

## **Teaching Gifted & Talented Students Online**

### **Course Outline**

#### **Course Description**

Teaching gifted students provides classroom teachers the strategies and techniques they can use to meet the academic and emotional needs of the gifted and talented. Course content includes practical approaches for challenging the most able students in the regular classroom, pull-out, or full-time classes for gifted students. A course emphasis is upon ways of knowing (epistemology) unique to gifted students, and an appropriate pedagogy to specifically enhance each student's giftedness.

#### **Objectives**

- Identify issues and concerns with giftedness
- Define terms associated with giftedness
- Identify issues and concerns regarding teaching the gifted and talented student
- Appraise program options for gifted students.
- Examine methods for selecting students for participation in gifted programs
- Recognize that curriculum and basic pedagogy are fundamentals related to giftedness
- Recognize what constitutes a 'structure' of knowledge
- Implement instructional strategies for use with students who are gifted
- Design an analytical model for organizing the classroom to teach all students
- Identify and analyze additional methods for teaching the gifted
- Interpret the difference between the pursuit of excellence and perfectionism among gifted students
- Analyze the problem of uneven integration
- Identify and name different ways of being gifted
- Describe the signs of emotional problems
- Differentiate between self-image and self-esteem
- Report intellectual issues gifted students endure
- Analyze the frustration of having too many options
- Identify why gifted students do not meet expectations
- Review the role of curriculum in underachievement
- Define "selective consumer"
- Evaluate various definitions of giftedness
- Evaluate various theories concerning the ways of knowing
- Evaluate giftedness from a national perspective

#### **Curriculum Design & Time Requirements**

Teaching Gifted and Talented Students is a 13 week 3 credit graduate level or sixty hour professional development course taught online. Modules 1 through 10 will be completed over a 13 week period.

## **Hardware & Computer Skill Requirements**

Students may use either a Macintosh computer or a PC with Windows 2000 or higher. Students should possess basic word processing skills and have internet access with an active e-mail account. Students also are expected to have a basic knowledge of how to use a Web browser, such as Microsoft Internet Explorer, Safari, Mozilla Firefox etc.

## **Course Materials**

The required textbook for this course is *When Gifted Kids Don't have All the Answers: How to Meet Their Social and Emotional Needs* 2nd Ed, by Jim Delisle & Judy Galbraith.

A variety of readings will be referenced throughout the course. Included in the course materials is a copy of the bell curve for each student.

## **Module Outline**

### **Module 1: Course Orientation and Overview**

#### **Contents:**

1. Review course objectives and requirements
2. Become familiar with course navigation system
3. Class participants introduce themselves
4. Complete the Issue and Concerns Survey
5. Defining terms

### **Module 2: Giftedness: An Overview**

#### **Contents:**

1. Identify issues and concerns regarding teaching the gifted and talented student
2. Review program options for gifted students

### **Module 3: How Gifted Are Identified**

#### **Contents:**

1. Identify ways gifted students are selected for participation in a gifted program
2. Define several fundamentals related to giftedness
  - o The curriculum
  - o Basic pedagogy

### **Module 4: Gifted Curriculum Matrix**

#### **Contents:**

1. Identify a "structure" of knowledge
2. Construct a "Gifted Curriculum Matrix"

### **Module 5: Adapting Pedagogy for Gifted Students**

#### **Contents:**

1. Design an analytical model for organizing the classroom to teach all students
2. Identify and analyze methods for teaching the gifted

### **Module 6: Emotional Dimensions of Giftedness**

#### **Contents:**

1. Recognize among gifted students the difference between the pursuit of excellence and perfectionism
2. Understand the problem of uneven integration
3. Identify and name different ways of being gifted
4. Recognize signs of emotional problems

## Module 7: Great Expectations: The Burden of Potential

### Contents:

1. Distinguish between self-image and self-esteem
2. Recognize intellectual issues gifted students endure
3. Understand the frustration of having too many options

## Module 8: Meeting Expectations

### Contents:

1. Define underachievement as it relates to gifted students
2. Review the role of curriculum in underachievement
3. Identify the label of giftedness as a contributor to underachievement

## Module 9: The Epistemology of Giftedness

### Contents:

1. Consider a definition of giftedness
2. Consider ways of knowing

## Module 10: "It's not easy being green." - Kermit the Frog

### Contents:

1. Review the course
2. Compose a classroom strategy to meet the unique needs of gifted students

## Grading

Assignment	Points	Grading Scale
Online Participation	20	100 – 93 <b>A</b>
Reading Assignments	10	92 – 85 <b>B</b>
Module Reflections	25	84 – 77 <b>C</b>
Final Project	45	
<b>Total Points</b>	<b>100</b>	

## Student Requirements

1. **Participation:** Participate in all activities.
2. **Reading Assignments:** Students will complete all assigned reading in the textbook, Web sites, and research articles or best practices and complete assignments.
3. **Final Project:** Complete and present the required course project. Review research and literature on teaching the gifted, and identify several major findings or themes. Based on these key research themes, design a unit of study for your students. This unit should consist of five lessons, each containing a list of objectives and a description of activities and content.

## Student Academic Integrity

Participants guarantee that all academic class work is original. Any academic dishonesty or plagiarism (to take ideas, writings, etc. from another and offer them as one's own), is a violation of student academic behavior standards as outlined by our partnering colleges and universities and is subject to academic disciplinary action.

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