

ASHLAND UNIVERSITY  
EDIS 651 Spring 2018, Columbus Site  
Graduate Teacher Education  
Course Syllabus

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Graduate 3 Undergrad  
Credit Hours: 3  
Field/Clinical Hours: 0

Course Number: EDIS 651

Course Title for the Catalog: **Curriculum Development for Education of the Talented**

Catalog Description:

This course examines curriculum processes necessary for providing a *differentiated* education for the talented, including but not limited to academically talented, visual and performing arts talented, and creative students. Utilizing strategies to enhance pace and depth of learning, students will study a variety of theoretical models useful in the development of programs for the academically talented, visual and performing arts talented, and creative. Students will analyze processes and methods for organizing learning for the talented, with emphasis on the flexible usage of curriculum as it relates to educator and student needs. Students will develop instructional materials based on useful models and will adapt existing teaching aids to meet the curricular needs of outstandingly talented students individually and in special groups, using techniques of acceleration, enrichment, and special placement. This course fulfills requirements for the Ohio Intervention Specialist/Gifted Endorsement.

The prerequisite(s) for this course is (are):

None: ED 650 - Nature and Needs of the Talented is suggested.

The enrollment restriction(s) for this course is (are):

Up to 25

<b>Gifted Intervention Specialist Endorsement Standards</b>
Standard 1: Know and understand the philosophies, principles, and theories, laws and policies, historical perspectives, and human issues in gifted education.
Standard 2: Create learning environments that promote the growth and development of children with exceptional learning needs and abilities.
Standard 3: Know and apply instructional strategies to promote students' learning and meet the needs and interests of gifted students.
Standard 4: Construct and use varied assessments to inform instruction, evaluate, and ensure student learning.
Standard 5: Collaborate and communicate with students, families, other educators, administrators and community to support student learning.
Standard 6: View professional development as a career-long effort and responsibility

The New Ohio Operating Standards for Identifying and Serving Students Who Are Gifted (Effective July 1, 2017) stipulate that:

- (b) A general education teacher who is designated as the provider of gifted services shall:
  - (i) Receive specialized training in gifted education as documented and monitored by the district on the teacher's Individual Professional Development Plan (IPDP) or other methods as determined by the department in order to meet the following competencies:
    - (a) The ability to differentiate instruction based on a student's readiness, knowledge and skill level, including using accelerated content, complexity, depth, challenge, creativity and abstractness;
    - (b) The ability to select, adapt, or create a variety of differentiated curricula that incorporate advanced, conceptually challenging, in-depth, distinctive and complex content;
    - (c) The ability to provide an extension or replacement of the general education curricula, to modify the learning process through strategies such as curriculum compacting, and to select alternative assignments and projects based on individual student needs;
    - (d) The ability to understand the social and emotional needs of students who are gifted and to address the impact of those needs on student learning;
    - (e) The ability to recognize and respond to characteristics and needs of students from traditionally underrepresented populations who are gifted and create safe and culturally responsive learning environments;
    - (e) The ability to use data from a variety of sources to measure and monitor the

growth of students who are gifted;

(f) The ability to select, use, and interpret technically sound formal and informal assessments for the purpose of academic decision making; and

(g) The ability to participate in the development of the Written Education Plan.

(ii) Participate in ongoing professional development related to gifted education as documented on the Individual Professional Development Plan (IPDP), or other methods as determined by the department, from an educator who holds licensure or endorsement in gifted education, a graduate degree in gifted education, or is a state or national presenter in gifted education. Professional development covering the competencies listed in (D)(8)(b)(i)(a) – (h) must include at least 30 clock hours during the first year, at least 30 clock hours during the second year, and additional clock hours each year thereafter as determined by the district. Any documented clock hours earned in the 24 months prior to the adoption of this rule shall count toward this requirement; and

(iii) Receive ongoing support in curriculum development and instruction from an educator who holds licensure or endorsement in gifted education.

This course provides readings and activities competencies in the foundation of all the above competencies, especially (a), (b), and (c) and can count for 45 contact hours of gifted PD. The readings allow the graduate education student the opportunity to explore the competencies, align them with their own current and growing philosophy of gifted education, and consider their impact on teaching and learning.

Course and field/clinical experience objectives (including knowledge, skills, and dispositions):

A Pre- and Post-test of these objectives appears on Blackboard. Students are invited to self-assess at the beginning and end of this course to determine personal and professional growth.

Course and field/clinical experience objectives (including knowledge, skills, and dispositions):

**KNOWLEDGE:**

The graduate education student will have knowledge of the following:

1. How to utilize creative thinking, problem solving, and critical thinking strategies appropriate to the breadth, pace and depth needs in curriculum development for students with gifts and talents.
2. Research-supported instructional strategies and practices (e.g. conceptual development, accelerated presentation pace, grouping, minimum drill and practice) for students with gifts or talents.
3. Curricular requirements in the *Ohio Rule for Foundation Units*.
4. Commonly used curricular models used for the education of students with gifts and talents.
5. Processes for designing opportunities for learners with gifts and talents to participate in community-based service learning for the development of ethics and social responsibility.

6. How to utilize learning style information in designing curriculum for students with gifts and talents.
7. Appropriate instructional technology as an instructional and management tool in the education of students with gifts and talents.
8. How to differentiate among content, process, and concept-based curriculum models, with a view to content mastery appropriate to the level of the gifted and talented learner, with special attention to utilizing interdisciplinary learning.
9. How to differentiate among enrichment, acceleration, and self-contained curricular delivery options.
10. How to provide proper curricular intervention for diverse types of gifted and talented learners, including twice-exceptional, second language learners, underachieving, at-risk, and culturally diverse students.
11. How to provide both in-school and out-of-school curricular and educational options for gifted and talented learners.
12. Resources and materials suitable for using with advanced learners.
13. Self-evaluation of own curricular biases for use in designing curriculum.

### **SKILLS:**

The graduate education student will have skills to do the following:

1. Construct lesson plans and curriculum units that insure that curriculum for the instruction of various types of outstandingly talented learners, including twice-exceptional, culturally diverse, and second language learners, solves complex cognitive and affective instructional goals and objectives.
2. Utilize components of several commonly used curricular models in designing the best education for individuals and groups of outstandingly talented learners.
3. Modify existing curriculum for outstandingly talented learners using pretesting and compacting to provide suitable instruction in the regular classroom.
4. Construct lesson plans and units utilizing creative thinking, problem solving, and critical thinking, content depth and suitable pace consonant with the instructional needs of outstandingly talented learners in and out of the regular classroom, utilizing consultation and collaboration.
5. Utilize learning style information in designing curriculum for outstandingly talented learners.
6. Utilize appropriate instructional technology as an instructional and management tool in the education of outstandingly talented learners.
7. Effectively use content, process, and concept-based curriculum models, with a view to high level content mastery appropriate to the level of the outstandingly talented learner, with special attention to utilizing interdisciplinary learning and special attention to ethnic and other differences.
8. Communicate the reasons for certain curricular practices to students, colleagues and parents.
9. Use appropriate formative and summative evaluation procedures to determine the

success of a curricular program, plan, or individual differentiation.

10. Use a recommended course of study and adapt the scope and sequence to meet the needs of outstandingly talented learners.

11. Utilize cognitively complex questions, projects, and assignments to promote reflective, evaluative, nonentrenched thinking in students with intellectual or academic gifts or talents.

### **DISPOSITIONS:**

The graduate education student will have dispositions to do the following:

1. See the relevance and applicability of commonly used curriculum models in constructing appropriate learning activities for the outstandingly talented.
2. Feel comfortable in interpreting theoretical models and creating innovative teaching practices.
3. Appreciate the value of using different curriculum models for different curricular purposes.
4. Appreciate the need for differentiation of pace and depth of learning for individual outstandingly talented learners.
5. Appreciate the need for communication of the curricular needs of gifted learners to colleagues and parents.
6. Appreciate the importance of keeping current with the current theory and research into curriculum development for the outstandingly talented learner.
7. Appreciate the need for high level subject matter content in planning curriculum for academically talented students.

### **Texts for course: REQUIRED:**

Cash, R. (2011). *Advancing differentiation*. Minneapolis, MN: Free Spirit. Order new/used from Amazon or from [http://www.freespirit.com/teacher-resources/professional-development-books-cd-roms/differentiating-instruction/advancing-differentiation/richard-m-cash/?cat\\_id=13](http://www.freespirit.com/teacher-resources/professional-development-books-cd-roms/differentiating-instruction/advancing-differentiation/richard-m-cash/?cat_id=13)

Kettler, T. (2016) *Modern curriculum for gifted and advanced academic students*. Waco, TX: Prufrock Press.

Piirto, J. (2007). *Talented children and adults: Their development and education*. 3<sup>rd</sup> Ed. Waco, TX: Prufrock Press. Chapters 9 & 10. Order from <http://www.prufrock.com/Talented-Children-and-Adults-Their-Development-and-Education-P260.aspx>

### **Also excellent resources, possibly for the final project:**

Heacox, D. & Cash, R.M. (2014). *Differentiation for gifted learners: Going beyond the basics*. Minneapolis, MN: Free Spirit Publishing. Order new/used from Amazon or from <https://www.freespirit.com/teaching-strategies-and-professional-development/differentiation-for-gifted-learners-richard-cash-diane-heacox/>

Tomlinson, C.A., & Moon, T. (2013) *Assessment and student success in a differentiated classroom*. Arlington, VA: ASCD Books. Order used/new from Amazon or from <http://www.ascd.org/Publications/Books/Overview/Assessment-and-Student-Success-in-a-Differentiated-Classroom.aspx>

Winebrenner, S. & Brulles, D. (2012). *Teaching gifted kids in today's classroom*. Minneapolis, MN: Free Spirit Publishing. Order new/used from Amazon or from: <https://www.freespirit.com/gifted-and-special-education/teaching-gifted-kids-in-todays-classroom-susan-winebrenner-dina-brulles/>

(any version/publication date of Winebrenner's book is appropriate)

Winebrenner, M.S., & Brulles, D. (2008). *The cluster grouping handbook: How to challenge gifted students and improve achievement for all: A schoolwide model*. Minneapolis, MN: Free Spirit Press.

OR

\**One unit* (science, social science, or language arts) from William & Mary Javits National Curriculum Project as published by Kendall Hunt Publishers. See web site below. Choose from *Autobiographies, Journeys and Destinations, Literary Reflections, The 1940s: A Decade of Change, Persuasion, Threads of Change in 19th Century American Literature*. Order one Science unit. Choose from *Acid, Acid Everywhere, The Chesapeake Bay, Dust Bowl, Electricity City, Hot Rods, No Quick Fix, What a Find!*

Order from

<https://www.kendallhunt.com/Search.aspx?searchTerm=Center%20for%20Gifted%20Education>  
and  
<http://www.prufrock.com/Search.aspx?k=William%20and%20Mary&s=FTS.RANK%20DESC&c=0&p=0>

OR

Attend both two full days of the Ohio Association for Gifted Children's Teacher Academy, February 26 and 27. For details see <http://www.oagc.com/teacheracademy.asp>

Note:

All instructors must discuss *The New Ohio Operating Standards for Identifying and Serving Students Who Are Gifted*.

Suggested Instructional Strategies:

Lecture	Group presentations	Shared inquiry
Simulation	Guest presenters	Demonstrations
Role-playing	Video	Cooperative learning (Jigsaw)

Description of field/clinical experiences:

Museum visits

Conference attendance

Faculty who frequently teach the course:

Dr. Jennifer Groman,

Jennifer Lewis, Janet James, Pat Farrenkopf

Licensure programs in which course is required.

Endorsement/Gifted

If the course is offered for either undergraduate or graduate credit, identify the respective differences in expectations:

Graduate credit only.

Evaluation of Students:

Students will be evaluated based on assignments having to do with curriculum theory, curriculum in the regular classroom, curriculum based on multiple intelligences, the field-trip/museum curriculum, differentiation assessment, problem-based learning, critical thinking, and writing IEPs for qualitatively different curriculum.

Students will also do a final project of a practical nature, write it up in a paper and present it to the group. See the specifications below for details.

Attendance and participation is expected. If a student must be absent, the student should do an extra application project or Focus Question given as choices. If a student is absent more than once, an "A" grade cannot be expected. School related absence is excused. Please email me as soon as you are aware of a conflict/absence.

The Bibliography and list of Professional Organizations

Appears under a separate cover. See Blackboard document, "Bibliography." This list is quite comprehensive and includes books and journal articles on many subjects within the field of curriculum for the gifted.

**Directions For Written Responses**  
**(Assignment 1 And Possibly Assignment 2)**

In upper **right** hand corner:

Name  
Columbus Spring 2016

Answer to the prompt in each assignment's instructions. Interact with and apply the material, showing you understand it and can use it in your own classroom or situation. Bloom's revised Taxonomy: Evaluating, Creating, and Applying.

Double-spaced, typed, professionally written. Cite and reference your sources properly. Number your pages in the upper right hand corner.

You may choose to do the Museum Paper and/or the Final Curriculum Project as a traditional APA style paper. If so, use the tips and title page below.

**Some Hints for APA**

- The research paper, including the title page and the references, is double-spaced throughout. Do not enter extra space between paragraphs. (Format/Paragraph/before, 0, after 0—not Auto.)
- For direct quotes of over 40 words, indent 5 spaces on the left and none on the right (Format/Paragraph/left margin 0.5"). Page number is in parentheses after the period closing the block quote.
- In American English, the comma and the period go **INSIDE** the quotation marks.
- The page number is in parentheses after the quote of under 40 words, and the period is outside the parentheses.
- Only quote when what the person says is spectacular and cannot be paraphrased. For most citations you should paraphrase. Put the page number at the end in parentheses for direct quotations; put the paragraph number for downloaded articles.
- To go onto OhioLink at the Ashland University library, you need your student number. It is on your receipt or in WebAdvisor. For help with database use, contact the reference librarians at the library. There are also online help menus.
- Use the APA Manual, Sixth Edition (2009) for all reference directions. There are APA support documents on Blackboard as well.

**1. Title page**, Sec. 2.01 APA Manual, Sixth Edition (2009).

When typing the title, center it on the page and capitalize only the first letter of important words



(title case).

The Running Head is inside the header. The page number can also appear at the bottom of the page, in the footer.

<b>Rubric for Assessing the Focus/Discussion Questions</b>	
<b>Score</b>	<b>Product</b>
<b>10</b>	Meets or exceeds word count given in instructions. Shows insight into material, tells a story that applies material or prepares a structured application of material to current teaching, no grammatical errors.
<b>9</b>	Demonstrates understanding of and insight into the material, tells a story that applies material, one or more grammatical errors.
<b>8</b>	Demonstrates reading and understanding of material, does not tell story, and does not apply material, makes several grammatical errors.
<b>7</b>	Demonstrates reading of material, does not show application, grammatical errors.
<b>5</b>	No evidence of reading and understanding the material, poor grammar. Or paper is late.
	The Dropbox closes exactly one week after the stated due date. Assignments submitted before this time are not penalized.

**Grading**

Attendance and Participation (6 X 20)	120
Required Assignment 1: Curriculum Theory Theme	20
Required Assignment 2: Curriculum Approaches Theme I Paper – Piirto and Kettler	20
Required Assignment 3: Curriculum Approaches Theme II – Various Models	20
Required Assignment 4: Approaches in Content Areas & Online Discussion	20
Required Assignment 5: Curriculum Strategy Workshop : <i>Advancing Differentiation</i> Application and Strategy Workshop (Sharing in class, nothing to submit)	20
Required Assignment 6: Museum Curriculum Response and Presentation	30
Online Reflection Journal	10
Final Project and Presentation	100
<b>TOTAL</b>	<b>360</b>

**Products**

**There are 6 required assignments (with varying points) and one final project (100 points).**

<p>1</p>	<p><b><i>Required Assignment 1: Curriculum Theory Theme:</i></b> Written APA paper. Student’s personal curriculum orientations.</p> <p>Read Piirto (2007) chapter 9 and Eisner’s five curriculum orientations. Students will write a paper (about 500 words, double-spaced, typed, APA style, citations and references) discussing their own views and beliefs of "What should be taught to the gifted? For what purpose?" as it relates to the curriculum precepts and orientations. Do not discuss all of the precepts or orientations, choose the ones that are most important to you at this time in your career.</p> <p>Which curriculum orientations do you subscribe to as a teacher? Which precepts (Piirto) do you find yourself supporting philosophically?</p> <p>Portions of this paper will integrate into your final curriculum project as either a foundational section (early in the paper) or as a later section, showing how your project activities support these precepts/orientations.</p> <p><b>Write the due date here:</b> <b>We will discuss this in class on this date.</b></p>
<p>2</p>	<p><b><i>Required Assignment 2: Curriculum Approaches Theme I – Piirto and Kettler</i></b> Written paper. Less formal. Professional writing, APA citations/references not required.</p> <p>Read (Piirto) Chapter 10 AND your choice of one chapter from Kettler, Chapters 1-5. Written response to ideas in these chapters that can apply to you, include how they impact your teaching, how you might use one or more of the ideas. You can divide your response into two sections for the Piirto and the Kettler chapters, or integrate your thoughts on both in your response.</p> <p>Submit to dropbox on Blackboard. Two to three pages, at least 500 words.</p> <p><b>Write the due date here:</b> <b>We will discuss this in class on this date.</b></p>
<p>3</p>	<p><b><i>Required Assignment 3: Curriculum Approaches Theme II – Various Models</i></b> Reading choice and practical response. Read and research one of the following:</p> <ul style="list-style-type: none"><li>*Renzulli: Renzulli School Enrichment Model (links on Blackboard)</li><li>*PBL: Problem Based Learning (links on Blackboard)</li><li>*Kettler: Two chapters from Kettler, Chapters 6-12 (NOT Ch. 11)</li><li>*MI/Bloom’s: Multiple Intelligence and Revised Bloom’s Taxonomy Theme: Sketch a sample topic on the multiple intelligence/Revised Taxonomy matrix. See worksheet on Blackboard.</li></ul>

	<p>*Integrated Curriculum Model (ICM)                  *Ohio I-GET-GTEd Javits Teacher (or other) Module                  *Other model with permission</p> <p>For this assignment map out (graphic organizer, narrative outline, narrative description) a way you might use or extend the use of the chosen curriculum approach in your classroom or teaching situation, even in part. This is not to be a formal “focus question” or APA paper, but a practical integration of this strategy. Same “length” or time commitment as focus questions, or above Assignment 2)</p> <p><b>Write the due date here:                  You will share your practical application on this date.                  Feel free to bring handouts, templates or example lessons as part of this sharing.</b></p>
4	<p><b><i>Required Assignment 4: Curriculum Approaches - Content Area Readings &amp; Online Discussion</i></b>                  Reading choice and online discussion in small groups.                  Choose from the following chapters in Kettler and elsewhere*:                  1) English/Language Arts – Chapters 13 &amp; 14                  2) Math – Chapters 15 &amp; 16                  3) Science – Chapters 17 &amp; 18                  4) Social Studies – Chapters 19 &amp; 20                  5) *Specialists (Music, Art, Special Education) - You may choose to join one of the above discussions or use the links on Blackboard to specific articles in your area.                  6) Administration – your choice, or we can work out an alternate reading that applies to you</p> <p>You will be asked to sign up for a discussion group.</p> <p>Each member of the discussion group will begin one thread by responding to the reading: “What specific ideas from the readings are useful to you? What can you take from these readings and use in <i>your</i> situation for the benefit of highly able students?” You are welcome to attach application or practical documents, if you wish.</p> <p>You are in charge of monitoring your own thread, responding to comments.                  Read all the threads in the discussion group and submit engaged responses to at least two other threads. Support, encourage, lend ideas, expand on ideas – there are many ways to respond.  <b>Discussion begins as soon as someone posts (around February 15), but should end on March 9. We will not discuss in class unless the group wishes to do so and we have available time.</b></p>
5	<p><b><i>Required Assignment 5. Advancing Differentiation Application and Strategy Workshop</i></b>                  Practical application                  Spend about an hour with this text, looking over the ideas and strategies. Choose one strategy or idea that you can integrate into your teaching/classroom.</p>

	<p>Map out (graphic organizer, narrative outline, narrative description, PowerPoint or Prezi, etc) a way you might use/apply the strategy or idea. Use any format or platform you wish.          Be prepared to teach this strategy to your colleagues and show how you have applied/might apply it. Provide handouts and time for participants to brainstorm/plan their own application of the strategy if you wish.          You will have up to 10 minutes.</p> <p><b>Nothing to turn in. Write the due date here:          We will discuss this in class on this date.</b></p>
6	<p><b><i>Required Assignment 6: 30 points</i></b>          Museum Curriculum Project          Read the two articles on Blackboard. [Gardner (1991) and Pearce (1999).]          Find a museum (natural or historical site, or similar) that integrates well with your curriculum. Visit it in person or explore its website.          Write 3 to 4-page application of ideas (could be a lesson plan, unit idea, extension activities). You must include references to one or both of the handouts on the museum curriculum.          This is not to be a formal APA paper (but do cite and reference your sources), but a practical integration of this strategy.          Further instructions are below.          Submit paper to dropbox on Blackboard.          I will post a copy of all ungraded Museum Projects in a folder on Blackboard for you to enjoy and use as you wish (unless you indicate to me that you do not wish for me to do so).  <b>Write the due date here:          Be prepared to present your idea in class. You are welcome to include handouts or worksheets.</b></p>
7	<p><b><i>Required Final Assignment: 100 points</i></b>          Curriculum Project          Practical application and write-up. Loosely structured APA, but write professionally and cite/reference sources. Length will vary.          See instructions and specifications below.</p>

**Journal Reflection - worth 10 points.**

<p><b>Journal Reflection 1</b></p>	<p>Use this journal to tell me what you think about the text, activities, readings, online/in-person format. Do you have suggestions or ideas?</p>
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**Museum Curriculum Project Instructions**

Read the two articles on the Museum Curriculum on Blackboard. Visit a museum of your choice (to include zoo, conservatory, historic site, etc.) on your own OR visit an online museum and browse its entire contents, educational and outreach literature, etc.

Your task is to determine how you might use a museum-type curriculum (either literal or virtual) to enhance the curriculum of your teaching situation for the needs of highly able learners and complete a 3 to 4 page write up on your ideas for curriculum expansion/enhancement.

Organize your paper any way you wish, but feel free to stretch out of the structure of the formal paper to include pictures, screen shots, and other integrations with the museum, its curriculum and your teaching situation. You should include a reference list that includes at least one of the articles on Blackboard. For websites, simply list them at the end of your paper with the title of the website, followed by the web address. Also include a comprehensive introduction that outlines your paper and its purpose, and a conclusion that sums up your ideas and provides ideas, questions and thoughts for further study.

If you have a different way of showing what you've done (rather than a paper) email me the particulars. This is worth 30 points, so it should be more work than the 20 point assignments.

**Final Project Instructions**

It is essential that your project be practical!

\* attend two days of the Ohio Association for Gifted Children Teacher Academy (February 26 - 27). Write a reflection paper (500 words) reviewing the sessions you attended, including how you might apply 3 or 4 of the ideas in to your classroom OR an application paper of one practical idea gained from one or more of the sessions, with specific attention to gifted students.

Or

\* gather materials for the College of William and Mary unit they have chosen, prepare it for use and write on its use in their specific classroom, with specific attention to gifted students;

Or

\* write or adapt a current curriculum unit, with specific attention to gifted students;

Or

\* extend the Museum Curriculum paper into a unit, with specific attention to gifted students;

Or

\* Choose a practical method book on differentiation strategies or other ways to accommodate gifted students (differentiated assessment?), read it, try out or outline some of the methods for use in your classroom, and write a paper discussing its application in your school or classroom.

Or

\* Choose an alternative school/philosophical approach (Reggio Emilia, Waldorf, Montessori, International Baccalaureate, etc), study it, gain training (if possible), visit a school, and write a paper on it, paying special attention to gifted students and discussing its application in your

school or situation.

Or

\* a project negotiated with the instructor.

This is a major, final project worth 100 points. It should be substantial in depth and it should focus on gifted/high achieving students throughout.

**Final Project Specifications.**

It is essential that your project be practical! Please organize and write professionally, and include all components, even if your project becomes a PowerPoint or other nontraditional format. Include a list of resources and/or a reference list.

*That said,* however, you are welcome to be creative with your format and what you include. Let your topic guide your format. If you need to submit something that cannot go into the dropbox, let me know. Here is a checklist of what you need:

Check	Component	Should include
	Title page	Your name, the date, Title, other APA requirements.
	Introduction	Rationale and/or purpose of the paper/project Overview of the project’s structure Include/cite the Precepts or Orientations here (or in your conclusion) and how they relate to this project and your philosophy of teaching gifted students
	The Project	Map out the unit, project, or approach as it relates to your situation. Address specific characteristics and/or needs of gifted students. Address assessment (formative, summative, formal, informal) You can be creative here, use charts, graphic organizers, outlines, lesson and unit plan formats. Consider: Who? What? Where? When? How long? How? What adaptations might you make? If this is a collaborative project, outline the duties/work of each participant. Consider: Standards, Assessment, Technology, Resources.
	Discussion	Discuss the significance of your unit/project in light of what you already knew about gifted and this topic. What advantages or disadvantages can you foresee? What new understandings or insights do you have now?
	Conclusion	Review your project’s purpose, summarize your points and extend. Consider any of these questions: What did you learn? What questions or concerns do you have? What conclusions do you make? What is your first step in the fall to doing this project? What further ideas has this project brought forth?

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	References	In a paper, this will be a page of “References” you refer to/cite. In a less traditional project, this should be “Resources.”
	Appendices	Any handouts, worksheets, visuals. These may be interspersed throughout or placed at the end of the paper.

**Sharing your project**

Be prepared to talk about your project with the group on the last class session. You can be creative with this – share pictures, graphic organizers, have the class participate in an example lesson. You have up to 20 minutes.

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<b>Schedule for EDIS 651, Fall, 2016</b> <b>Class meets from 5:00 to 8:20 unless otherwise indicated.</b>	
<b>SESSION 1:</b> <b>F2F</b> <b>January 22</b>	Introduction, Overview of the course Bring your books: Cash, Kettler, Piirto. Use a forklift, if needed. Discuss the <i>Ohio Operating Standards</i> as it pertains to Curriculum Pre-Assessment in class Activity: What do you do now to accommodate high ability learners? Cash, <i>Advancing differentiation</i> exploration.
<b>SESSION 2:</b> <b>Online</b> <b>January 29</b>	<u>Reading for January 29:</u> -Piirto, Chapter 9 and Eisner (on Blackboard). <u>Writing for January 29:</u> -Assignment 1 (Curriculum Theory Theme) due in dropbox.
<b>SESSION 3:</b> <b>F2F</b> <b>February 5</b>	<u>Reading for February 5:</u> -Prepare Assignment 2 (Curriculum Approaches) - Piirto, Chapter 10 and one chapter from Kettler's first section. <u>Writing for February 5:</u> -Assignment 2 due in dropbox.  <u>In Class Activities:</u> -Speaker: Sandy Willmore-Reed, New Albany -Discuss Assignment 1 (Curriculum Theory Theme Paper) -Discuss Assignment 2 (Curriculum Approaches)
<b>SESSION 4:</b> <b>Online</b> <b>February 12</b>	<u>Readings for February 12:</u> -Prepare Assignment 3 - Read the curriculum method of your choice from the Assignment 3 folder on Blackboard. <u>Writing for February 12:</u> -Assignment 3 (Curriculum Approaches Practical Applications) due in dropbox.  Be Thinking about Assignment 6 (Museum Curriculum Project)



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<p><b>SESSION 5: February 19 F2F</b></p>	<p><u>Readings for February 19:</u> -Prepare Assignment 4 – Choose a discussion group, read the assigned chapters from Kettler’s third section and respond online as indicated in the syllabus.</p> <p><u>Writing for February 19:</u> -Begin a thread and monitor it, and read/respond to two other threads.</p> <p><u>In Class Activities:</u> -Share Assignment 3 (Curriculum Approaches Practical Applications) -Grouping strategies for differentiation OR Speaker -Discuss ideas and process for Museum Curriculum Project (Assignment 6)</p>
<p><b>OAGC Teacher Academy February 26 – 27, 2018</b></p>	
<p><b>SESSION 6: Online February 26</b></p>	<p><u>Prepare for February 26:</u> -Prepare Assignment 5 – Cash’s <i>Advancing Differentiation</i> by spending time with the text and choosing one strategy or idea that you can integrate. You will share next week.</p> <p><u>Writing for February 26:</u> -Continue posting in Discussion Group for Assignment 4 -Preparing your Strategy Workshop from Cash (Assignment 5)</p>
<p><b>SESSION 7: F2F March 5</b></p>	<p><u>Reading for March 5:</u> -Museum Curriculum (Assignment 6) readings on Blackboard -Be working on Assignment 6 -Consider your Final Curriculum Project</p> <p><u>Writing for March 5:</u> -Be prepared to share Assignment 5 (Practical Strategy Workshop) tonight.</p> <p><u>In Class Activities:</u> - Speaker: Taylor Lang, Reynoldsburg City Schools -Present Assignment 5 (Practical Strategy Workshop) to the class -Know which Museum/Website you will be using for Assignment 6 to share in an exit slip at the end of class tonight</p> <p>Postings for Assignment 4 should wind down and finish by Friday, March 9</p>
<p><b>SESSION 8: Online March 12</b></p>	<p><u>Preparing for March 12:</u> -Assignment 6 (Museum Curriculum Project). -Determine your Final Curriculum Project focus -Nothing to submit this week</p>

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<p><b>SESSION 9: F2F March 19</b></p>	<p><u>Prepare for March 19:</u>                      -Read Kettler, Ch. 11 for tonight’s class. Write 1 Question you have/1 Quote that resonated with you and 1 way you might use an idea from this chapter in your situation immediately.                      -Assignment 5 (Museum Project), prepare to present to the class.                      -Be working on your Final Project                      -Please procure a blank and/or filled out copy of your district’s Written Education Plan (WEP)  <u>Writing for March 19:</u>                      -Assignment 5 due in the dropbox</p> <p><u>In Class:</u>                      -Share Museum Curriculum Project. You will have up to 20 minutes.                      -In-class activity related to Kettler, Ch. 11 (Assessment)                      -Discuss goal-writing for Written Education Plans (WEPs)</p>
<p><b>SESSION 10: Online March 26</b></p>	<p><u>Prepare for March 26:</u>                      -Be working on your Final Curriculum Project</p>
<p><b>April 2</b></p>	<p>Spring Break – no class.</p>
<p><b>SESSION 11: Online April 9</b></p>	<p><u>Prepare for April 9:</u>                      -Work on Final Curriculum Project.                      -Prepare presentation of Final Curriculum Project</p>
<p><b>SESSION 12: F2F April 16</b></p>	<p><u>Prepare for April 16:</u>                      -Presentation of Final Curriculum Project                      -Final Curriculum Project due in dropbox by Friday, April 20.</p> <p><u>In Class:</u>                      -Please bring a copy of Assignment 1 (Curriculum Theory Theme) Paper to class to do a follow-up discussion on your philosophy of teaching gifted                      -Presentation of Final Curriculum Projects                      -Post Assessments</p> <p><u>Also:</u>                      -Submit Journal 1 (a Final Course Reflection Journal). Tell me what you think about the text, activities, readings, online/in-person format.                      -ALSO please complete the online course evaluation, which is anonymous. If 100% of the class completes this, 10 bonus points for everyone!</p>