

REVISED: January, 2019jlg

Ashland University
Dwight Schar College of Education
Department of Doctoral Studies and Advanced Programs
Syllabus, Spring, 2020 Online

Ungrad/GRAD XXX
Credit Hours: 3
Field/Clinical Hours: 0

Course Number and title:

EDIS 651, Curriculum Development for Education of the Talented

Department(s):

Doctoral Studies and Advanced Programs

Catalog Description:

This course examines curriculum processes necessary for providing a differentiated education for the talented. Students will analyze and develop instructional materials based on useful models for differentiating instruction with respect to student readiness, knowledge, and skill level. Students will utilize processes for selecting, adapting, or creating a variety of differentiated curricula. Students will analyze and develop instructional processes for providing an extension or replacement of the general education curricula, and to support critical and creative thinking skills. Utilizing a variety of assessment sources to measure and monitor gifted student growth, students will analyze and write quality WEP goals. Students will continue to develop their personal educational philosophy for teaching gifted students. This course fulfills state requirements for the Ohio Intervention Specialist/Gifted Endorsement.

Prerequisites:

EDIS 650 Nature and Needs of the Talented.

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

25

Fees and charges:

Tuition. There may be a technology fee.

Effective catalog date for this master syllabus:

January 31, 2019

Student assessment criteria:

Students will be assessed using a pre- and post-self-assessment, philosophy statement, reading and focus question responses, curriculum projects and participation in online discussions.

Suggested texts and/or references:

Cash, R. (2011). *Advancing differentiation*. Minneapolis, MN: Free Spirit.

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

Rimm, S. B., Siegle, D., & Davis, G. A. (2018). *Education of the gifted and talented*. New York, NY: Pearson.

Optional and Supplemental Materials

One unit (science, social science, mathematics, or language arts) from William & Mary Javits National Curriculum Project as published by Kendall Hunt Publishers or Prufrock Press. See web sites below. Choose a unit that is applicable to your teaching practice. Order from

<https://www.kendallhunt.com/Search.aspx?searchTerm=Center%20for%20Gifted%20EducationAnd>

<http://www.prufrock.com/Search.aspx?k=William%20and%20Mary&s=FTS.RANK%20DESC&c=0&p=0>

Note:

All instructors must discuss *The Ohio Operating Standards for Identifying and Serving Students Who are Gifted* and Ohio Administrative Code 3301-51-15, and APA formatting.

Suggested Instructional Strategies:

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

Description of field/clinical experiences:

FIELD EXPERIENCE

CLINICAL EXPERIENCE

Conference attendance (optional)

Faculty who frequently teach the course:

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.

Academic Integrity

Students are responsible for reading, understanding, and abiding by the academic integrity

policies in the Ashland University catalogs:

<https://www.ashland.edu/administration/office-records-and-registration/academic-integrity-policy>

HLC statement for online and hybrid courses

This course format consistently meets the same quality, assessment, learning outcomes, and requirements of the traditional semester offering of this course.

Student Accessibility

It is Ashland University's goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on a disability, please contact the Student Accessibility Center at 419-289-5904, or send an email to au-sac@ashland.edu. The Student Accessibility Center and the course instructor will work together in order to establish accommodations, and to meet your learning needs.

Tutoring included in your tuition

AU provides students with peer tutoring **in any of your undergraduate courses**, drop-in on most requested courses from Monday – Thursdays 7 – 9 pm. **We also offer Time Management, Study Skills, Note Taking, and Test Taking Strategies tutoring.**

Please visit www.ashland.edu/tutor for a full drop-in courses schedule or click on “One on One Tutoring” to request a tutor by filling out the form, and we will be in touch with you very soon. The ideal time to request tutoring is during your 3rd week of class to get you ready for your mid-term taking place during week 8.

Questions? Denisia Stoops, Tutoring Programs Coordinator, dstoops@ashland.edu, 419.207.6779, or 701 Library during regular business hours.



Walk-in



Request a tutor

Ashland Multiliteracy Center (AMuLit Center)

The writing center has expanded services to become the Ashland Multiliteracy Center for Writing, Speaking, and Digital Communication, or AMuLit Center for short.

- Receive one-on-one feedback from an AMuLit Center coach on any project that involves communication - essays, speeches, group presentations, lab reports, poster presentations, and much more!
- Location: Bixler 104
- Appointments available: M-TH 9am-9pm and F 9am-5pm (same-day appts now available)
- Drop-in hours: Sun-TH 7pm-9pm (no appointment needed)

- Go to our website - <https://www.ashland.edu/administration/center-academic-support/amulit-center> - to schedule your appointment today!

Course Content:

See course content listed under Knowledge criteria.

Student Learning Outcomes:

See specific SLOs listed under Skills and Disposition criteria.

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

<u>KNOWLEDGE:</u> The graduate education student will have knowledge of:	<u>SKILLS:</u> The graduate education student will have skills to:	<u>DISPOSITIONS:</u> The graduate education student will:	<u>STANDARDS</u> ODE, OAE, NAGC/CEC, AU
K1. General categories, definitions, descriptions, and requirements for Ohio gifted education and service as outlined by the Ohio Law and Ohio Operating Standards for Identifying and Serving Students Who Are Gifted.	S1. Interpret the general categories, definitions, and requirements for Ohio gifted education and service as outlined by the Ohio Law and Ohio Operating Standards for Identifying and Serving Students Who Are Gifted.	D1. Value the strengths and weakness of Ohio's Law and Operating Standards.	ODE = (a)-(h) OAE = 1, 4.1, 5.5, NAGC/CEC =6.2 AU = SLO5
K2. The historical foundations of the curriculum for gifted students; major researchers, curriculum designers and advocacy organizations in the field of gifted education and talent development.	S2. Interpret the impact of the historical foundations of the curriculum on the field today; relate the ideas of the major researchers, curriculum designers, and advocacy organizations in the field to their specific curricular needs and those of their district.	D2. Appreciate the importance of keeping current with historical foundations, major researchers, curriculum designers, and advocacy organizations; value their impact on the field of gifted education.	ODE = (a), (b),(c) OAE = 1, 5.3, 3.4, 3.6, 6, 10, NAGC/CEC = 6.2 AU = SLO2, 5
K3. The service portion of the Written Education Plan (WEP) as required by ODE; the service options in their home/local district for students who are gifted.	S3. Interpret the service portion of the WEP according to the Ohio Rule; explain and critique their home/local district WEP and service options for students who are gifted; support the writing of WEP goals.	D3. Appreciate the importance of the service portion of the WEP; appreciate the need for quality district service options and WEP goals; appreciate the need for the communication of these options to stakeholders.	ODE = (h) OAE = 5, 6, 7 NAGC/CEC = 6, 7 AU = 4

<p>K4. Processes for differentiating instruction based on a student readiness, knowledge and skill level, including using accelerated content, complexity, depth, challenge, creativity, and abstractions.</p>	<p>S4. Differentiate instruction based on student readiness, knowledge, and skill level, using accelerated content, complexity, depth, challenge, creativity, and abstractions; critique their instructional plans in this area; critique their and others' differentiation plans.</p>	<p>D4. Value the need for and importance of differentiating instruction based on student readiness, knowledge, and skill level, using accelerated content, complexity, depth, challenge, creativity, and abstraction.</p>	<p>ODE = (a) OAE = 7, 9, 10 NAGC/CEC = 1, 2, 3, 4, 5, AU = SLO1, 3, 4,</p>
<p>K5. Processes for selecting, adapting, or creating a variety of differentiated curricula that incorporate advanced, conceptually challenging, in-depth, distinctive, and complex content.</p>	<p>S5. Select, adapt, or create a variety of differentiated curricula that incorporate advanced, conceptually challenging, in-depth, distinctive, and complex content; critique their and others' differentiation plans.</p>	<p>D5. Appreciate the need for and importance of selecting, adapting or creating a variety of differentiated curricula.</p>	<p>ODE = (b) OAE = 4, 7, 9, 10 NAGC/CEC = 1, 3, 5 AU = 1, 3, 4</p>
<p>K6. Processes for providing an extension or replacement of the general education curricula, to modify the learning processes through strategies such as curriculum compacting, and to select alternative assignments and projects based on individual student needs.</p>	<p>S6. 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 and student needs; critique their and others' curricular plans.</p>	<p>D6. See the relevance and value of providing an extension or replacement of the general education curricula and modifying the learning processes of students who are gifted.</p>	<p>ODE = (c) OAE = 7, 9, 10 NAGC/CEC = 1, 3, 5, AU = 1, 3, 4</p>
<p>K7. Characteristics and needs of gifted students from traditionally underrepresented populations who are gifted; create safe and culturally responsive learning environments.</p>	<p>S7. Recognize and respond to characteristics and needs of gifted students from traditionally underrepresented populations of students who are gifted; create safe and culturally responsive learning environments.</p>	<p>D7. Appreciate the importance of recognizing and responding to characteristics and needs of gifted students from traditionally underrepresented populations of students who are gifted, and creating safe and culturally responsive learning environments.</p>	<p>ODE = (e) OAE = 1, 7, 9 NAGC/CEC = 1, 2 AU = 1, 3</p>

<p>K8. Processes to support gifted learners' critical and creative thinking, motivation, self-regulation, and autonomy.</p>	<p>S8. Effectively identify the need for and incorporate strategies to support gifted students' critical and creative thinking, motivation, self-regulation, and autonomy.</p>	<p>D8. Appreciate the need for strategies that support gifted students' critical and creative thinking, motivation, self-regulation, and autonomy.</p>	<p>ODE = (a)-(d) OAE = 7, 9, 10 NAGC/CEC = 3, 5, AU = 1</p>
<p>K9. The variety of sources to measure and monitor the growth of students who are gifted; processes for selecting, using, and interpreting technically sound formal and informal assessments for the purpose of academic decision making.</p>	<p>S9. Effectively incorporate a variety of sources to measure and monitor gifted students' growth; effectively incorporate processes for selecting, using, and interpreting technically sound formal and informal assessments for the purpose of academic decision making.</p>	<p>D9. See the relevance of incorporating a variety of sources to measure and monitor gifted students' growth and selecting, using, and interpreting technically sound formal and informal assessments for the purpose of academic decision making.</p>	<p>ODE = (f) (g) OAE = 4, 5, NAGC/CEC = 4 AU = 1, 4</p>
<p>K10. Appropriate instructional technology for management and as an instructional tool to provide differentiated curricula that is challenging, in-depth, and engaging.</p>	<p>S10. Construct plans that integrate technology for management and as an instructional tool to provide differentiated curricula that is challenging, in-depth, and engaging.</p>	<p>D10. Value technology for management and as an instructional tool to provide differentiated curricula that is challenging, in-depth, and engaging.</p>	<p>ODE = (a)-(c) OAE = 7, 9, 10 NAGC/CEC = 3, 5 AU = 1</p>
<p>K11. Their personal and professional learning goals for EDIS 651, and their current and developing educational philosophy for teaching, especially for teaching gifted students in their context.</p>	<p>S11. Justify their personal and professional learning goals for EDIS 651, apply course learning to their current and developing educational philosophy for teaching, especially for teaching gifted students in their context.</p>	<p>D11. Value their personal and professional growth during EDIS 651, and appreciate the need for a current and developing educational philosophy for teaching, especially for teaching gifted students in their context.</p>	<p>OAE = 3.4 NAGC/CEC = 6.4 AU = SLO5</p>

<p>K12. Various applicable standards and competencies in the field of gifted education as related to curriculum including: -NAGC Pre-K to Grade 12 Gifted Programming Standards; -NAGC/CEC Teacher Preparation Standards in Gifted and Talented Education; -ODE Ohio Rule and Gifted Competencies; -OAE Assessment Framework for Gifted Education; -AU Student Learning Objectives.</p>	<p>S12. Effectively utilize the standards and competencies in the field of gifted education to structure, clarify goals, and provide accountability within their teaching context and home school/district.</p>	<p>D12. Value the various standards and competencies as tools to structure, clarify goals, and provide accountability in the field of gifted education into their teaching context.</p>	<p>ODE = (f) OAE = 3 NAGC/CEC = 6 AU = SLO5</p>
<p>K13. Skills and protocol for graduate level professional writing, speaking and presentation according to Ashland University's Accent on Writing (AoW) and the Publication Manual of the American Psychological Association (APA) 6th Edition.</p>	<p>S13. Write, speak, and give presentations with graduate level professionalism according to Ashland University's AoW and APA 6th Edition.</p>	<p>D13. Value the need for writing, speaking, and presenting with graduate level professionalism as a way to further the field of education, gifted education for their own growth and advancement.</p>	<p>OAE = 3, 8 NAGC/CEC = 7 AU = SLO5</p>

Grading

Grades for this course will be determined based on completion of the course assignments, activities, and regular participation in all aspects of the course. In completing the written assignments, make certain to answer the entire question, to provide as much detail as possible, and to use syntax, grammar, spelling, and punctuation appropriate to graduate level academic discourse.

Word process all assignments following the *Publication Manual of the American Psychology Association, 6th Edition*. A copy of this manual or cheat sheet can be purchased at most book stores. The seventh edition has been released, but will not be used until Fall, 2020.

Keep a copy of all assignments. Make certain that your name, date, assignment number and title are on each assignment. Proofread carefully. Graduate work should be as close to error-free as humanly possible. Upload virtual assignments in Word format or link to a Google doc, (being sure to allow the instructor to view AND comment AND edit the document) to the appropriate assignment box on Blackboard. Do not submit in PDF format unless indicated.

The Grading Scale is as follows:

91-100%	A	Excellent Achievement
81-90%	B	Good Achievement
71-80%	C	Below Expectations for Graduate Work
69%	F	Failure

For the grade of an A the student's work will exhibit the following attributes:

Content - Assignments are complete and thorough and meet or exceed stated specifications and criteria and are submitted on time Student has completed all parts of the assignments as defined by the instructor. Knowledge of subject matter is clear, and all work is clearly focused on the assigned topics. Topics are fully developed. If appropriate, student has included additional material/information beyond requirements. If applicable, student has demonstrated applicability to the work setting (theory into practice). Student shows evidence of critical and creative thinking. Student demonstrates originality and fresh perspectives.

Quality of Writing - Written work shows superior graduate quality in verbal expression, attention to detail, and correct application of the conventions of the English language In student's written work, paragraphing is appropriate with clear thesis statements and supporting details. Sentences are clear and concise. Students vary sentence structure making use of subordinate clauses. Transitional words and phrases are used effectively. Points and ideas are well organized. Word choice is effective. English language conventions are applied correctly (i.e. spelling, capitalization, punctuation, agreement, pronoun usage, sentence structure).

Preparation (readings, field work, etc.) - Preparation for all classes is evident Students participate regularly contributing ideas to class discussions that demonstrate careful reading of assigned texts and articles, attention and engagement in interviews, observations, or any other in-class or out-of-class activities assigned.

Attendance –Often, school districts have parent conference nights which may fall on a class night. Students are excused for these. If a student has been absent more than once, an “A” grade for the course is not possible. Students should turn in all missed work after the absence.

Format - Where applicable, citations and references are used correctly and consistently with clear efforts made to include a wide range of relevant works For any work requiring citations, students refer to scholarly work first, and then to a wide range of suitable sources. All non-original ideas are cited correctly and referenced in a reference list. All works in the reference list are cited in the text. Student follows the *Publication Manual of the American Psychology Association*.

Bibliography of resources and professional organizations in a separate document that appears on Blackboard

Summary of Grade Components

Assignment	Points
Pre/Post-Assessment	20
Participation (Discussion posts and responses)	50
Focus Question Responses (6 X 20) (1x40, FQ7)	160
Philosophy Paper	20
Face to Face Session 4/25 OR Museum Project OR OAGC Teacher Academy	50
Curriculum Project	100
Total points possible	400

Pre/Post Assessment

All students will complete a Pre-Assessment Document at the beginning of the semester. At the end of the semester, students will complete a Post-Assessment on the same document and submit to Blackboard.

Resource Notebook

*Students will begin compiling an AU Resource Notebook in their first course or EDIS 650 and continue adding to it throughout their program. The student determines his/her format (hard copy or electronic) for the Notebook, as long as there is some way to submit it to the instructor at the end of the course. A list of all Resource Notebook items is provided on Blackboard, however, items required from EDIS 651 include:

651	A collection of at least six lessons/ideas from Focus Questions Pre/Post Assessments Philosophy essay
State Documents	Updated Ohio Rule (Operating Standards for Identifying and Serving . .) Ohio Law (ORC 3324) OAE Assessment Framework NAGC Knowledge and Skill Standards in Gifted Education for All Teachers NAGC/CEC Teacher Preparation Standards in Gifted Education
Local Documents	Written Education Plan from the district Identification Protocol for district Service Settings for district

“Attendance” and Participation

All students are expected to log in frequently, view videos, submit assignments promptly, and engage fully into the discussions and activities. Please inform the instructor as soon as you are aware of conflicts or emergency situations that may prevent you from prompt and engaged participation in the course.

Rubric for online discussion posts and responses

Criteria	Unacceptable 0 Points		Excellent 20 Points
Initial Assignment Posting 20 points	Posts no assignment or is more than 3 days late.		Posts on time.
Criteria	Unacceptable 0-15 Points total for this column	Good 16-18 Points total for this column	Excellent 19-20 Points total for this column
Response Postings	Posts no follow-up responses to others. Posts shallow contribution to discussion (e.g., agrees or disagrees); does not enrich discussion. 0-5 points	Elaborates on an existing posting with further comment or observation. 6-8	Demonstrates analysis of others' posts; extends meaningful discussion by building on previous posts. 10 points
Content Contribution	Posts information that is off-topic, incorrect, or irrelevant to discussion. Repeats but does not add substantive information to the discussion. 0-2 points	Posts information that is factually correct; lacks full development of concept or thought. 3 points	Posts factually correct, reflective and substantive contribution; advances discussion. 4 points
References & Support	Includes no references or supporting experience. Uses personal experience, but no references to readings or research. 0-1 point	Incorporates some references from literature and personal experience. 2 points	Uses references to literature, readings, or personal experience to support comments. 3 points
Clarity & Mechanics	Posts long, unorganized content that may contain multiple errors or may be inappropriate. 0-1 point	Contributes valuable information to discussion with minor clarity or mechanics errors. 2 points	Contributes to discussion with clear, concise comments formatted in an easy to read style that is free of grammatical or spelling errors. 3 points

Focus Question Responses

For this course, your responses will be to reflect on powerful ideas that resonate with you and to find one way to apply the reading, video, media from that week.

Padlet: Some Focus Question responses are posted to a Padlet. In this way you are able to look at many application ideas from the readings. These responses can be in any form that works for you (document, slides, video, Prezi).

Dropbox: Some Focus Question responses are submitted to the dropbox, just to me. These responses should be more traditional, a word processed bulleted list as suggested in the description for that Focus Question.

Somewhere in your submission include the following information:

Your Name
EDIS 651, Spring, 2020
Focus Question #___

In your Dropbox submissions, this will appear in the upper right side of your document.
On your Padlet submissions, this may appear anywhere!

Formatting the File Name of your Focus Questions

Please format the file name thus:

650_FirstNameLastInitial_FQ# It would look like this: **650_JenniferG_FQ2**

This is a great help to me in grading and organizing and finding submissions quickly if I need to.

List of Focus Questions

<p>FQ1 Padlet Introduction Column</p>	<p>Theme 1: Introduction to Curriculum for the Gifted <u>Step One:</u> Before you do any reading or watch any videos create three PowerPoint slides: Slide 1) Introduce yourself, include pictures if you wish. Slide 2) Your definition of differentiation (what it is, what it is not). What are the essential elements of differentiation? Slide 3) Your philosophy of differentiation (what do you believe about where/how YOU fit in the differentiation process?). Philosophy statements often begin, “I believe . . . “ If you don’t have one or have no idea where to start, say so! <u>Step Two:</u> Post to the Padlet Introduction Column. Feel free to read classmates’ slides – but not until AFTER you post your slides. <u>Step Three:</u> Read: EGT Chapter 5, pp. 93-97. (We read all of Ch. 5 in EDIS 653), Kettler Choice of one chapter in Section I (Approaches to Curriculum), and Cash Ch. 1 <u>Step Four:</u> In the comment section of your Padlet post, comment on your Slide 2 and Slide 3. Has anything changes or shifted in your thinking or belief about differentiation? Feel free to read your classmates’ posts and comment if you wish, but this is not required.</p>
<p>FQ2 Dropbox</p>	<p>Theme 2: Models for Various Forms of Differentiation Read EGT Chapter 6 Grouping, Differentiation, and Enrichment For this Focus Question, create an annotated bulleted list to note your Big Five from this chapter. For the Big Five: Summarize and reflect on four Big Ideas that are relevant or important to you AND one Application Idea you have from the reading you could use right now. Post to dropbox.</p>

<p>FQ3 Padlet Assessment column</p>	<p>Theme 5: Assessment and Differentiation Read Kettler Ch. 11 and online chapter from Heacox and Cash (skim both/read one) For this Focus Question, use a document, PowerPoint/Prezi /other presentation style and/or video to share your Big Five from this chapter. For the Big Five: Summarize four Big Ideas that are relevant or important to you AND one Application Idea you have from the reading you could use right now. Post to the Padlet Assessment column. View all and comment meaningfully on at least one colleague’s postings.</p>
<p>FQ4 Dropbox</p>	<p>Theme 2: Models for Various Forms of Differentiation EGT Chapter 7 Curriculum Models Choose a model from the folder. Created an annotated bulleted list to share your Big Five from this chapter. Post to the dropbox.</p>
<p>FQ5 and FQ6 Choose from this list</p>	<p><u>Thinking Skills Choice</u> Read: EGT Chapter 10 Teaching Thinking Skills AND Cash Chapter 9 Critical Thinking Share your Big Five from this chapter OR create a practical application of one of the ideas presented in any format. Post to the “Thinking Skills” Padlet column.</p> <hr/> <p><u>Content/Domain Specific Choice Section 2</u> Choice 2 articles/chapters from the Kettler, Section 2 Share your Big Five from this chapter OR create a practical application of one of the ideas presented in any format. Post to the “Kettler” Padlet column.</p> <hr/> <p><u>Content/Domain Specific Choice Section 3</u> Choice 2 articles/chapters from the Kettler, Section 3 Share your Big Five from this chapter OR create a practical application of one of the ideas presented in any format. Post to the “Kettler” Padlet column.</p> <hr/> <p><u>Models of Differentiation Choice</u> Read and research one of the following: *Renzulli: Renzulli School Enrichment Model (links on Blackboard) *PBL: Problem Based Learning (links on Blackboard) *Kettler: Two chapters from Kettler, Chapters 6 – 12 (Not Ch. 11) *MI/Bloom’s” Multiple Intelligence and Revised Bloom’s Taxonomy. Sketch a sample topic on the multiple intelligence/revised Bloom’s matrix. See article and template on Blackboard. *Integrated Curriculum Model: (ICM) *Ohio I-GET-GETed Javits Teacher (or other) Module *Other model with permission Create a practical application of one of the ideas presented and post to the “Models of Differentiation” Padlet column This can be in any format.</p>

<p>FQ7 Padlet Curriculum Strategy Workshop column Worth 40 points</p>	<p>Theme 2: Models for Various Forms of Differentiation Curriculum Strategy Workshop Cash – Browse Chapters 2 – 9, Choose an activity/lesson idea you like. (We read Ch. 10-11 in EDIS 654) Create a video presentation of 10 minutes or less that walks us through the activity/lesson and show/talk about an application you created of that activity/lesson. Include handout documents. Post to the Padlet under the Curriculum Strategy Workshop Column. Comment thoughtfully on two – try to choose one that does not have any comments.</p> <p>If you are attending the April 25 Face-to-Face session, you will present this Strategy to the group. Let me know if you need copies of any handouts made.</p>
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Rubric for Focus Questions

	Exceeds Expectations	Meets Expectations	Emerging	Does not meet expectations
Understanding	(9 points) Submission demonstrates a thorough understanding of the material.	(8 points) Submissions demonstrates adequate understanding of the material.	(6-7 points) Submission demonstrates a partial understanding of the material.	(0 points) Submission does not show understanding of the material.
Application and/or critique	(9 points) Submissions demonstrates application of the material into a real-life setting and/or critiques the material citing relevant research and/or experience.	(8 points) Essay demonstrates an adequate application of the material into a real-life setting.	(6-7 points) Essay shows a partial application of the material into a real-life setting.	(0 points) Essay does not show application or critique of the material.
Writing Conventions	(2 points) Submission shows a thorough understanding and/or attempt at the conventions of academic writing	X	X	(0) Shows no attempt or understanding of the conventions of academic writing.

Philosophy Paper

One of the main efforts of Ashland University’s Talent Development program is to support you as you materialize, verbalize, and realize your true self as a teacher, especially a teacher of the gifted. To this end, each course provides an opportunity for you to reflect on your practice, consider new information you are learning, formulate and state your philosophy of teaching. By the time you are finished with AU’s Talent Development program you will have a strong statement of belief and philosophy of education to move you forward.

In EDIS 650, you gather any previously written philosophies of education, from old resumes and undergraduate documents. Revisiting this philosophy gives you a chance to reflect on how you have grown since its writing. In EDIS 651, you will be reflecting on your philosophy of what gifted education should look like as a whole (in the US, world) and to what end, and what the education of the gifted looks like in your context (your classroom, building), including five non-negotiables.

As a guide for writing your philosophy, visit the NAGC webpage by Jeff Danielian called, “For what it’s worth: Crafting a statement of educational philosophy” at <https://www.nagc.org/blog/what-it%E2%80%99s-worth-crafting-statement-educational-philosophy> (his link to the University of Minnesota’s site is broken. Use this link <https://cei.umn.edu/writing-your-teaching-philosophy>)

Your writing should be professional, headed like a traditional Focus Question response, and can be single or double spaced. Include sections relevant to you from Danielian’s suggestions. It could be a two paragraph philosophy like his, or include multiple sections as suggested by his readings.

In this philosophy essay you will need to dedicate at least a portion of your writing to gifted education. Even if you have no experience with gifted – make a belief and/or philosophy statement about how gifted students learn best and how they should be taught. Remember that this is a work-in-progress, an ongoing document to adjust and change as you adjust and change as a teacher.

Your finished essay should be at least 200 words and include six components from the rubric below. (Five components of your choice and the required Professional Writing Component.) You may choose to write in two components of your own in the blank rows. *Your philosophy paper must have a focus on gifted education and/or gifted learners.*

Philosophy Paper Rubric

Components	Exceeds Expectations (5)	Meets Expectations (4)	Emerging (3-1)	Does not meet expectations (0)
	Within the context of the teaching philosophy, the writer-	Within the context of the teaching philosophy, the writer-	Within the context of the teaching philosophy, the writer-	The writer-
What should gifted education look like and what is its goal?	Thoroughly defines gifted education and the goal of gifted education.	Adequately defines gifted education and the goal of gifted education	Partially defines gifted education and the goals of gifted education.	Does not define gifted education nor the goal of gifted education.
Your role	Thoroughly defines your role in gifted education.	Adequately defines your role in gifted education	Partially defines your role in gifted education.	Does not define your role in gifted education.
**Non-Negotiables	Lists and thoroughly describes at least five non-negotiables for teaching gifted.	Lists at least five non-negotiables for teaching gifted.	Lists fewer than five non-negotiables.	No non-negotiables.
**Writing Conventions	(5) Shows a thorough understanding of the conventions of academic writing	(4-3) Shows an adequate understanding of conventions of academic writing	(2-1) Shows a partial understanding of the conventions of academic writing	(0) Shows no understanding of the conventions of academic writing.
	Total Score out of 20			

Face-to-Face Saturday Session and Alternative Options

<p>Option 1</p>	<p>Face-to-Face Saturday Session Saturday, April 25, 2020 at Schar College of Education Ashland University Main Campus, 9:30am – 4pm. Bring with you: -Your district Written Education Plan (WEP), Identification protocol and Service protocol -Be prepared to share your Strategy Workshop from the Cash book -General or specific questions you have about gifted education for the instructors and for others taking the coursework -Bring a lesson you would like to differentiate for the afternoon collaborative session</p> <p>Janet James, Retired Gifted Coordinator, will be the featured speaker in the morning. I will see about providing tickets to our award-winning café in Lower Convo, provided by the College of Education. This is cafeteria style and accommodates all dietary restrictions. RSVP to Dr. Groman by April 1.</p>
<p>Option 2</p>	<p>Ohio Association for Gifted Children 2020 Teacher Academy (one full day) Author Richard Cash (we use one of his texts in 651 and 654!) will be the featured speaker.</p> <p>Attend at least one full day of the OAGC Teacher Academy and write a 500 word reflection on the sessions you attended that relate to this course, specific ideas that were new or interesting, and specific ways you will use what you learned in your classroom/context. Professional writing, first person, headed like the Annotated Bibliography, double spaced, edited.</p> <p>Registration for this event officially closes on Monday, February 10, but OAGC gave permission to extend this for you until midnight Wednesday, February 12.</p> <p>February 24 and 25, 9:00-4:00 at the Columbus Doubletree in Columbus/Worthington. See the OAGC website for details http://www.oagc.com/teacherAcademy.asp</p>
<p>Option 3</p>	<p>Museum Curriculum Project 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.</p> <p>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.</p> <p>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. See the APA folder for information on formatting references. 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.</p>

	If you have a different way of showing what you've done (rather than a paper) email me the particulars.
Option 4	You may request permission to create and submit a different project idea that totals about 6 hours of time. Email Dr. Groman.

Curriculum Project

There are five sequential projects that will eventually become your Final Curriculum Project Paper. You will be asked to

- 1) identify areas in your teaching that would benefit from a differentiation model
- 2) identify students who might benefit from differentiation in an area
- 3) choose a model and learn about it
- 4) create and implement a plan for differentiation using the model
- 5) assess and reflect on its use with your students and reflect on this process.

You will use your writings for each of those assignments to create a 10 minute slide presentation that describes and reflects on your Curriculum Project.

Keep in mind that this curriculum project does not have to accommodate only gifted students, although gifted/high ability students should be your main focus. You can use tiering or grouping that would answer to the needs of the different levels of learners in your class. You are welcome to mention these in your write-up, of course!

Projects toward the Curriculum Project Presentation

<p><u>Project 1</u> Rationale (weeks 1-2)</p>	<p><u>Dropbox submission.</u> Informal write-up. Read the “2010 Pre-K-Grade 12 Gifted Programming Standards” from NAGC and view Dr. Groman’s overview video. Reflect on your teaching situation. Identify areas (topics, specific students, procedures, etc.) in your teaching that you believe could benefit from more thought and planning toward differentiation for your gifted and high ability students. Email me if you do not have a classroom and feel you need to adjust this assignment to meet your needs.</p> <p>Submit an informal write-up to the dropbox that includes: -Areas of need in your teaching and how you determined them. This information becomes your Rationale slide(s) of your final presentation. -Connection to at least one of the “2010 Pre-K-Grade 12 Gifted Programming Standards” – either a student outcome or an evidence-based practice. This information becomes your Standards Connection slide.</p> <p><i>*You may wish to keep a journal of some kind to record your research, your thinking and reflection throughout, what you did to plan, what you did with students, etc. A reflection journal is a good research practice for teachers. This journal is not turned in, but it will help you write up the Projects and putting it all together in the Final Curriculum Project Presentation.</i></p> <p>(continued)</p>
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	<p>-PBL Option: If you are interested in integrating a Problem Based Learning (PBL) curriculum project, you may wish to visit Kendall-Hunt’s website at: https://k12.kendallhunt.com/subject/gifted-education-gifted-and-talented-curriculum -If you find a unit that works well with your students and you would like to investigate it, now is the time to purchase that model, so you are ready to begin looking it over and writing up an integration plan. You will not be able to put this entire unit into place, of course, during this semester, but you may be able to integrate small parts of it for this assignment, or simply sketch out a plan for using it in the future with your students.</p>
<p><u>Project 2</u> Class profile and student data (weeks 3-4)</p>	<p><u>Dropbox submission.</u> Class profile and Student Data informal write-up. Consider the kind of data you might need to plan a differentiated experience in the area you chose in Project 1. You could:</p> <p>a) Try an interest inventory or learning profile tool to identify preferences within an individual, small group or entire class. Include which interest inventory you used, which learning profile tool you used and a reflection on the students evaluated. See the Interest Inventories in this week’s folder. OR b) Provide a small group, or all, or volunteer students with a unit or lesson pre-test that would tell you what specific content needs are there. Remember FERPA when you write about your students: Use pseudonyms and avoid using their face in photos. c) PBL - If using a William and Mary Unit, read and determine the preliminary assessments needs you have.</p> <p>Submit an informal write-up of your chosen instrument to the dropbox. Include: -A description of the instrument and what kind of data you hope to collect -A connection to at least one of the “2010 Pre-K-Grade 12 Gifted Programming Standards” . . . either a student outcome or an evidence-based practice.</p> <p>This information will be on your Learner Profiles slides of your final presentation.</p>
<p><u>Project 3</u> Curriculum Model (week 5-6)</p>	<p><u>Dropbox submission.</u> Informal write-up. Identify a curriculum model or accommodation strategy from the course readings that you think is well suited to your needs. Keep in mind the data you gathered in Project 2. Read the chapter(s), online resources and any other resources you can to acquaint yourself on this strategy/model.</p> <p>Keep a running bibliography and notes from each source, including page numbers of good quotes and ideas for preparation and your final write-up. Begin sketching out a plan. Consider some or all of these: -your purpose (what do you hope to achieve with this model and for whom?) -pre-assessments (content and/or interest inventories?) -materials/needs for preparing the curriculum model -thoughts on introducing it to students and how to support students throughout, any collaboration needs, any post-assessments or how you might evaluate the project to determine its effectiveness (student satisfaction surveys, grades/scores, exit cards, etc.).</p>

	<p>Submit an informal write-up of this model to the dropbox, Please include: -A description of the model you chose, your purpose, connection to the pre-assessments, materials you might need, thoughts on introducing it to students and ongoing support, collaboration ideas, and how you might evaluate growth.</p> <p>This information will be on the Curriculum Model slide(s) of your final presentation.</p> <p>You will also want to keep an APA reference list that will become the References slide of your final presentation. Give credit to all sources.</p>
<p>Project 4 Curriculum Plan (weeks 7-8)</p>	<p><u>No Dropbox Submission.</u> Sketch out your plan. Using student data to drive decisions on student readiness, interest, learning profile, and content, sketch out a plan using at least one differentiated learning experience that meets students’ needs and supports student reaching their potential. If you chose a PBL, sketch out a plan to use one of the activities in the unit, if possible. Discuss how the strategy you chose fits the needs you and your students have for this situation (lesson, unit, etc.). Include grouping strategies you will use. Put your plan into place in your classroom, if you can, during weeks 7-8). Keep good journal notes on your students’ response to the activity.</p> <p>So you may focus on planning and teaching, no dropbox submissions are due now until after you have put your plan into place. Use this time to create your Curriculum Plan slides. Once you have used the model/activity you can begin writing the Outcomes slide(s) of your project presentation, telling how the students progressed through it, what you noticed, and how you evaluated your planned activity.</p>
<p>Project 5 Outcomes and Discussion (week 9-10)</p>	<p><u>No dropbox submission.</u> Follow-up reflection and discussion. You will want to think through and write out the process and outcome of the curriculum model if you are able to use it with students during the course semester. Look at your journal of ongoing thoughts, reflections, challenges and future ideas. Because the course only runs for 12 weeks, you may not be able to use it with students during this time. If you are unable to use your model during our course, this section can be used to include your reflections on the process of using the model, questions, ideas for extending it and for further research.</p> <p>This information is included in the Outcomes slides of your presentation.</p> <p>You should also have a slide that shows a connection to at least one of the “2010 Pre-K-Grade 12 Gifted Programming Standards” – either a student outcome or an evidence-based practice AND to one of the Ohio Operating Standards competencies. This is your Standards Connection slide.</p>

<p><u>Final Curriculum Project Paper</u> Putting it all together (weeks 11-12)</p>	<p><u>Final Dropbox Submission:</u> Project Presentation.</p> <p>Compile Projects 1 - 5 in a professional style presentation describes your Curriculum Project. I foresee an 8 – 11 slide presentation, with narration of <i>10 minutes or less</i>. Use the slides as a guide, do not fill them with text. Be thorough, give details, but do not feel you have to write everything. You are an “advertisement” for this model – how did you use it, what worked, what did not, what impact did it make? You are welcome to include photos of your classroom or students working (blur or crop out faces), documents or worksheets throughout.</p> <p>Your presentation should show at least one connection to the “2010 Pre-K-Grade 12 Gifted Programming Standards” – either a student outcome or an evidence- based practice. In the reference list this appears as:</p> <p>NAGC, (2010). <i>Pre-K-Grade 12 Gifted Programming Standards</i>. Retrieved from https://www.nagc.org/</p> <p>Your presentation should show at least one connection to the Ohio Operating Standards competencies. In the reference list this appears as:</p> <p>ODE, (2018). <i>Ohio Operating Standards for Identifying and Serving Students Who Are Gifted</i>. Retrieved from www.education.ohio.gov</p> <p>Use the slides to guide your narration. Do not make the slides long paragraphs of words, bullet points are better. Use images and videos as you wish. Be aware that the Padlet site is not closed, so do not use student faces or names. Your presentation will have the following slides/information.</p> <p>Title Slide – Include your name, a project title, and the course number and name and the semester and year. Any other information or images you wish.</p> <p>Rationale Slide – From Project 1. This should show reflection on your teaching and how you wish to improve it. Why did you choose this area? Consider the needs of your gifted and high ability students. You might refer to the text if it supports your discussion on characteristics, etc.</p> <p>Learner Profiles Slide(s) – From Project 2. Describe students, especially students you focused on for this project. Use pre-assessment, observation, or inventory data you collected to show a need in your classroom. How did you use the assessments to inform planning? Use pseudonyms.</p> <p>Curriculum Model and Plan Slides – From Projects 3 and 4. Describe the model as you used it. Give credit to any authors using APA citations (all citations will have a corresponding Reference on the final slide). Discuss how the strategy fit your/your students needs. Include grouping strategies you used. This is just your plan, not how students responded.</p> <p>Outcomes Slides – From Project 5. Comment on how your students progressed through the lesson and how you evaluated them. Consider any or all of the following:</p> <ul style="list-style-type: none"> -evaluating -reflecting on its successes and challenges -talking about its effect on individual students or groups
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-suggestions for teachers
-further ideas.

*If you are unable to use your model during our course, this section can be used to reflect on your process of creating an activity from the model, questions, ideas for extending it, sharing it with other teachers, and for further research.

Standards Slide – This slide can be anywhere appropriate, but it should show connection to one of the NAGC/CEC Standards AND to one of the seven Ohio Operating Standards competencies.

References – Use APA formatting for all aspects of this reference list, including italicization and hanging indent. Single space within and between entries, however, as desired to save space.

Spring, 2020, Online Course Schedule

Week	Readings and Assignments Unless otherwise indicated, dropboxes will close 7 days after the assignment is due. Please upload or post to Padlet before this grace period.	Due at the end of the week (Sunday) at midnight
Week 1 February 10-16	<p>Before doing anything else: *View the short Focus Question #1 Video *Create Focus Question #1 slides and Post to Padlet</p> <p>Then you can do the rest of these in any order. -View the Course Introduction Video and review the syllabus -View the Week 1 video -Read for Focus Question #1, and comment on your own Padlet post as instructed -Visit the ODE Website to find The Ohio Operating Standards AND Law for Gifted Students -View the NAGC/CEC Programming Standards video -Course Pre-Assessment -Decide if you wish to attend the Saturday F2F or do one of the Alternate Activities. If you wish to go to the Teacher Academy, Feb. 24 and/or 25, you must register by Wednesday at midnight.</p> <p><u>Curriculum Project</u> -Begin Project 1 (Rationale)</p>	<p>-Course Pre-Assessment</p> <p>-Focus Question #1 (FQ1) to Padlet Introduction Column</p>
Week 2 February 16 - 23	<p>-View the Week 2 Video, -View the Iowa Acceleration Scale video -View the ODE Operating Standards video -Focus Question #2</p> <p><u>Curriculum Project</u> -Continue working on Project 1, and the written submission</p>	<p>-FQ2 submitted to dropbox -Project 1 submission</p>
February 24 and 25	<p>OAGC Teacher Academy http://www.oagc.com/teacheracademy.asp I am doing a session on Tuesday on Facilitating Dialogues with gifted students. If you attend, be sure to write up your reflection paper and submit it to the Choice Project in the Week 12 folder.</p>	
Wednesday, February 26 6:30pm Required Synchronous Online Session	<p>Follow the instructions on Blackboard to join this Collaborate session before 6:30. This will be a short introductory session only.</p> <p><u>Format</u> -Introductions and reflecting on the Focus Question #1 activity -Questions about the syllabus</p>	

<p>Week 3 February 24- March 1</p>	<p>-View the Week 3 video - View the Identification Instruments In Ohio video -Prepare Focus Question 3 -Find your district’s Written Education Plan (WEP) for next week</p> <p><u>Curriculum Project</u> -Begin Project 2 (Class profile and student data)</p>	<p>-FQ3 posted to Padlet “Assessment” column</p>
<p>Week 4 March 2 - 8</p>	<p>-View the Week 4 Video -Prepare Focus Question 4</p> <p><u>Curriculum Project</u> -Finish Project 2</p>	<p>-FQ4 posted to dropbox -Project 2 to dropbox</p>
<p>Week 5 March 9 - 15</p>	<p>-View the Week 5 Video -Prepare Focus Question 5 (Choose one from the list)</p> <p><u>Curriculum Project</u> -Begin Project 3 (Curriculum Model)</p>	<p>-FQ5 to the corresponding Padlet</p>
<p>Wednesday March 18 6:30-7:30pm</p>	<p>Zoom Drop-in Office Hours Feel free to drop into this Zoom session to ask questions, work through ideas or challenges, or get clarification on any work. I offer this drop-in session to all of my classes, so I will chat with students on a first-come, first-served basis. See the Zoom information below.</p>	
<p>Week 6 March 16 – 22</p>	<p>-View the Week 6 Video -Prepare Focus Question 6 (Choose one from the list)</p> <p><u>Curriculum Project</u> -Continue working on Project 3</p>	<p>-FQ6 to the corresponding Padlet</p>
<p>Week 7 March 23 - 29</p>	<p>-View the Week 7 Video -No Focus Question submission this week! Take a breather, and spend time this week looking over the Padlet, commenting as you wish, and collecting ideas. You can download and save posts, or use another format. These are great practical additions to your practice and your Resource Notebook. -You could begin looking at FQ7 to work ahead.</p> <p><u>Curriculum Project</u> -Work on your informal write-up for Project 3</p>	<p>-Project 3 to dropbox</p>
<p>Wednesday April 1 6:30-7:30pm</p>	<p>Zoom Drop-in Office Hours Feel free to drop into this Zoom session to ask questions, work through ideas or challenges, or get clarification on any work. I offer this drop-in session to all of my classes, so I will chat with students on a first-come, first-served basis. See the Zoom information below.</p>	

<p>Week 8 March 30 – April 5</p>	<p>-View the Week 8 Video -Prepare Focus Question 7</p> <p><u>Curriculum Project</u> -Begin Project 4 (Curriculum Plan, no submission)</p>	<p>-FQ7 (Strategy Workshop) to Padlet</p>
<p>Week 9 April 6 - 12</p>	<p>-View Week 9 Video (if there is one!) -View the Strategy Workshop Videos from last week. Comment on two.</p> <p><u>Curriculum Project</u> -Continue Project 5 (no submission)</p>	<p>-Post comments to FQ7</p>
<p>Wednesday, April 15 6:30-7:30</p>	<p>Zoom Drop-in Office Hours Feel free to drop into this Zoom session to ask questions, work through ideas or challenges, or get clarification on any work. I offer this drop-in session to all of my classes, so I will chat with students on a first-come, first-served basis. See the Zoom information below.</p>	
<p>Week 10 April 13 - 19</p>	<p>-View Week 10 Video</p> <p><u>Curriculum project</u> -Complete Project 5 -Begin compiling your Curriculum Project Presentation</p>	<p>-If you did an Alternative Activity to the F2F session, submit the write-up this week.</p>
<p>Week 11 April 20 - 26</p>	<p>-View the Week 11 Video</p> <p><u>Curriculum Project</u> -Complete and post your Curriculum Project Presentation by Wednesday, April 22 at midnight. -Begin viewing Curriculum Project Presentations and comment on two</p>	<p>-Project Presentation due Wed, April 22 to Padlet -View all presentations and comment on two</p>
<p>Saturday April 25, 2020 9:30-4:00</p> <p>Optional Face-to-Face Session</p>	<p>Saturday, April 25, 2020 at Schar College of Education Ashland University Main Campus, 9:30am – 4pm. Bring with you: -Your district Written Education Plan (WEP), Identification protocol and Service protocol -Be prepared to share your Dialogue Project Presentation with the group. -General or specific questions you have about gifted education for the instructors and for others taking the coursework -Bring a lesson you would like to differentiate for the afternoon collaborative session</p> <p>Janet James, Retired Gifted Coordinator, will be the featured speaker in the morning. I will see about providing tickets to our award-winning café in Lower Convo, provided by the College of Education. This is cafeteria style and accommodates all dietary restrictions. RSVP to Dr. Groman by April 1.</p>	

<p>Wednesday April 29 6:30-7:30</p>	<p>LAST Zoom Drop-in Office Hours Feel free to drop into this Zoom session for any final questions about your grade and assignments. See the Zoom information below.</p>	
<p>Week 12 April 27 – May 1</p>	<p>-Watch Week 12 Video -Philosophy essay assignment -Complete Post-Assessment and submit -You will receive a link to the AU Course Evaluations. Please complete this as soon as you can!</p>	<p>-Continue viewing & commenting on Curriculum Presentations -Philosophy Essay -Post-Assessment</p>

Topic: Dr. Groman's Drop-in Session

Time: Mar 18, 2020 06:00 PM Eastern Time

Every 14 days, 4 occurrence(s)

Mar 18, 2020 06:00 PM

Apr 1, 2020 06:00 PM

Apr 15, 2020 06:00 PM

Apr 29, 2020 06:00 PM

Please download and import the following iCalendar (.ics) files to your calendar system.

Daily: [https://ashlanduniversity.zoom.us/meeting/tZEvde-
uqjMqsHGQvLOyt6dr2DOQ2Kjb7g/ics?icsToken=98tyKuGtrDksHNCdsF3td7AtE8H4b_HMk
2JmjZJLsDD8F3ZXcFHSGdMQGbh9R9-B](https://ashlanduniversity.zoom.us/meeting/tZEvde-
uqjMqsHGQvLOyt6dr2DOQ2Kjb7g/ics?icsToken=98tyKuGtrDksHNCdsF3td7AtE8H4b_HMk
2JmjZJLsDD8F3ZXcFHSGdMQGbh9R9-B)

Join Zoom Meeting

<https://ashlanduniversity.zoom.us/j/852266480>

Meeting ID: 852 266 480

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Find your local number: <https://ashlanduniversity.zoom.us/u/aceaR1RzSg>