

## **Teaching Gifted & Talented Students**

### **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 & Talented Students is a 3 credit graduate level or forty-five hour professional development course taught on weekends or over five full days. The following methodologies will be used during the course: lectures, readings, group and individual discussions, and applied practice assignments and papers.

## **Course Materials**

The required textbook for this course is *When Gifted Kids Don't have All the Answers*, 2nd Edition by Jim Delisle & Judy Galbraith. A range of activities along with supplemental material is also provided.

## **Session Outline**

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

#### **Contents:**

1. Present session objectives
2. Name game
3. Silly Nillie
4. Course requirements
5. Recall past experiences with gifted students
6. Share success and frustrations in engaging the gifted
7. The myth of elitism
8. The IQ?
9. Assignments

### **Session 2: Definition and Identification of Giftedness**

#### **Contents:**

1. Large group sharing
2. Activity for gifted students
3. The definition of giftedness
4. Intelligence theory
5. Ways of identifying giftedness
6. Projects
7. Assignments

### **Session 3: Adapting Pedagogy and Curriculum for Gifted Students**

#### **Contents:**

1. Paired sharing
2. Session objectives
3. Categories challenge
4. Review
5. Compacting the curriculum
6. Variations
7. Perfectionism
8. Compacting in grade level or subject area
9. Assignments

#### **Session 4: Gifted Curriculum Matrix**

##### **Contents:**

1. Review definition of gifted
2. Session objectives
3. A problem for gifted students
4. Compacting in grade level or subject area (continued)
5. Beyond acceleration
6. Gifted curriculum matrix
7. Gifted curriculum development
8. Assignment

#### **Session 5: Paradigm Shift**

##### **Contents:**

1. Re-engage the class
2. Session objectives
3. Paradigm shift
4. Program assessment
5. Synthesis
6. Assignments

#### **Session 6: Recognizing Emotional Problems Related to Giftedness**

##### **Contents:**

1. Review compacting products
2. Review session objectives
3. Emotional balance
4. Assessment for gifted
5. Cognitive characteristics
6. Recognizing emotional and social problems
7. Summary
8. Assignments

#### **Session 7: Program Development**

##### **Contents:**

1. Sharing
2. Session objectives
3. Flexible grouping
4. Academic bowl
5. Introduction to program development
6. Assignments

#### **Session 8: Teaching the Gifted**

##### **Contents:**

1. Sharing course experience
2. Session objectives
3. Three assumptions
4. The gifted teacher
5. Gifted teacher curriculum
6. Inventory

## 7. Assignments

### **Session 9: Ways of Knowing**

#### **Contents:**

1. Course review
2. Session objectives
3. Ways of knowing:
  - R. Gagne - The Conditions for Learning
  - Piaget, J. and B. Inhelder
4. Science of Teaching
  - Bloom, B. - Human Characteristics and School Learning
5. Synthesis
6. Giftedness...A Way of Knowing
7. Schedule participant project reports
8. Assignments

### **Session 10: Resource Any Support for Gifted Education**

#### **Contents:**

1. Identification of resources
2. Resolving philosophical issues
3. Project reports
4. Course evaluations
5. Final exam
6. Close-up

### **Grading**

Assignment	Points	Grading Scale	
Group and Classroom Participation	20	100 – 93	<b>A</b>
MidTerm Exam	10	92 – 85	<b>B</b>
Final Project	40	84 – 77	<b>C</b>
Final Exam	30		
<b>Total Points</b>	<b>100</b>		

### **Student Requirements**

1. Attend all class sessions for the requisite number of hours (45) and actively participate in all class activities.
2. Complete all reading assignments.
3. 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.
4. Pass the mid-term and final exams.

### **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.