

Course Information/Syllabus

COURSE TITLE: Curriculum, Strategies, and Materials for Gifted Students

COURSE PREFIX AND NUMBER: GTE 537

COURSE DISCIPLINE: Gifted Education

INSTRUCTOR: Julia Link Roberts, Ed.D.

SEMESTER AND YEAR: Spring, 2020

INSTRUCTOR'S OFFICE: Schneider Hall 102

INSTRUCTOR'S OFFICE NUMBER: 270.745.6323

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OFFICE HOURS: 1:00-5:00 Monday and Thursday (anytime by
appointment)

GRADUATE CATALOG DESCRIPTION: The curriculum and the learning
environment in meeting the unique and advanced needs of gifted students.
Strategies particularly suitable for the gifted.

PREREQUISITES: It is recommended that you have previously completed
GTE 536.

REQUIRED TEXTS:

Kettler, T. (Ed.). (2015). *Modern curriculum for gifted and advanced
academic students*. Prufrock Press.

Roberts, J. L., & Inman, T. F. (2015). *Strategies for differentiating
instruction: Best practices for the classroom* (3rd ed.). Prufrock
Academic Press.

COURSE OBJECTIVES:

1. Address the National Gifted Education Standards for University Teacher Preparation Programs developed jointly by the National Association for Gifted Children (NAGC) and the Council for Exceptional Children (CEC) (2013).
2. Understand and use the NAGC Pre-K-Grade 12 Gifted Programming Standards (2019) to examine school or district assessment, curriculum, and strategies for gifted students.
3. Describe Individual Education Plans (in Kentucky, the IEP is named the Gifted Student Service Plan [GSSP]) and its essential components.
4. Examine theoretical bases for curriculum design, including examining and critiquing curriculum models.
5. Design learning experiences planned to differentiate content, process, and product.
6. Develop lessons using strategies to differentiate the curriculum.
7. Guide the development and assessment of products.
8. Plan an interdisciplinary thematic unit.
9. Develop, analyze, and provide appropriate assessment, including preassessment.
10. Organize differentiated curricula for horizontal and vertical alignment.

STANDARDS:

Kentucky Teacher Standards

- * Standard 1: Demonstrate content knowledge
- * Standard 2: Design and plan instruction
- * Standard 3: Create and maintain learning climate
- * Standard 4: Implement and manage instruction
- * Standard 5: Assess and communicate learning results
- * Standard 6: Demonstrate the implementation of technology
- * Standard 7: Reflect on and evaluate teaching and learning
- * Standard 8: Collaborate with colleagues, parents, and others
- * Standard 9: Evaluate teaching and implements professional development
- * Standard10: Provide leadership within school, community, and profession

NAGC/CEC Standards for Gifted Education in Teacher Preparation Programs (2013)

- * Standard 1: Learner Development and Individual Differences
- * Standard 2: Learning Environments

- * Standard 3: Curricular Content Knowledge
- * Standard 4: Assessment
- * Standard 5: Instructional Planning and Strategies
- * Standard 6: Professional Learning and Ethical Practice
- * Standard 7: Collaboration

InTASC Standards (2013)

Standard 1: Learner Development
 Standard 2: Learning Differences
 Standard 3: Learning Environments
 Standard 4: Content Knowledge
 Standard 5: Application of Content
 Standard 6: Assessment
 Standard 7: Planning for Instruction
 Standard 8: Instructional Strategies
 Standard 9: Professional Learning and Ethical Practice
 Standard 10: Leadership and Collaboration

INSTRUCTIONAL METHODS:

- Lecture
- Asynchronous discussion
- Readings
- Written assignments (preassessment, planning lessons using a variety of teaching strategies, a thematic unit of study)
- Individual projects

GRADING FOR GTE 537:

In GTE 537 the "one size fits all" approach will not meet the needs of each of you. Therefore, your grade will be based on:

1. Your preparation for and participation in class discussion (your contributions should relate to the question and include information from the readings). The deadline for participating on a forum will be one week after the posting of the forum.
2. All assignments are to be completed in a comprehensive manner commensurate with the grade anticipated. **All assignments will include a reflection over what you have learned from the assignment and the connection to course objectives.**

3. All assignments will be posted on Blackboard for the week designated for submission and in a manner that the instructor can access your work without going to another site.
4. The independent study contract you negotiate with the instructor.
5. The interdisciplinary thematic unit you develop.
6. Your take-at-home final assessment.

Work on the independent study contract/s and assignments must:

1. Be original work (not a series of duplicated materials or work you or someone else completed previously).
2. Contain a written summary and bibliography of the resources used (APA style 7th edition).
3. Be commensurate in quality with the contracted grade.

*Contracts will allow you to apply teaching models and strategies to your classroom or to the practicum experience.

ATTENDANCE POLICY: Students are expected to read all of the discussion posts and participate in the discussion a minimum of twice a week (on different days) within a week of the original post.

PLAGIARISM POLICY: Plagiarism will result in failing the course. Students must give the author(s) credit for any source materials used. Representing ideas or interpretations taken from another source as one's own is plagiarism. Changing a few words in a borrowed passage, even if the source is cited is plagiarism.

EMAILING YOUR INSTRUCTOR: When emailing your instructor, please put GTE 537 in the subject line. If you are asking a question to which the entire class would benefit from the answer, please post the question on the first forum on Blackboard.

STUDENT DISABILITY SERVICES: In compliance with university policy, students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services. Per university policy, please do not request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.