

**Murray State University  
COURSE SYLLABUS**

**DEPARTMENT: EDUCATIONAL STUDIES, LEADERSHIP & COUNSELING**

**COURSE PREFIX: GTE**

**COURSE NUMBER: 692**

**CREDIT HOURS: 3**

**I. TITLE:** Methods and Materials for Teaching Gifted Students

**II. COURSE DESCRIPTION AND PREREQUISITE(S):**

This course provides opportunities for experienced teachers and teacher trainees to develop knowledge and skills on differentiating curriculum and instructions, and on implementing various teaching methods, strategies and materials in teaching gifted learners.

**Prerequisite(s):** GTE 691

**III. COURSE OBJECTIVES:**

Each of the behaviors indicated below are referenced to the KY Teacher Standards (KTS) and the National Association for Gifted Children/Council for Exceptional Children 2013 Standards (NAGC-CEC). They are understood to be reflective of, but not limited to, those behaviors advocated by the Kentucky Education Reform Act guidelines.

The KTS Standards addressed in this course are as follows:

- Standard 1: The Teacher Demonstrates Applied Content Knowledge
- Standard 2: The Teacher Designs and Plans Instruction
- Standard 3: The Teacher Creates and Maintains Learning Climate
- Standard 4: The Teacher Implements and Manages Instruction
- Standard 5: The Teacher Addresses and Communicates Learning Results
- Standard 6: The Teacher Demonstrates the Implementation of Technology
- Standard 7: Reflects on and Evaluates Teaching and Learning
- Standard 8: Collaborates with Colleagues/Parents/Others
- Standard 9: Evaluates Teaching and Implements Professional Development
- Standard 10: Providing Leadership within School/Community/Profession

The NAGC-CEC Standards addressed in this course are as follows:

- Standard 1: Learner Development and Individual Learning Differences
- Standard 2: Learning Environments
- Standard 3: Curricular Content Knowledge
- Standard 4: Assessment
- Standard 5: Instructional Planning and Strategies
- Standard 6: Professional Learning and Ethical Practice
- Standard 7: Collaboration

As a result of participation in this course, students will grow as Reflective Decision-Makers and will be able to:

1. Demonstrate knowledge of, and adapt instructional methods and strategies, create differentiated materials for gifted learners with a variety of needs, and develop individual learning plans. (KTS 1, 2; NAGC-CEC 1, 4, 7)
2. Design and plan instruction (KTS 2, 3, 4; NAGC/CEC 1, 2, 3, 4, 5):
  - a. to apply theories and research models;
  - b. to select curriculum resources, instructional methods, materials, and product options;
  - c. to align differentiated instructional plans with local, state, and national curricular standards;
  - d. to design differentiated learning activities for gifted students, including individuals from diverse backgrounds; and
  - e. to use technology to increase resources and materials available to gifted students.
3. Modify curricular, instructional and management (KTS 2, 3, 4; NAGC/CEC 2, 3, 4, 5):
  - a. to provide opportunities for gifted students to explore and/or develop their areas of interest;
  - b. to pace delivery of curriculum and instruction consistent with needs of gifted students; and c. to engage gifted students from all backgrounds in challenging multicultural curricula.

4. Demonstrate understanding of authentic performance assessment and use alternative assessments and technologies to evaluate learning of specific gifted students. (KTS 5, 6; NAGC/CEC 4, 5)
5. Create safe learning environments for gifted students (KTS 3, 4, 5; NAGC/CEC 5, 6, 7):
  - a. to promote self-awareness, positive peer relationships, leadership and lifelong learning;
  - b. to encourage active participation in individual and group activities; and
  - c. to develop social interaction and coping skills in gifted students to address personal and social issues, including discrimination and stereotyping.
6. Reflect on learning and teaching in order to make effective educational decisions and to provide school leadership in the area of Gifted Education, including (KTS 5, 7, 8, 9, 10; NAGC/CEC 6, 7):
  - a. assessing personal skills and limitations in teaching individuals with exceptional learning needs;
  - b. improving practice through continuous research-supported professional development in gifted education and related themes;
  - c. collaborating with colleagues, families, and stakeholders outside the school setting to recognize, identify, and serve individuals with gifts, talents, and disabilities.

The *COE Conceptual Framework* and the *Theme of Educator as Reflective Decision-Maker* are addressed in this course by urging students to consider the gifted student's nature and needs, prepare themselves on how to best serve those needs, reflect upon the implications of differentiated strategies, and make informed decisions about future instruction.

The theme of *Diversity* is explored in the course through planning multifaceted instructional and assessment options. Students learn to assess and plan for the learning and achievement of all learners, regardless of gender, ethnicity, learning styles, or exceptionalities.

COE Dispositions to be assessed in course participation and assignments: *Inclusive, Responsible, Enthusiastic, Caring, Confident, and Ethical.*

Technology is addressed through the provision of current web resources in the area of creativity and gifted education, use of technology in teaching and learning activities in the course, and through *Canvas* instruction.

The ESPB Themes – *Diversity, Assessment, Literacy/Reading, and Gap Achievement* are analyzed and discussed as students conduct research, write and prepare professional programs to fully explore the topic.

NAGC-CEC Gifted Education dispositions to be assessed in course participation and assignments:

- Social behaviors are learned and can be modeled and taught.
- Parents and guardians are partners in the development of effective programming for their children.
- A range of instructional methods promotes and develops high academic achievement.
- Every task provides information about student learning.
- Assessment links to what each student needs to learn or has learned.
- Growth as a professional requires reflection and study in collaboration with other scholars.

#### **IV. CONTENT OUTLINE:**

Themes and topics developed in the text, current research and curriculum frameworks, as well as other content – as applicable – to include (but not limited to) those listed below.

- Curriculum models for the gifted
- Strategies and methods for instructional differentiation
- Unit design and adaptation for the gifted
- Authentic performance assessment
- Resources and materials for differentiation
- Differentiated classroom environment & management
- Information and technology for teaching the gifted

#### **V. INSTRUCTIONAL ACTIVITIES:**

1. Students will actively participate in reading, discussion, and reflection. There will be *Canvas* discussion board (DB), *Canvas* Inbox communication, as well as email contact.
2. Students will read assigned chapters and/or articles from the course textbooks and other sources, submitting posts on Discussion Board (DB) and participating in other weekly activities.

3. Students will communicate with peers and the instructor through DB, and will share information, learning resources and their own teaching experiences.
4. Students will be expected to complete all course assignments on time, and to exhibit the COE Dispositions (as mentioned above) during class activities.

#### **VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCE:**

NA

#### **VII. TEXT(S) AND RESOURCES:**

1. Required textbooks:
  - Johnsen, S. & Kendrick, J. (2005). *Teaching strategies in gifted education*. Waco, Texas: Prufrock Press.
  - Maker, J. & Schiever, S. W. (2010). *Curriculum development and teaching strategies for gifted learners* (3<sup>rd</sup> ed.). Austin, Texas: Pro-Ed.
2. References and other resources will be shared on *Canvas* during the semester.
3. Make good use of the university library and KY Virtual library: <http://www.kyvl.org/>
4. COE Curriculum Materials Center – Rm. 313, 3<sup>rd</sup> floor, Alexander Hall
5. Major organizations & resources for gifted education:
  - NAGC (National Association for Gifted Children) <http://www.nagc.org/>
  - WCGTC (World Council of Gifted and Talented Children) <https://world-gifted.org/>
  - KAGE (Kentucky Association for Gifted Education): <http://kagegifted.org/>
  - KDE Gifted & Talented Website: <http://education.ky.gov/specialed/GT/Pages/Gifted-and-Talented-Resources.aspx>
  - SENG (Supporting Emotional Needs of the Gifted): [http://www.sengifted.org/articles\\_social/Sword\\_EmotionalIntensityInGiftedChildren.shtml](http://www.sengifted.org/articles_social/Sword_EmotionalIntensityInGiftedChildren.shtml)
  - Hoagies Gifted Webpage: <http://www.hoagiesgifted.org/>

#### **VIII. EVALUATION AND GRADING PROCEDURES:**

##### **A. Course Requirements:**

All students must be familiar with *Canvas*. On the login page, there are help tutorials for you. Please take time to learn how to use this, so you know how to get to the course content, submit your assignments, or review your grades, etc. Also spend time going through the site, so you can see how everything is organized.

##### **B. Grading Scale:**

A = 90-100%  
B = 80-89%  
C = 70-79%  
D = 60-69%  
E = Below 60%

##### **C. Assignments:**

Details of course schedule and assignment due dates can be found on *Canvas* inside “Assignments” folder.

Students will be graded based upon their participation in in face-to-face or online class activities and successful completion of the assignments. Students will submit tasks via *Canvas* by midnight on the designated dates. Submissions may be accepted up to one week late for a 20% point deduction.

#### **IX. ATTENDANCE POLICY:**

*Students are expected to adhere to the MSU Attendance Policy outlined in the current MSU Bulletins.*

Participation and achievement are closely related and affect the learning of all. Students are expected to devote an appropriate amount of time each week to the course reading and activities. Failure to do so jeopardizes the learning of not only the individual, but his/her group and the class as a whole.

#### **X. ACADEMIC HONESTY POLICY:**

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students’ academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with

established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

**Violations of Academic Honesty include:**

**Cheating** - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

**Fabrication and Falsification** - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

**Multiple Submission** - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

**Plagiarism** - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

**If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.**

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Equal Opportunity. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

**XI. NON-DISCRIMINATION POLICY STATEMENT:**

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. In particular and without limiting the preceding and pursuant to and consistent with the requirements of Title VI of the Civil Rights Act of 1964 and its regulations 34 CFR 100 et seq.; Section 504 of the Rehabilitation Act of 1973 and its regulations 34 CFR 104; Title IX of the Education Amendments of 1972, 20 USC 1681 et seq., and its regulations 34 CFR 106 et seq; and the Age Discrimination Act of 1975 and its regulations 34 CFR 110, Murray State University does not discriminate on the basis of race, color, national origin, sex, handicap, or age in its educational programs and activities. This non-discrimination in education programs and activities extends to employment and admissions and to recruitment, financial aid, academic programs, student services, athletics, and housing. Murray State is required by Title IX and 34 CFR part 106 not to discriminate on the basis of sex and the prohibition against sex discrimination specifically includes a prohibition of sexual harassment and sexual violence. For more information contact the Executive Director of Institutional Diversity, Equity, and Access/ Murray State University Title IX Coordinator, Murray State University, 103 Wells Hall, Murray, KY 42071 Telephone: (270) 809-3155 Fax: (270) 809-6887; TDD: (270) 809-3361; Email: msu.titleix@murraystate.edu.

*(Revised August 2016)*