

## Literacy Solutions *and more*, Inc. - ONLINE

### Course No. GT-ED-267: Curriculum and Instruction for Teaching Gifted Students: Strategies and Methods, K-12

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Dates & Times: Online: Ongoing throughout the license year.

#### COURSE DESCRIPTION:

Participants will learn the various theories behind the pedagogy of the gifted and talented, while acquiring the essential skills to design and implement sound curriculum with fidelity. After identifying student needs, participants will locate resources both in the course and outside of the course through action research that are pertinent to their students' needs. Several self-reflections and a comprehensive unit plan later, participants will have the wherewithal to competently and rigorously teach the gifted and talented students in their classrooms. **Competencies** include the nature and needs of gifted students, including student characteristics; cognitive, social and emotional needs; history and current research.

#### STUDENT LEARNING OUTCOMES:

Upon completion of this course, the student will be able to:

- Develop sound understanding of history and theory for teaching to gifted and talented students.
- Locate resources geared to serving the needs of gifted students in their individual characteristics, cognitive, social, and emotional needs.
- Design projects that consider learning styles for grouping, peer-to-peer interaction, self-reflection and assessment to develop a rigorous and comprehensive strategy-based curriculum that effectively teaches to gifted and talented students.
- Analyze several research-based sources, and add to the sources with their own action research.

#### TEXTS, READINGS, INSTRUCTIONAL RESOURCES:

##### Required Text:

- Clark, B. (2012). *Growing Up Gifted: Developing the Potential of Children at School and at Home*, 8<sup>th</sup> ed.
- Cloud, N., Lakin, J., Leininger, E. & Maxwell, L. (2010). *Teaching Adolescent English Language Learners: Essential Strategies for Middle and High School*. Compton-Lilly, C. F. (2009). What Can New Literacy Studies Offer to the Teaching of Struggling Readers?. *Reading Teacher*, 63(1), 88-90.
- Coleman, L., Cross, T. L. (2005). *Being Gifted in School: An Introduction to Development, Guidance, and Teaching*, 2<sup>nd</sup> ed. Prufrock Press.
- Kroeger, S. D., Burton, C., & Preston, C. (2009). Integrating evidence-based practices in middle science reading. *Teaching Exceptional Children*, 41(3), 6-15.

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- Palumbo, A., & Sanacore, J. (2009). Helping Struggling Middle School Literacy Learners Achieve Success. *Clearing House*, 82(6), 275-280.
- Pereles, D. A., Omdal, S., & Baldwin, L. (2009). Response to intervention and twice-exceptional learners: A promising fit. *Gifted Child Today*, 32(3), 40-51.

### Recommended Text:

- Powers, K., & Mandal, A. (2011). Tier III Assessments, Data-Based Decision Making, and Interventions. *Contemporary School Psychology*, 15(1), 21-33.
- Tomlinson, C. A. (2014). *The Differentiated Classroom: Responding to the needs of all learners*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Torres, C., Farley, C. A., & Cook, B. G. (2012). A special educator's guide to successfully implementing evidence-based practices. *Teaching Exceptional Children*, 45(1), 64-73.

### In order to receive a Passing grade, the participant must complete the following course requirements:

- All discussion forums and/or scenario responses must include 1 original post to the question prompt and one to another student in the cohort.
- All video viewed. When there are several video divided by grade-band, select the appropriate and view.
- All books read in full, scrolling from beginning to end.
- All practice lessons and/or activities complete.
- All assignments complete (lessons or unit plans)
- Certificates will not be printable until all of the above conditions have been met.

### Grade Scale:

Grading will be Pass/Fail: A minimum score of 80% will be required to pass.

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