplete Grade

Students, who because of circumstances beyond their control are unable to attend classes during finals week or the preceding three weeks will, upon approval of their instructor, receive a mark of "X" (incomplete) in all courses in which they were maintaining passing grades. When an "X" is given for a grade in a course, the credit hours are not included for one semester (exclusive of summer) in calculating the grade point average. Grades of "X" earned during the spring or summer are to be completed by the end of the following fall semester. If the "X" is not removed by that time, the grade becomes an F, and the hours are included in the number of hours attempted. Recording a grade of "X" requires the filing of a plan for completion. The plan will be submitted with the official grade record sent to the department head who will forward it to the Dean of the College. The plan will include why the grade was given and steps necessary for the student to receive the final grade. A grade of "IP" (in progress) will be used for courses that are scheduled over more than one semester. The grade of IP will not be computed in the grade point average and will be removed when the final grade is filed by the instructor. A grade of "I" will be given for courses in dissertation and thesis (including undergraduate honors thesis) for all registrations prior to the semester in which the final document is completed. The time limit imposed on the grade of "X" (one semester) does not apply for these courses. (TAMUC,2008-2009)

ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

**Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148**

StudentDisabilityServices@tamu-commerce.edu
Student Disability Resources & Services

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*).

COURSE OUTLINE / CALENDAR

Complete the Student Information Form and submit your Introduction to the Class during the first week of class. Other Dates Available Under Doc Sharing

COURSE OUTLINE / CALENDAR

All assignments are due at the end of the week, on Sunday night. However, it is expected that students will not wait until Sunday to log in and participate in Class Discussions and activities until the end of the week. Consistent, on-going presence is expected in this online class. Posts to Discussions made **when the class is involved in discussion** will be graded.

Students are to participate in **two (2) Class Live Pro Sessions** which will be announced. The first Class Live Pro session will be on the first class day and the final Class Live Pro session will be immediately before the Final Exam.

Examples of Lesson Plans reflecting GT Strategies

Deborah Johnson
SHED 507
Subject: 8th grade language arts

Class Objectives:

1. TSW develop listening and questioning skill.
2. TSW use analytical thinking to write analogies.
3. TSW brainstorm ideas about "war".
4. TSW observe actual photos from WWII and concentration camps.
5. TSW do historical research.

Materials:

bag, diary, scientific method sheet, chalkboard, chalk, WWII posters, Anne Frank: The Diary of a Young Girl, unlined paper, markers

Learning Activities:

What's in the Bag (scientific method)
Analogies/brainstorm
Visualization skill
Study creative people and process
Historical research

Teaching Procedures:

1. The teacher holds up the bag and tells the students they will begin by playing "What's in the Bag?". The students will use the **scientific method** to discover what is in the bag. The teacher passes out the scientific method handouts and the students write the problem and their hypothesis. The teacher lets the students ask ten yes/no questions. After ten questions, the students are allowed to rehypothesize. Then the students ask the remaining ten questions. The teacher then passes the brown bag around the room so the students may manipulate the data.
2. The teacher allows students to guess what is in the bag. The teacher then opens the bag and pulls out a diary. The teacher tells the students to write their conclusion statement on their sheet.
3. The teacher asks, "What is a diary? Why do people write in diaries?" Students discuss the use of diaries.
4. The teacher explains that they will be reading Ann Frank: The Diary of a Young Girl. The teacher explains that this is a true story. In 1942, Anne Frank spent two years of her life in astonishing circumstances. She was hidden with seven other people in a warehouse attic in Amsterdam during World War II. Anne had to hide because she was Jewish. The Nazis were closing in and taking Jewish people to concentration camps.
5. For a prereading activity, the students will write **analogies** on "war". Review the steps to writing analogies and do some examples. First, students **brainstorm** the characteristics of war. (teacher writes responses on board)
6. After brainstorming, have students go back and look at the characteristics. Then have students name other objects with these same characteristics.
7. After more brainstorming, show the students the format for analogies:
War is like _____ because they are both _____.
**Remind students that the best analogies are between two objects that are opposites.
8. After the students finish the analogies, pass out unlined paper. The teacher tells the students that they will use the **visualization skill** to represent the analogies. The students should draw a picture to represent what is being compared in their analogies.
9. Last, let the students share their analogies with the class.

Closure:

Show posters from WWII and concentration camps. Discuss pictures.

Evaluation:

Journal writing: How do you feel when you see these posters? What do you think will happen to Anne Frank in this story?

Teacher observation

Student observation

Follow-up Activities:

Study the life of Adolf Hitler, what make him a leader? Why did the Germans allow him to commit crimes and be cruel?

Have the students do **historical research** on WWII or concentration camps. They may interview people, use information books, use encyclopedia, or use videos.

Instructional Lesson #4

Diane Sadler

SHED 507

Summer II, 1994

Grade Level: 3rd

Subject Area: Language Arts and Music

Unit Topic: Families-Mothers

I. Class Objectives:

TLW listen to music

TLW discuss feelings

TLW read literature version of song, "Mama Don't Allow"

TLW discuss repetitive, predictable pattern used by author

TLW brainstorm individually

TLW participate in fluency, elaboration, flexibility, originality activity

TLW will compare brainstorming list with other students' lists

TLW create spin-off version of book, Mama Don't Allow

TLW create a musical instrument

TLW present individual book in a musical manner

II. Materials needed:

At School:

tape of "Mama Don't Allow", book of Mama Don't Allow, brainstorming paper, individual book forms

At Home:

materials to create musical instrument

III. Learning Activities:

1. Affective Strategies
2. Creative Listening and Creative Reading
3. Brainstorming
4. Creative Thinking-Fluency, Elaborative, Flexibility, Originality
5. Evaluate Situations-Moral Development
6. Musical Presentation

IV. Teaching Procedure:

1. The teacher will begin the lesson by playing a tape of the song, "Mama Don't Allow". Following the tape, the teacher will ask the students to explain how the tape made them feel. **Affective**
2. After discussion of feelings evoked by tape, students will be provided with the book, Mama Don't Allow. The teacher will encourage the pupils to think about

the message of the book and how the main character must have felt when his mother did not allow the various activities in the book.

3. The class will discuss the main character's feelings and the feeling tone of the book as a group.
4. The children will be asked to individually **brainstorm** things that their own mother will not allow. A three minute time limit will be set.
5. The teacher will facilitate a **fluency, elaboration, flexibility, originality** activity.
6. The class will compare **brainstorming** list. The teacher will encourage a group discussion concerning how the rules are similar. Children will be asked to examine why some of the rules are so much alike. Teacher will facilitate discussion with question such as: Do mothers have a legitimate reason for not allowing so many activities? Do you think rules are fair? What if mothers or other authority figures were not allowed to prohibit children from doing as they please? What if everyone was allowed to do exactly as they wanted?

Evaluate Situations-Moral Development

7. Children will refer back to individual brainstorming list. Each child will use the list to create a book based on what his or her mother will not allow. Teacher will stress importance of following author's style and repetitive style. The children will fit their sentence structure and syllable count to the author's pattern so it will fit the tune of the song.
8. After writing and illustrating individual versions, the children will be asked to create a musical instrument at home which can be used to present their version of the song, "Mama Don't Allow". Presentations will be video taped.

V. Evaluation:

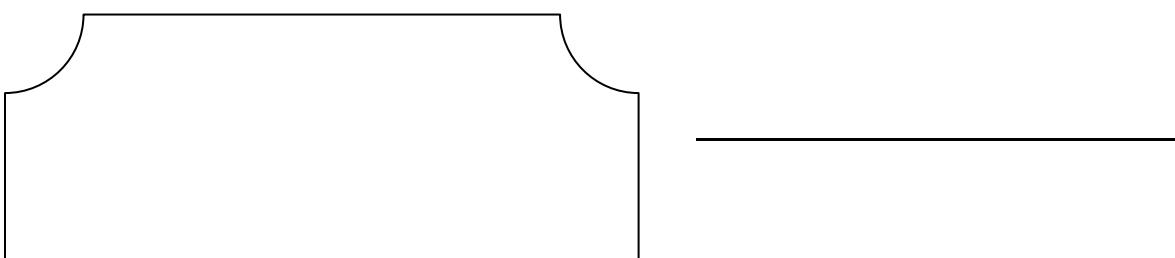
A two part evaluation will be used. The student will be graded on the written portion of the activity and on the oral presentation which will be given at a later date.

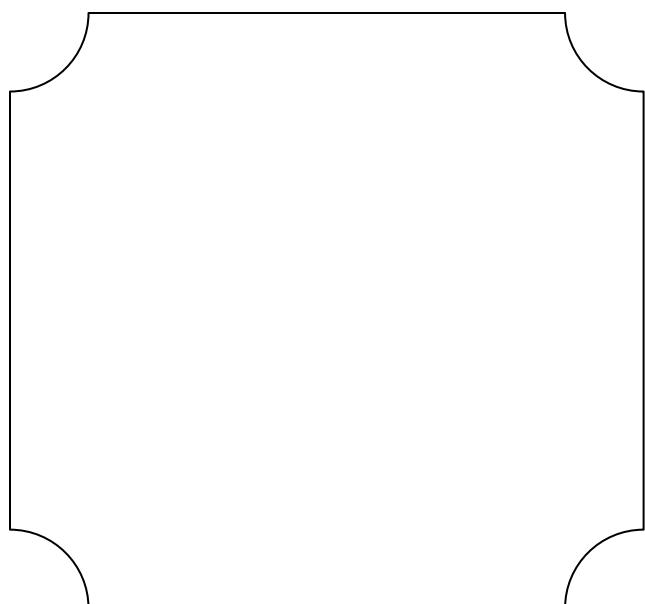
The written part will be graded on whether or not the child correctly followed the author's style and pattern, neatness, creative abilities, and completeness of book-including title page, written story line, illustrations, and author's page.

The presentation will be graded holistically. Emphasis will be on creative abilities, flexibility, and projection of ideas and self.

VI. Follow-up Activities:

Following the completion of the presentations, children will be encouraged: to combine with others to create a band. They will have the opportunity to perform together. They may choose materials they have written or create a new composition.





Gifted Education
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