

**Adams State College  
Extended Studies**

<b>COURSE PREFIX AND NUMBER</b>	ED 589
<b>COURSE CREDIT</b>	Three Semester Hours
<b>COURSE TITLE</b>	Accommodating Gifted Learners in Regular Classrooms
<b>SEMESTER AND YEAR</b>	One Semester (15 weeks) or One Summer Session (8 weeks) 2007
<b>INSTRUCTOR</b>	Jean Cross, Ph.D.
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<b>ADDRESS</b>	ASC Extended Studies 208 Edgemont Blvd. Alamosa, CO 81102
<b>PREREQUISITES</b>	- Classroom experience with students representing all levels of abilities - Level of proficiency using technology -- Minimum PC configuration (See "Getting Started" for WebCT Courses)
<b>REQUIRED COURSE TEXTS/MANUALS</b>	Copyrighted materials furnished for this course follow Fair Use Regulations; thus, you may not use the copyrighted materials for reproduction, training, or presentation.  Colangelo, N., Assouline, S.G. & Gross, M.U.M. (2005) A nation deceived: How schools hold back America's brightest students. The Templeton Foundation. Complete executive summary may be downloaded from the internet. Retrieved January 26, 2007 from <a href="http://www.nationdeceived.org/index.html">http://www.nationdeceived.org/index.html</a> .  Cross, J. E. (2007) Show me you know me: Accommodating gifted learners in regular classrooms. Unpublished Course Manual. Available from Adams State College Extended Studies.  Kingore, B. (2004) Differentiation: Simplified, realistic, and effective: How to challenge advanced potentials in mixed-ability classrooms. Austin TX: Professional Associates Publishing. ISBN: 0-9716233-3-3  Websites Identified for Each Lesson in the Class
<b>COURSE DESCRIPTION</b>	This technology-based course provides participants with an expanded repertoire of instructional strategies for gifted learners who require additional depth and complexity in the learning process. Participants apply strategies for pre-assessment, acceleration, grouping, and differentiation in their classroom instructional plans. Teachers'

management of these accommodations ensures appropriate levels of challenge and meaning for gifted learners.

Accommodating Gifted Learners in Regular Classrooms is the second of three courses intended for sequential enrollment. Learning objectives and activities for this course build on the knowledge and skills developed in the first class. A cohort model is used to encourage dialogue among participants with Horizon Live Wimba and focused feedback from the instructor.

Horizon Live Wimba is a two-way interactive audio live classroom. This e-learning tool allows instructors and students to participate in a synchronous environment for live instruction, supervision and office hours. With a computer, an internet headset and an ISP, students interact live with faculty. When you log on to this course in WebCT, you will find a Wimba icon, which links you to Wimba Demos and your Login.

The three courses may comprise a certificate in gifted education. The certification option requires an application and fee of \$50.00. The application needs to be completed before beginning the third course. The courses for this certification are not designed for transfer to another institution that grants an endorsement in gifted education or master's degree with specialization in gifted education.

## **LEARNING OUTCOMES**

Upon completion of this course, participants will be able to demonstrate the following knowledge, skills, and attitudes necessary for success as teachers of gifted learners in the classroom:

1. Ensure appropriate instructional accommodations for gifted learners by
  - pre-assessing learners for background knowledge and skills;
  - identifying appropriate method/s of acceleration; and
  - determining effective grouping method/s for gifted learners.
2. Differentiate learning activities based on curricular and instructional models by
  - integrating selected strands/elements of the NAGC Parallel Curriculum;
  - integrating selected part/s of the Maker Model of Curriculum for Gifted Learners; and
  - integrating instructional strategies that add depth and complexity to classroom studies.
3. Manage accommodations for gifted learners by
  - providing opportunities for gifted learners to manage their learning contracts;
  - modifying rubrics to appropriately and fairly assess gifted learners' production; and
  - inviting parents to participate in and support the accommodations for their gifted children at school.

## **COURSE REQUIREMENTS**

The following requirements support achievement of the learning outcomes described above. Calendar dates for all requirements will be posted when the class begins. Class participants are required to use Wimba to participate in group discussions, email to interact with the instructor, and WebCT bulletin board to share ideas and insights with other participants.

1. Lesson Assignments
  - Each of three modules is comprised of three lessons with assignments (nine assignments.)
  - Each lesson's assignment is worth 100 points according to the rubric for lesson assignments (total 900 points.)
  - Each assignment is due within one week after the previous assignment

2. On-line Essays
  - Each module contains one essay written on-line after the third lesson (three essays.)
  - Each essay is worth 100 points according to the rubric for essays (total 300 points.)
  - This essay is submitted to the class bulletin board five days prior to the Wimba discussion so all participants might review the essays to enhance discussion.
  - An essay with author's reflection is to be submitted to instructor at the same time as the essay is posted to class bulletin board for feedback prior to discussion.
3. Wimba Discussions
  - Each of three modules concludes with a Wimba discussion (three discussions.)
  - Each Wimba discussion is worth 100 points according to the rubric for Wimba discussions (total 300 points.)
  - Each Wimba discussion is posted on the calendar developed at the beginning of each class and required of all class members at the same designated time.
4. Exit Conference
  - At the end of the course, each participant will sign up for a 15-minute time period at his/her convenience on the dates designated on the schedule. This conference will NOT be graded but is intended to bring closure to the entire course. This conference will provide the instructor with feedback on the course regarding assignments, materials, schedule, and use of Wimba.

## **COURSE INSTRUCTION**

### Lessons

Each lesson begins with an **introduction** to the topic followed by objectives for that lesson. **Essential questions** serve as guides for **required readings** which are available on line or from one or more of the required books for the course. A lesson may contain a learning activity for you to implement in your work setting. An **assignment** will be submitted to the instructor at the end of each lesson.

### Essays

At the conclusion of each module, you will find an **on-line essay question** that requires you to spend up to three hours writing the essay on-line with your course materials available. This essay demonstrates your knowledge, skills, and attitudes on the course topics as well as the significance of the topic for you professionally and personally.

The essay must follow standard **essay format** including introductory paragraph with thesis statement, three-to-five paragraphs that support the thesis, and elaboration with details and examples in each paragraph. A planning template and assessment rubric for each essay is included in the Course Manual. You may also find writing texts about the formal essay, or ask the instructor if you need support.

The essay will include text citations and a **bibliography** in the style of APA (American Psychological Association), Fifth Edition 2001.

The essay will be submitted to the instructor by the due date, so the instructor has time to evaluate essays according to the rubric in the Course Manual and post them on the class bulletin board. Participants are required to **read all essays** in preparation for the Wimba discussion.

The instructor will monitor and evaluate participation in the Wimba discussion according to the rubric included in the Course Manual.

### Wimba Discussions

Participants are required to **log on** to Wimba three times during the course to dialogue about significant information and ideas at the end of each module. Information about using Wimba is available from Adams State College Extended Studies. This guide indicates how to use the technology. The instructor will conduct a test session so that all participants are comfortable with and ready to participate in the discussion. This exciting advancement in educational technology will surely prove its worthiness in this course.

A Wimba discussion is more than a chat room. Together, we'll learn how to manage a virtual audio discussion on-line with coaching from the instructor. All course enrollees are required to **participate** in these discussions at the scheduled times.

**COURSE TOPICS**

- Strategies for Pre-Assessment
- Methods of Acceleration
- Effective Grouping of Gifted Learners
- Application of Parallel Curriculum
- Application of Maker Model
- Instructional Strategies for Depth and Complexity
- Learning Contracts
- Modified Rubrics for Advanced Production
- Parental Participation in Accommodations

**GRADING SCALE**

The grade distribution is described below.

Course Product	Number	Points for Each	Total Points	Grade	Point Scale
Lesson Assignment	9	100	900	A	1400-1500
				B	1300-1399
Module Essay	3	100	300	C	1200-1299
WEBCT Discussion	3	100	300	D	1100-1199
				F	<1100