

AUGUSTA STATE UNIVERSITY
College of Education
Department of Educational Leadership, Counseling and Special Education

EDUC 6273 Curriculum and Program Design for Developing Talents “To Whom Much is Given, Much is Required” (3-0-3)

Dr. Paulette Harris, Cree-Walker Professor

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University Hall # 309

Office Hours: TBA

Course Description

An investigation of administrative gifted program delivery designs, conceptual programs and approaches to providing qualitatively differentiated curricula for the gifted learner.

Textbooks/Required Readings/Recommended Readings:

Van Tassel-Baska, J. & Stambaugh, T. (2006). *Comprehensive curriculum for gifted learners*. Boston; Pearson.

LiveText

All students admitted to degree programs in the College of Education are required to purchase *LiveText* software through the ASU bookstore. *LiveText* is an electronic, web-based data management service that allows students and faculty to create, store, and publish documents online using a word-processing format. All students will upload assignments, their portfolio, and other required documents into *LiveText*. *LiveText* works better with the Mozilla Firefox browser rather than Internet Explorer. Students may Google Mozilla Firefox and download it to their computers.

Course Objectives

The Candidate will:

1. Formulate beliefs on and demonstrate an understanding of major concepts in administration.
2. Examine and understand the nature, process, and assessment of decision-making.
3. Demonstrate effective communication practices/develop proficiencies in persuasive speaking and writing skills.
4. Formulate beliefs and demonstrate competence in group dynamics/group leadership.
5. Conceptualize and gain skills in conflict management.
6. Acknowledge factors and discuss roles in an effective organizational culture.

7. Explain the theory and process of change as it pertains to school improvement.
8. Demonstrate leadership skills in a collaborative field-based school improvement project.

College of Education Conceptual Framework

Understanding for Teaching, Teaching for Understanding

The preparation of educators is the most critical of all professions, without educators there are no other professions. The professional educator is the key element in the learning process. Building on the key elements of the professional educator, the Conceptual Framework of the unit of Augusta State University consists of a vision and mission with an overarching theme to produce **prepared, able, and responsive** professionals to teach diverse learners.

This vision and mission is a shared responsibility between campus colleagues, public school practitioners, and involved community agencies requiring the partnership of the entire education unit including the College of Education, the College of Arts and Sciences, and the local community educational system and the Partner School Network.

Element: Prepared (PD)

P1: Demonstrate strong content and pedagogical preparation in their respective subject area or professional field.

P2: Use self assessment and analysis to form the basis for collaboration with colleagues and the development of a desire to be a lifelong learner.

P3: Participate in graduate study to extend and refine the knowledge base of educators to build expertise.

P4: Possess an understanding of the central concepts, tools of inquiry, and structures of the discipline(s) or their professional field of study and be able to create learning experiences that enable all students to learn.

P5: Understand how students learn and develop (intellectually, socially, and individually) and be able to provide developmentally appropriate learning opportunities and support for these opportunities.

P6: Demonstrate knowledge of how to implement effective verbal and nonverbal information and technology techniques to foster active inquiry, collaboration, and supportive interaction in educational settings.

Element: Able (AD)

A1: Understand, use, and support a variety of instructional strategies to encourage the learner's development of critical and creative thinking, problem solving, and performance skills.

A2: Create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation for all learners.

A3: Plan, guide, and support instruction based upon knowledge of subject matter, the learners, the community, and curriculum goals.

A4: Understand and use authentic assessment to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

A5: Ability to teach and work in authentic settings with diverse populations of learners

Element: Responsive (RD)

R1: A respect for the dignity of all persons. All children can learn and have the right to an opportunity to do so.

R2: Preparation in the subject area(s) to be taught or the professional field of study must be accompanied by the skill and dispositions to translate knowledge into creating and supporting meaningful experiences for diverse learners

R3: Understanding of how students differ in their approaches to learning and demonstrate the commitment for meeting their educational needs in fair, caring, nondiscriminatory, and equitable manners.

R4: Ability to be a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and actively seeks the opportunity to grow professionally

R5: Fostering of relationships with school colleagues, parents, and agencies in the larger community to support the learning and well-being of all students.

Program-Specific Standards Addressed in This Course

Gifted Endorsement Standards:

NAGC.SI - Gifted Education Programming Criterion: Student Identification Description: Gifted learners must be assessed to determine appropriate educational services.

NAGC.PDEV - Gifted Education Programming Criterion: Professional Development Description: Gifted learners are entitled to be served by professionals who have specialized preparation in gifted education, expertise in appropriate differentiated content and instructional methods, involvement in ongoing professional development, and who possess exemplary personal and professional traits.

NAGC.SEGC - Gifted Education Programming Criterion: Socio-Emotional Guidance and Counseling Description: Gifted education programming must establish a plan to recognize and nurture the unique socio-emotional development of gifted learners.

NAGC.PE - Gifted Education Programming Criterion: Program Evaluation Description: Program evaluation is the systematic study of the value and impact of services provided.

NAGC.PD - Gifted Education Programming Criterion: Program Design Description: The development of appropriate gifted education programming requires comprehensive services based on sound philosophical, theoretical, and empirical support.

NAGC.PAM - Gifted Education Programming Criterion: Program Administration and Management Description: Appropriate gifted education programming must include the establishment of a systematic means of developing, implementing, and managing services.

NAGC.CI - Gifted Education Programming Criterion: Curriculum and Instruction Description: Gifted education services must include curricular and instructional opportunities directed to the unique needs of the gifted learner.

Method of Instruction

Web-enhanced with textbooks, Galileo, etc.

Course Schedule - TBA

Performance Assessment – See attached

Portfolio consists of:

- I. Formal Paper**
- II. Field Experience Externship**
- III. Project-Based Learning**

I. Formal Paper

By the end of this course, prospective teacher of the gifted and talented should develop a hardcopy portfolio (in spiral notebook) with accompanying CD that addresses in essay form all of the components listed below. Focus is on examining, developing and evaluating a variety of curricula appropriate for gifted and talented students, identifying and analyzing gifted program and delivery models, and becoming familiar with, planning and using strategies appropriate for meeting the needs of gifted and talented learners.

In order to write a formal paper with documented project based learning, it will be necessary to:

*Read and apply materials found in the **assigned text** as an example of primary resources for your formal paper. Supplement with secondary resources from related **web-enhanced** sources. You may also use other references including those cited in the traditional bibliography of this course syllabus.

All papers should be typed, double spaced with 12-point font and 1" margins using APA guidelines. Reference to journals, books, and websites should be cited in APA format at the end of each report in a Reference section. If you are unfamiliar with APA, see the Publication

manual in the library or purchase such in the ASU Bookstore. You may also check out the APA Website, <http://www.apastyle.org>.

E-mail professor (pharris@aug.edu) weekly with updates on portfolio as to paper and project based learning activities.

Written papers will be graded on content and style. Grammatical, punctuation, and spelling errors, etc. will be penalized. See attached rubric.

Content of formal paper:

At the end of this course, teachers of the gifted and talented should include in their portfolios for this course sections that allow them to compose a stated examination of curricula appropriate for gifted and talented students including the examination of gifted program delivery models and strategies appropriate for providing qualitatively differentiated curriculum for the gifted learner that includes each of the following subtopics:

1. Review of traditional and virtual cyber school curricula especially for gifted learners.
2. Examination of the William and Mary Observation Scale.
3. Identification of models of coordinating gifted instruction with that of general education classroom instruction: Enrichment Triad Model, Schoolwide Enrichment Model, Autonomous Learner model, Pull Out Models, etc.
4. Explanation of the principles of curriculum differentiation for the gifted.
5. Description of procedures currently in use to determine the overall effectiveness of current gifted education programs.
6. Explanation of curricular patterns which include modification of curriculum content as to subject or skill, core, interests, process, experiential bases of operation and designs of the learning environment.
7. Tie of creativity (re: E. Paul Torrence) to the curriculum needs of the gifted.
8. Review of pros/cons of acceleration, cluster grouping, home schooling, magnet schools, and residential academies.
9. Description of NAGC Parallel Curriculum.
10. Explanation of differentiated curriculum, curriculum compacting, tiered lessons, and resident experts.
11. Discussion of J.P. Guilford Model of the Intellect.
12. Comparison of competitions, contests, challenges and summer programs for the gifted.
13. Use of technology by the gifted learner.
14. Advantages of mentors, field experiences, and community resources with the gifted.
15. Discussion of the Paideia Classroom.
16. Definition of Renzulli's 5 dimensions.

FIELD EXPERIENCE-EXTERNSHIP:

Externship steps to follow:

- Identify a teacher of the gifted in your county.

- Receive permission to complete this externship with him/her. Email this permission to Dr. Harris before the end of the second week of the course pharris@aug.edu
- Document with a signed time log at least 20 hours observing, conferencing, and reflecting with this teacher on the following questions as well as observing and participating with gifted students under the supervision of the selected teacher of the gifted) Review the following models on the web before asking the teacher of the gifted following questions--
 1. Ask the teacher to explain how he/she uses any or all of the following models:
 - a. Benbow: SMPY Model
 - b. Betts: Autonomous Learner Model
 - c. Feldhusen: Purdue Three Stage Enrichment Model
 - d. Guilford/Meedker Structure of the Intellect Model
 - e. Schlichter: Talents Unlimited
 - f. Taylow: Multiple Talent Totem Pole Model
 - g. Treffinger: Individualized Program Model
 - h. Williams: Cognitive/Affective Model
 - i. Other models
 2. As you observe and converse with the teacher of the gifted, determine how the teacher uses major programs and prototypes developed to provide differentiated instruction for gifted students.
 3. As you observe, note how the teacher synthesizes the major learning realms (thinking skills, communication skills, and research skills) to optimize development of gifted students across the various curriculum areas.
 4. Describe how the teacher plans, implements, and evaluates the teaching of gifted students.
 5. Identify how the teacher uses multiple strategies for assessing gifted student learning and program effectiveness.
 6. Note how the teacher takes into account approaches to providing qualitatively differentiated curriculum for the gifted/talented/creative learner.

II. PROJECT BASED LEARNING ACTIVITY:

1. Interview a general education teacher and a teacher of the gifted (real or virtual).
2. Ask how they (their director of gifted) synchronize the curriculum of gifted education with the general education curriculum.
3. Ask each to respond to the following quote from Felix E. Schelling, "Pedagogically Speaking", 1929. Ask if they believe that we have made great strides in the education of the gifted? Why or why not?

"True education makes for inequality;

the inequality of individuality,

the inequality of success;

the glorious inequality of talent, of genius;

for inequality, not mediocrity,
 individual superiority, not standardization
 is the measure of the progress of the world.”

4. Ask each to note the impact they feel that the following concepts have on giftedness?
 - Perfectionist
 - Underachievement
 - Stress
 - Gender related issues
 - Motivation
 - Visual/spatial learners
 - Gifted with ADD/ADHD
 - Profoundly gifted
 - Gifted students with Learning Disabilities
 - Gifted Students with Asperser’s syndrome
 - Gifted students who are culturally and ethnically diverse, linguistically different, and economically challenged
 - High Intellectual-Low Creativity
 - Low Intellectual-High Creativity

Grading

A = 90-100

B = 80-89

C = 70-79

D = 60-69

F ≤ 59

Other Important Information

Attendance

Augusta State University requires class attendance. Roll will be taken each class. The Augusta State University Catalog allows a professor to withdraw a student from a class should a student be absent for more than 10 percent of the class time, regardless of the cause. In our case, since we meet just eight times, a student can not miss more than ONE class. Given the rigor of graduate work, there are no excused absences in this course. Students are responsible for signing in at each class and for signing out if leaving before the class is concluded.

APA Style

All written work is to follow the American Psychological Association (APA) style manual, sixth edition (2009). APA style addresses the mechanics of writing as well as the format for citation of references. General assistance with APA style is available online at

<http://owl.english.purdue.edu/owl/resource/560/01/>

Assignments

Assignments will not be accepted beyond the due date and will not be graded (i.e., the grade will be zero). If you cannot attend class, it is your responsibility to turn in any assignment due before class begins on the due date. Example: class begins at 4:30 p.m. on the 30th, and you cannot attend, you must have the assignment in my possession by 4:29:59 p.m. on the 30th to receive a grade other than zero.

Course Reminders:

1. Meet with professor at least 2 times...at least once at the beginning and at the end of the course. Feel free to schedule more meetings, as needed.
2. Conduct on-line discussions via the internet with teachers and parents of the gifted.
3. Use APA (5th ed.) guidelines for citing references.
4. Supplement required texts with selected web-enhanced resources.
5. Formal paper, Field Experience Externship and Project Based Learning are required.
6. Late work, if accepted at all, will be severely penalized.

Academic Honesty

Students are expected to read and strictly adhere to the entire Academic Honesty policy found in the 2009–10 *Augusta State University Catalog*. In part, the policy reads:

Academic honesty requires the presentation for evaluation and credit of one's own work, not the work of others...Plagiarism is the failure to acknowledge indebtedness. It is always assumed that the written work offered for evaluation and credit is the student's own unless otherwise acknowledged. Such acknowledgement should occur whenever one quotes another person's actual works, whenever one appropriates another person's ideas, opinions, or theories, even if they are paraphrased, and whenever one borrows facts, statistics, or other illustrative materials unless the information is common knowledge.

(p.43)

Pipeline Account

Students are encouraged to check their Pipeline account daily. Students are responsible for any assignments or deadlines sent to them via Pipeline. If you have trouble accessing your Pipeline account, you should contact Information Technology Services at 737-1676. Computers and printers are available free of charge in computer labs throughout campus as well as the library and campus Internet cafes for students who do not have access from a home computer.

Department of Educational Leadership, Counseling and Special Education Website

Students are invited to visit the departmental website at: <http://www.aug.edu/clinical> A variety of forms, some interactive, may be downloaded from the website. There are also newsletters, registration information and announcements which students will find useful. Most forms are in Adobe Acrobat. All campus computers have Adobe Acrobat Reader installed and students can download Adobe Acrobat Reader for their home computer at no charge from: <http://www.adobe.com/products/acrobat/>

Writing Center

The Department of Educational Leadership, Counseling, and Special Education requires that students use APA style. You may contact the ASU Writing Center (737-1402) for help with developing and improving composition skills. Students who seek that assistance will be required to bring an assignment draft, a complete self-check style rubric, and the *APA Publication Manual*. See the ASU Writing Center for details and dates. If you would like additional help with writing or with learning APA style, inform the class instructor.

Students with Disabilities

Students with disabilities who are registered with the Office of Disability Services should schedule an appointment with the instructor before the third week of class to discuss academic accommodations. If the student does not initiate this meeting, it is assumed no special accommodations or modifications will be necessary to meet the requirements of this course. You may make an appointment by calling the Counseling and Testing Center (706) 737-1471 or visit their office located in the Quadrangle, next to Fanning Hall (Business Office).

Student Safety

Student safety is of primary importance. Students leaving classes late in the evening are encouraged to stay in groups of two or more and to report all suspicious behavior or persons to the ASU Office of Public Safety (emergency number 706-729-2911; non-emergency 706-737-1401). Emergency telephones are located in the University Hall parking lot and various other locations on campus.

Cell Phones

The use of cell phones for calls, text messaging, or other tasks is prohibited in class.

COURSE POLICY STATEMENTS

Dr. Paulette P. Harris, Cree-Walker Professor

1. Attendance and punctuality are required (exceptions only in emergency situations). The maximum number of absences for a class that meets once per week is one absence. You may be dropped from class on the second absence. Attendance, punctuality, and participation (including active listening) will be into consideration during final evaluation.
2. With permission of professor, audio taping during class lectures/discussions is allowed.
3. All assignments are due as scheduled. Late assignments, if accepted, will be penalized.
4. Please type all assignments on your computer. Assignments must be proofread. Final product should adhere to standard English in terms of grammar, spelling, punctuation, etc.
5. The academic policy as outlined in the ASU Catalogue applies to this class. Plagiarism is strictly forbidden. Document all sources using APA style.
6. Without advance approval of professor, no cell phones or beepers are allowed during class.
7. ASU students are not allowed to bring children to classes (due to liability issues).
8. Student grievances should follow policy as outlined in the ASU catalogue. Grievances must first be brought to the attention of the instructor of the course.
9. Feel free to raise questions in class or to stay after class with questions, etc.
10. The following grading scale will be used:
 - A=excellent (90-100)
 - B=good (80-89)
 - C=fair (70-79)
 - D=poor (60-69)
 - F= unsatisfactory (≤ 59)
11. Dr. Harris may be contacted as follows
 - Office: University Hall # 309
 - Phone: (706)-729-2045 (voicemail)
 - E-mail: pharris@aug.edu

BIBLIOGRAPHY

- Bennetts, C. (2001). Fanning the aesthetic flame: Learning for Life. *Gifted Education International*, 15(3), 252-261.
- Bishop, K. The research process of gifted students. *Gifted Child Quarterly*, 44(1), 54-64.
- Persson, R. (2000). Survival of the fittest or the most talented. *Journal of Secondary Gifted Education*, 12, 28-38.
- Renzulli, J., Gentry, M. & Reis, S. (2003). *Enrichment clusters*. Mansfield, CT> Creative Learning Press.
- Rogers, K. (2002). *Reforming gifted education*. Scottsdale, AZ: Great Potential Press.
- Spady, W. (2000). Breaking out of the box. *American School Board Journal*, 187(1), 52-53.
- Tomlinson, C., Kaplan, S., Purcell, J., Renzulli, J., Leppieh, J., & Burns, D. (2001). *The parallel curriculum: A design to develop high potential and challenge high ability learners*. Thousand Oaks, CA: Corwom/
- Vam Tasse;-Baska, J. *Curriculum for gifted and Talented Students*. Thousand Oaks, CA: Corwin Press.

Gifted Organizations:

Ex.: Georgia Association for Gifted children (GAGC)

Journals:

Gifted Child Quarterly

Gifted Child Today Magazine

Gifted Education Review

Journal for the Education of the gifted

Roeper Review

GIFTED DUE DATES:

Please meet with Dr. Harris during the first week of classes, at midterm, and have portfolio fully ready for her review by final review on the following date:

_____.

Final exit interview will take place on or before the following date:

_____.

This schedule allows some time for Dr. Harris to review and discuss changes, if needed.

The portfolio for each course should be contained in a 3 ring binder and on a CD/DVD/flashdrive.

Lifetext archiving is necessary as well.

The portfolio for each course should consist of the following:

- 1. Place your name and course #s on spine of 3 ring binder.**
- 2. Have a title page for each course portfolio.**
- 3. Do not place pages in plastic covers.**
- 4. Have a comprehensive table of contents for each course portfolio.**
- 5. Number all pages and refer to those numbers in your table of contents.**
- 6. Answer each question-sub-point- just as if you were doing so on an exam. Write at least one page per sub-question. Proofread carefully.**
- 7. Use APA style-sixth edition.**
- 8. Be able to explain the externship questions to your mentor(s) selected for your externship.**
- 9. Feel free to contact Dr. Harris by email, phone, or in person if you have any questions!**

EDUC 6273: Self-Evaluation (must be first page in portfolio).

NAME _____ JAG ID# _____ E-Mail _____

Follow this page with title page, table of contents and tabbed sections.

Please respond to each of the following statements and place this form at the front of your portfolio.

1. Did you complete the Formal Paper for EDUC 6273? _____
 2. If not, which of the 16 subtopics did you omit? _____
 3. Did you proofread and reference the Formal Paper? _____
 4. Did you locate individuals (teachersw/parents) to contact for your externship? _____
 5. Did you include a signed Time Log documenting 20 hours? _____
 6. Did you address each of the 6 externship questions? _____
 7. Did you interview a general ed and a gifted teacher (either real or virtual) related to the gifted Project Based Learning Activity? _____
 8. Did you respond to the 4 Project Based Learning questions? _____
 9. Have you placed your name and course number(s) on the spine of your portfolio binder? _____
 10. Have you completed **all** requirements of the course? _____
 11. If **not**, which were either not completed at all and/or were incomplete and why? _____
-
-

Grade expected on this portfolio based on this course self-reflection: _____

Justification for this grade-Be specific as to assets and deficits:

Other pertinent Information related to course completion that Dr. Harris needs to know prior to examining this portfolio:

EDUC 6273**Portfolio Rubric: (see syllabus for details)**

Exemplary
Proficient
Adequate
Inadequate

PORTFOLIO CONTENTS (must be **proofread, complete, and referenced-APA style-** from the text and from traditional as well as web-enhanced sources):

- I. Formal Paper: graded on content and style
 - 16 subtopics
- II. Externship
 - Name(s) of those teachers and parents contacted (identify real or virtual)
 - Signed Time Log of at least 20 hours spent in the following: observing, conferencing, and reflecting
 - At least 6 questions addressed
- III. Project Based Learning
 - Interview of 2 teachers (general ed and gifted)- real or virtual
 - 4 questions answered

Student Name: _____

Student ID#: _____

Course#: _____ Semester/Year: _____

Professor: Dr. Paulette Harris

Rating Scale

5= Exemplary Level- level of excellence/mastery

4=Proficient Level- level of competence

QUALITY	RATING					SUGGESTION
	1	2	3	4	5	
Understanding of subjects						
Punctuality						
Dependability/Responsibility						
Attitude towards tutoring						
Interaction with other tutors						
Interaction with tutees						
Initiative/Resourcefulness						
Adapts tutoring to needs of diverse learners						
Provides developmentally appropriate tutoring						
Handles constructive criticism						
Interaction with supervisor						
Professional appearance						
Sense of humor/friendliness						
Confidentiality						
Poise						
Flexibility						
Correct use of Standard English						
Remarks: _____						

Signature of ASU Literacy Center Supervisor: _____ Date: _____						

PORTFOLIO ASSESSMENT RUBRIC

The following rubric (McLaughlin & Vogt, 1996) will be used for portfolio evaluation. Levels of the rubric and grade equivalents are listed below.

Exemplary: All work in portfolio exemplifies the following attributes: Highly imaginative; demonstrates critical thought; unique; substantial application; goes above and beyond requirements; creative; demonstrates both breadth and depth; shows individual's personality; professional in presentation and appearance; demonstrates considerable effort; *Assignments which are exceptionally completed demonstrate that the student shows awareness of the task + gives explanations+ shows how the assignment may be adapted and modified. Such a student deserves to earn the grade of A, if in addition to the noted attributes, student has: active class participation as evidence by regular attendance, preparation, participation+ contribution to all class activities+ discussion including discussions of reading required and more...

Proficient: All work in portfolio is well organized and complete; effectively and clearly presented; demonstrates clear understandings; applies what has been learned to the classroom; clearly shows connections; detailed thoughtful and supported with ideas. *Assignments which are thoroughly completed demonstrate that they student shows awareness of the task= gives explanations+ shows how the assignment applies to teaching/learning situation. Such a student deserves to earn a grade of B, if in addition to the noted attributes student has: active class participation as evidenced by regular attendance, preparation, participation+ contribution to class activities+ discussions, including discussions of reading required.

Adequate: Portfolio meets minimum requirements; includes general information but lacks descriptive detail; some application to teaching; lacks in originality. *Assignments which are adequately completed demonstrate that the student shows awareness of the task+ gives explanations. Such a student deserves to earn the grade of C, if in addition to the noted attributes; student participates in class as evidenced by regular attendance, preparation, participation including discussions of required readings.

Inadequate: Missing evidence or information; sloppy or poorly organized; portfolio demonstrates only surface understandings; no evidence of application to teaching; poorly written or does not include rationale statement with follow-through. *Assignments which are inadequately completed demonstrate that the student shows awareness of the task. Such a student deserves to earn the grade of D with attendance+ participation + readings completed.

A grade of F is students ***fail*** to meet course requirements and assignment guidelines, including mandatory DUE date, etc.

STUDENT INFORMATION**Course #** _____ **Semester** _____**Name** _____**Address** _____

Phone Number _____**E-mail Address** _____**Other information Dr. Harris needs to know:**