

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

**EDLR 6500: CURRICULUM DEVELOPMENT FOR EDUCATIONAL LEADERS**  
**(Synchronous Section)**  
**THREE CREDITS (2-2-3)**

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**Course Description:** Problems of the school, teaching, and curriculum development; emphasis on the preparation and implementation of curriculum. School/District-level performance-based field/lab exercises required.

**Required Text:** Parkay, F.W., Hass, G., & Anctil, E. J. (2010). *Curriculum leadership: Readings for developing quality educational programs.*

**Recommended Reading:**

Glatthorn, A.A., Boschee, F., & Whitehead, B.M. (2009). *Curriculum Leadership: Strategies for Development and Implementation* (2<sup>nd</sup>.ed). Thousand Oaks CA: Sage

**Live Text**

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 Educational Leadership program's goals and objectives are focused on the knowledge, skills, and dispositions candidates need to lead educational enterprises centered on teaching and learning. To that end, course content includes three dimensions: (1) Awareness, defined as acquiring concepts, information, definitions, and procedures; (2) Understanding, defined as interpreting knowledge to school environments, integrating concepts with practice, and using knowledge and skills in context; and (3) Capability, defined as applying knowledge and skills to specific problems of practice (ELCC).

The candidate will:

1. Demonstrate an understanding of the contextual forces that influence curriculum.
2. Demonstrate an understanding of the relationship between the nature of learning and curriculum development.
3. Identify elements of curriculum planning and development (i.e. context, educational needs, objective, content, resources, etc.).
4. Discern the application of various models for curriculum development and the rationale for each model.
5. Demonstrate knowledge and use of Common Core Standards (CCS) in relation to curriculum and educational program development.
6. Plan for goals and objectives, for related learning experiences, and for evaluation of student performance using a specific curriculum development model and Georgia Common Core Standards.
7. Demonstrate an understanding of the criteria involved in the selection of curriculum activities.
8. Demonstrate an understanding of the reasons and procedures involved in curriculum evaluation and program development.
9. Identify leadership skills necessary for achieving effective curriculum development and implementation.

### **College of Education Conceptual Framework**

The preparation of teachers and other school personnel is critical to all other professions, communities, the state, and the nation. The professional educator plays an essential role in student learning. The Conceptual Framework of the professional education unit at Augusta State University consists of a mission and vision with an overarching theme to produce **prepared, able, and responsive** professionals to teach and support diverse learners.

This mission and vision requires a partnership between the professional education unit including the College of Education, the College of Arts and Sciences, the local community educational system, community agencies, and the Professional Development School Network.

#### ***Conceptual Framework: Mission***

Our mission is to educate prospective school professionals to be knowledgeable, effective, and ethical practitioners.

#### ***Conceptual Framework: Vision***

Our vision is to prepare school professionals who transform P-12 learners into thinking, productive citizens.

#### ***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**

Course assignments are aligned to support candidate awareness, understanding, and capability for these standards:

ELCC Standard 2.2, 2.3

### **Georgia PSC Standard Two**

ISLLC Standard Two

Coaching Endorsement Standard 2 and 2.3

### **Methods of Instruction**

Instructional method is a blend of seminar discussion sessions, in-class assignments, weekly application assignments, lectures, and field-based performance assessments. To successfully complete this course, candidate should critically read the curriculum literature; contribute substance and insights to class discussions, individual presentations, complete assignments, and annotated bibliography; and complete the major field-based assessment projects.

### **Schedule of Class Activities**

<b>Class Meeting Period</b>	<b>Focus of Class Discussion, Interactive Seminars, &amp; Interactive Sessions</b>	<b>Assignment</b>	<b>Assignment Due Date</b>
Week 1 (Module 1 On-line)	The Context of Curriculum Development: Part I – Values, Educational Goals, and Social Forces	Directed Assignment: Hands-on Practices in Curriculum Development (see Module 1 Assignment on-line)	Directed in-class discussion topics and assignments are as indicated in handouts.
Week 2 (Module 2 On-line)	The Context of Curriculum Development: Part II – Human Development and Nature of Learning	a. Directed Assignment: Hands-on Practices in Curriculum Development (see Module 2 Assignment on-line)  b. Begin work on Key Assessment #1	Directed in-class discussion topics and assignments are as indicated in handouts.  Key Assessment #1 is due Week 4 class
Week 3 (Module 3 On-line)	Curriculum Development Process: Part I – Approaches and Practices	Directed Assignment: Hands-on Practices in Curriculum Development (see Module 3 Assignment on-line)	Directed in-class discussion topics and assignments are as indicated in handouts.

Week 4 (Module 4 On-line)	Curriculum Development Part II- Integrating the Common Core Standards.	Directed Assignment: Hands-on Practices in Curriculum Development (see Module 4 Assignment on-line)	Directed in-class discussion topics and assignments are as indicated in handouts.  Key Assessment #1 due
Week 5 (Module 5 On-line)	Curriculum Implementation	a. Directed Assignment: Hands-on Practices in Curriculum Development (see Module 5 Assignment on-line)  b. Begin work on Key Assessment #2	Directed in-class discussion topics and assignments are as indicated in handouts.  Key Assessment #2 is due Week 7 class
Week 6 (Module 6 On-line)	Curriculum Evaluation and Assessment of Learning	Directed Assignment: Hands-on Practices in Curriculum Development (see Modules 6 Assignment on-line)	Directed in-class discussion topics and assignments are as indicated in handouts.
Week 7 (Module 7 On-line)	Curriculum in Action at the Various Levels of Education	Directed Assignment: Hands-on Practices in Curriculum Development	Directed in-class discussion topics and assignments are as indicated in handouts.  Key Assessment #2 due
Week 8 (Module 8 On-line)	a. Practices in Curriculum Leadership b. Course-Reflective Presentations	a. Directed Assignment: Hands-on Practices in Curriculum Development (see Module 8 Assignment on-line)  b. Reflective Presentations	Directed in-class discussion topics and assignments are as indicated in handouts.  Course Reflective Presentations due.

## Key Performance Assessment(s)

### *Key Performance Assessment #1: Examination of Elements and Contexts of Curriculum*

#### TO DO:

- Select a curriculum in certain grade level and content area; other than the one you teach.
- Identify the assumptions the curriculum and the supporting resources make about:
  - Role of education in the society
  - Role of teachers in the educational process
  - Role of students in the educational process
  - The instructional process
  - Impact of school-level factors (teachers, students, resources, etc.) on the curriculum as implemented
- Interview and report the thoughts of other teachers who use the curriculum regarding:
  - The extent to which they teach the curriculum content
  - The extent to which they use the instructional strategies and resources suggested in the curriculum
  - Suggestions for improvement of the curriculum
- Gather and report additional information, on the curriculum, regarding:
  - The extent to which the curriculum guide is “user friendly”
  - The extent to which the curriculum meets the educational goals of the state

- The relevancy and adequacy of the curriculum in terms of scope
- Degree of balance in terms of addressing diverse needs of students
- Degree of integration and vertical alignment across subjects and grade levels
- Appropriateness in the sequencing of the curriculum
- Evaluate the assessments used by teachers for this curriculum in terms of:
  - Grade level appropriateness, rigor, and alignment to the standards stated in the curriculum
  - Opportunity to provide feedback to students
  - How the teachers use the assessment to inform instruction, student learning, and performance.
- Identify and explain the unintended outcome(s) of the curriculum as written, taught, and assessed.
- Submit a 10-12 page written narrative that responds to all the above. Include artifacts gathered within an appendix (not as part of the narrative pages).
- Prepare and present either a poster session or a Power-point presentation of your findings.

### ***Rubric***

	<b>Unsatisfactory (0-69)</b> (1 pt)	<b>In Progress (70-79)</b> (2 pts)	<b>Proficient (80-89)</b> (3 pts)	<b>Exemplary (90-100)</b> (4 pts)
<b>Candidate demonstrates the knowledge and ability to promote the development of a positive school culture that is pervasively academic, focused on improvement and that fosters a sense of belonging and cooperation.</b> (1, 20%)	The artifacts and evidence provided by the candidate DO NOT demonstrate that the candidate has the knowledge and ability to promote the development of a positive school culture focused on improvement in student learning. Evidence and artifacts are missing.	The artifacts and evidence provided by the candidate demonstrate a DEVELOPING level of knowledge and ability to promote the development of a positive school culture focused on improvement in student learning. Evidence and artifacts are incomplete.	The evidence and artifacts presented by the candidate demonstrate the knowledge and ability to promote the development of a positive school culture focused on improvement in student learning and MEETS the expectation required. Evidence and artifacts are complete.	The evidence and artifacts and supporting explanations provided by the candidate EXCEED expectations and demonstrate the knowledge and ability to promote the development of a positive school culture focused on student learning and fosters a sense of belonging and cooperation. Evidence and artifacts

	<b>Unsatisfactory (0-69)</b> (1 pt)	<b>In Progress (70-79)</b> (2 pts)	<b>Proficient (80-89)</b> (3 pts)	<b>Exemplary (90-100)</b> (4 pts)
				are complete and presented in a professional manner.
<p><b>Candidate demonstrates the knowledge and ability to provide an effective instructional program based on a standards-based curriculum and Georgia's learning standards using research-based instructional strategies to design effective models of instruction that will enhance and accelerate teaching and learning for all students.</b></p> <p>(1, 20%)</p>	<p>The artifacts and evidence provided by the candidate DO NOT demonstrate that the candidate has the knowledge and ability to provide an effective instructional program based on a standards-based curriculum and Georgia's learning standards. Evidence and artifacts are missing.</p>	<p>The artifacts and evidence and supporting explanations provided by the candidate demonstrate a DEVELOPING level of knowledge and ability to provide an effective instructional program based on a standards-based curriculum and Georgia's learning standards. Evidence and artifacts are incomplete.</p>	<p>The evidence and artifacts presented by the candidate demonstrate the knowledge and ability to provide an effective instructional program based on a standards-based curriculum and Georgia's learning standards using research-based instructional strategies to design effective models of instruction that will enhance and accelerate teaching and learning and MEET the expectation required. Evidence and artifacts are complete.</p>	<p>The evidence and artifacts and supporting explanations provided by the candidate EXCEED expectations and demonstrate the knowledge and ability to provide an effective instructional program based on a standards-based curriculum and Georgia's learning standards using research-based instructional strategies to design effective models of instruction that will enhance and accelerate teaching and learning. Evidence and artifacts are complete and presented in</p>

	<b>Unsatisfactory (0-69)</b> (1 pt)	<b>In Progress (70-79)</b> (2 pts)	<b>Proficient (80-89)</b> (3 pts)	<b>Exemplary (90-100)</b> (4 pts)
				a professional manner.
<p><b>1. Candidate demonstrates knowledge and understanding of performance assessments and analysis of results.</b></p> <p><b>2. Candidate communicates results of assessments effectively.</b></p> <p><b>3. Candidate demonstrates data interpretation/analysis.</b> (1, 20%)</p>	<p>The artifacts and evidence provided by the candidate DO NOT demonstrate that the candidate has the knowledge and ability to apply research-based practices to improve instruction for all students, to use performance assessment, and to analyze results. Evidence and artifacts are missing.</p>	<p>The artifacts and evidence and supporting explanations provided by the candidate demonstrate a DEVELOPING level of knowledge and ability to apply research-based practices to improve instruction for all students, to use performance assessment, and to analyze results. Evidence and artifacts are incomplete.</p>	<p>The evidence and artifacts presented by the candidate demonstrates the knowledge and ability to apply research-based practices to improve instruction for all students, to use performance assessment, and to analyze results and MEETS the expectations required. Evidence and artifacts are complete.</p>	<p>The evidence and artifacts presented by the candidate demonstrates the knowledge and ability to apply research-based practices to improve instruction for all students, to use performance assessment, and to analyze results and EXCEEDS the expectation required. Evidence and artifacts are complete and presented in a professional manner.</p>
<p><b>1. Candidate demonstrates the knowledge, skills, and dispositions to provide feedback in an effort to build capacity and improve performance</b></p>	<p>The artifacts and evidence provided by the candidate DO NOT demonstrate that the candidate has the knowledge and ability to promote accountability by strategically</p>	<p>The artifacts and evidence and supporting explanations provided by the candidate demonstrate a DEVELOPING level of knowledge and ability to promote</p>	<p>The evidence and artifacts presented by the candidate demonstrates the knowledge and ability to promote accountability by strategically planning,</p>	<p>The evidence and artifacts presented by the candidate demonstrates the knowledge and ability to promote accountability by strategically planning, measuring, monitoring, organizing, and</p>

	<b>Unsatisfactory (0-69)</b> (1 pt)	<b>In Progress (70-79)</b> (2 pts)	<b>Proficient (80-89)</b> (3 pts)	<b>Exemplary (90-100)</b> (4 pts)
	planning, measuring, monitoring, organizing, and managing systems and processes necessary to improve student achievement and organizational effectiveness. Evidence and artifacts are missing.	accountability by strategically planning, measuring, monitoring, organizing, and managing systems and processes necessary to improve student achievement and organizational effectiveness. Evidence and artifacts are incomplete.	measuring, monitoring, organizing, and managing systems and processes necessary to improve student achievement and organizational effectiveness and MEET the expectations required. Evidence and artifacts are complete.	managing systems and processes necessary to improve student achievement and organizational effectiveness and EXCEEDS the expectations required. Evidence and artifacts are complete.

### ***Key Performance Assessment #2: Concept of Curriculum Development***

#### **Instruction to Candidates:**

In general, there are five domains needed to develop a curriculum: The ***larger educational goals, curriculum content, standards, assessment, and instruction***. In this assignment, candidate must present a visual representation of how you believe these five domains interact to build curriculum.

#### **TO DO:**

Using drawing tools from any application program create a visual representation of the concept of curriculum development with the five domains listed above. Present a visual representation of how you believe these five domains interact to build curriculum. The visual representation should be based on your experiences, thoughts and beliefs regarding curriculum development.

Use your visual representation to provide explanations on the following:

- Which of the domains should be the starting point in curriculum development?
- Which of the five domains is the driving force, or are they equal players in the development process?
- Explain the nature and effects of the interactions between the domains in the curriculum development process.
- Bring your visual representation to class.
- Use your visual representation to role-play an instructional leader addressing a school faculty, department, or grade level on the process of curriculum development.

- Include a **Five-page, double-spaced, Times-Roman 11/12-font** written explanation of the process and addressing the role of each domain in the curriculum development process. **NOTE:** This written explanation will include a minimum of **FOUR scholarly sources** to support your concept of curriculum development. **The five-page paper should be uploaded on LiveText on the due date as directed.**

*Rubric*

Criteria	Unsatisfactory 0-69 points	In Progress 70-79 points	Proficient 80-89 points	Exemplary 90-100 points
Candidate demonstrates the knowledge and ability to provide an effective instructional program based on a standards-based curriculum and Georgia's learning standards using research-based instructional strategies to design effective models of instruction that will enhance and accelerate teaching and learning.	The artifacts and evidence provided by the candidate DO NOT demonstrate that the candidate has the knowledge and ability to provide an effective instructional program based on a standards-based curriculum and Georgia's learning standards. Evidence and artifacts are missing.	The artifacts and evidence and supporting explanations provided by the candidate demonstrate a DEVELOPING level of knowledge and ability to provide an effective instructional program based on a standards-based curriculum and Georgia's learning standards. Evidence and artifacts are incomplete.	The evidence and artifacts presented by the candidate demonstrate the knowledge and ability to provide an effective instructional program based on a standards-based curriculum and Georgia's learning standards using research-based instructional strategies to design effective models of instruction that will enhance and accelerate teaching and learning and MEET the expectation required. Evidence and artifacts are complete.	The evidence and artifacts and supporting explanations provided by the candidate EXCEED expectations and demonstrate the knowledge and ability to provide an effective instructional program based on a standards-based curriculum and Georgia's learning standards using research-based instructional strategies to design effective models of instruction that will enhance and accelerate teaching and learning. Evidence and artifacts are complete and presented in a Professional manner.

***Scoring of Assignments***

7 Directed In-class Assignments @ 20 points each = 140 points

8 Directed In-class Discussions Sessions @ 20 points each = 160 points

Key Assessment #1 @ 120 points = 120 points

Key Assessment #2 @ 100 points = 100 points

Learning Dispositions (promptness; attendance; responsiveness to assignments and activities; class decorum and respect; interpersonal skills; etc.) = 60 points

**TOTAL = 580 points**

**Rubrics for assessing candidate work are posted in LiveText.**

#### **GRADING**

<b>522-580 points</b>	<b>90%&gt;</b>	<b>A</b>
<b>464-521 points</b>	<b>80 – 89.99%</b>	<b>B</b>
<b>406-463points</b>	<b>70 – 79.99%</b>	<b>C</b>
<b>348-405 points</b>	<b>60 – 69.99%</b>	<b>D</b>
<b>Less than 348points</b>	<b>59.99%</b>	<b>F</b>

#### **Other Important Information**

##### ***APA Style***

All written work for the College of Education follows the American Psychological Association (APA) style manual, sixth edition (2009). Your cover page, running head, in-text citations, reference list, grammar and mechanics must reflect this style manual. General assistance with APA style is available through the Augusta State University Writing Center and online at <http://owl.english.purdue.edu/owl/resource/560/01/>

**Clinical sessions** will be held twice during the eight-week session. These are voluntary, and you may ‘come and go’ at any time during that time. The purpose of the lab sessions is to allow individuals or project group members to review/clarify any course assignments, seek feedback on project plans, seek help with drafts of issues paper, appropriate graduate writing skills, etc. There will be no penalty for non-attendance at these sessions.

##### ***Attendance***

Assignments will not be accepted beyond the due time and 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 time and 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 4:30 p.m. on the 30th to receive a grade other than zero.

Augusta State University requires class attendance. Roll is taken at each class. You are responsible for signing-in and indicating your arrival time. If you leave class early, you are to sign-out and note the time as well. In our case, since we meet just eight times, a candidate can not miss time that equals more than TWO classes. On the third absence, the candidate will receive a grade of “F” for the course. There are no excused absences in this course.

##### ***Tardiness***

Tardiness will not be tolerated. Students must make the necessary arrangements to be on time (**4:30pm**) for all the eight classes. One point will be deducted from the class participation when a student enters the class after 4:30 pm.

##### ***Academic Honesty***

Students are expected to read and strictly adhere to the entire Academic Honesty policy found in the 2010–11 *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.46)

### ***JAG MAIL Account***

Students are encouraged to check their Jag Mail account daily. Students are responsible for any assignments or deadlines sent to them via Jag Mail. If you have trouble accessing your Jag Mail 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***

You may contact the ASU Writing Center (737-1402) for help with developing and improving composition skills. 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.

## **Bibliography**

- Beane, James A. (ed.). (1995). *Toward a coherent curriculum*. Alexandria, VA: ASCD.
- Brubaker, Dale L. (2004). *Creative curriculum leadership: Inspiring and empowering your school community*. Thousand Oaks, CA: Corwin Press.
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- Reis, Sally M. & Renzulli, Joseph S. (2005). *Curriculum compacting: An easy start to differentiating for high potential students*. Waco, TX: Prufrock Press.
- Renzulli, J.S. (2002). Expanding the conception of giftedness to include co-cognitive traits and to promote social capital. *Phi Delta Kappan*, 84(1), 33-58.