

GTE 537
Curriculum, Strategies, and Materials for Gifted Students
Syllabus

Instructor	Office	Phone	Email
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Address:

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Prerequisite: Recommended completion of GTE 536

Primary Course Website: Blackboard

Required Texts:

Kettler, T. (Ed.). (2015). *Modern curriculum for gifted and advanced academic students*. Prufrock Press.

Roberts, J. L., & Inman, T. F. (2015). *Strategies for differentiating instruction: Best practices for the classroom* (3rd ed.). Prufrock Press.

Graduate Catalog Description: The curriculum and the learning environment in meeting the unique and advanced needs of gifted students. Strategies particularly suitable for the gifted.

Course Objective s: Participants will be able to...

1. Know and apply the NAGC Pre-K-Grade 12 Gifted Programming Standards (2019) to examine school or district curriculum for gifted students.
2. Describe and develop Individual Education Plans for gifted learners (in Kentucky, the IEP is named the Gifted Student Service Plan [GSSP]) and its essential components.
3. Examine theoretical bases for curriculum design and critique curriculum models.
4. Design and implement learning experiences planned to differentiate content, process, product, and assessment.
5. Develop and analyze appropriate assessment, including preassessment.
6. Guide the development and assessment of products.
7. Plan an interdisciplinary thematic unit.

Course Content Outline:

This course is based on the following sections:

- Section I: Standards for Curriculum: Design and Implementation
Section II: Models of Curriculum for Gifted Learners
Section III: Strategies for Defensible Differentiation for Gifted Learners
Section IV: Assessment for Learning
Section V: Programming for Advanced Learners

Course Evaluation:

Course Assignment	Percentage
Discussion Board and Journal	20
Assignments	30
Assessments	25
Interdisciplinary Thematic Unit; Key Assessment	25

Standards addressed in this course:

NAGC/CEC Gifted Education Professional Preparation Standards:

Standard 2: Learning Environments: Beginning gifted education professionals create safe, inclusive, and culturally responsive learning environments so that individuals with gifts and talents become effective learners and develop social and emotional well-being.

2.1 Beginning gifted education professionals create safe, inclusive, culturally responsive learning environments that engage individuals with gifts and talents in meaningful and rigorous learning activities and social interactions.

2.2 Beginning gifted education professionals use communication and motivational instructional strategies to facilitate understanding of subject matter and to teach individuals with gifts and talents how to adapt to different environments and develop ethical leadership skills.

Standard 3: Curricular Content Knowledge: Beginning gifted education professionals use knowledge of general and specialized curricular to advance learning for individuals with gifts and talents.

3.1 Beginning gifted education professionals understand the role of central concepts, structures of the discipline, and tools of inquiry of the content around cross-disciplinary skills, and develop meaningful learning progressions within and across grade levels.

3.2 Beginning gifted education professionals design appropriate learning and performance modifications for individuals with gifts and talents that enhance creativity, acceleration, depth and complexity in academic subject matter and specialized domains.

3.3 Beginning gifted education professionals use assessments to select, adapt, and create materials to differentiate instructional strategies and general and specialized curricula to challenge individuals with gifts and talents.

3.4 Beginning gifted education professionals understand that individuals with gifts and talents demonstrate a wide range of advanced knowledge and performance levels and modify the general or specialized curriculum appropriately.

Standard 5: Instructional Planning and Strategies: Beginning gifted education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance the learning of individuals with gifts and talents.

5.1 Beginning gifted education professionals know principles of evidence-based differentiated and accelerated practices and possess a repertoire of instructional strategies to enhance the critical and creative thinking, problem-solving, and performance skills of individuals with gifts and talents.

Standard 6: Professional Learning and Ethical Practice: Beginning gifted education professionals use foundational knowledge of the field and professional, ethical principles and programming standards to inform gifted education practice, to engage in lifelong learning, and to advance the profession

6.1 Beginning gifted education professionals use professional ethical principles and specialized program standards to guide their practice.

Kentucky Teacher Performance Standards (KTPS):

- KTPS 5: “Application of content”
The teacher shall understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- KTPS 6: “Assessment”
The teacher shall understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the educator’s and learner’s decision making.
- KTPS 10: “Leadership and collaboration. The teacher shall seek appropriate leadership roles and opportunities to:
 - a. Take responsibility for student learning;
 - b. Collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth; and
 - c. Advance the profession.

Assignments with a Clinical Experience Component:

- Students design a preassessment and conduct classroom data analysis which is presented to their PLC/critical learning partners. (5 hours)
- Students design and implement four differentiated learning assignments. (6 hours)
- Students create a interdisciplinary thematic unit to be used in GTE 538, the practicum, and share the unit with a critical partner. (12 hours)

Key Assessment:

The interdisciplinary thematic unit

Course Assignments, Projects, and Evaluation”

Course Experiences	Course Objectives/Student Learning Outcomes	SPA Standard(s): CEC	KY Teacher Performance Standards
Preassessment ☒Clinical; hours (5)	SLO 5	Standard 3,3, 3.4	KTPS 5: Application of Content KTPS 6: Assessment KTPS 10b: Leadership and collaboration
Interdisciplinary thematic unit ☒Clinical; hours (12): Key Assessment	SLO 1, 4, 5, 6, 7	Standard 2.1, 3.1, 3.3, 5.1, 6.1	KTPS 5: Application of Content KTPS 6: Assessment KTPS 10b: Leadership and collaboration
Differentiated Learning Experiences ☒Clinical; hours (6)	SLO 4, 6	Standard 2.2, 3.2, 3.3, 5.1	KTPS 5: Application of Content KTPS 6: Assessment KTPS 10a,b,c: Leadership and collaboration
Discussion Board and Journal	SLO 1, 2, 3, 4, 5, 6, 7	Standard 2.1, 2.2, 3.1, 3.2, 3.3, 3.4, 5.1, 6.1	KTPS 5: Application of Content KTPS 6: Assessment KTPS 10c: Leadership and collaboration

Submission of Assignments:

1. Your journal entries will be maintained on Blackboard. It should be private but allow your instructor access to reflections on your learning.
2. Class discussions will be on the Discussion Boards through Blackboard.
3. **The preferred method for submission of your assignments is to upload your assignment file through Blackboard.**
 - a. View the assignment description under Assignments in our Blackboard course.
 - b. Click on the link “View/Complete Assignment: Assignment Name” under the assignment description.
 - c. Click “Browse” and locate your assignment file on your hard drive or diskette.
 - d. If you have another file to upload, click “Add Another File” and Browse to locate your file. Be sure to add all files that you need to submit before you click Submit. You cannot come back to this screen.
 - e. Click “Submit” to send your file to your instructor.

Attendance and Participation Policy: Students are expected to participate in all sessions. Engaging in the online discussion includes logging in for each forum with content from the texts and journal readings (not just agreeing with classmates). You are a part of a distributed class, (e.g., you and your classmates are spread around the US and even the world). Each time you come to class via Blackboard on the web, please check Announcements for any current or relevant new information. You must discipline yourself to complete assignments on time. It is strongly suggested that the student notify the instructor in advance of a possible absence for three or more days.

Students’ participation grade includes completion of class assignments, reading all assigned materials, turning in assignments on time, maintaining contact with the instructor, use of the Discussion board, and maintaining a positive professional attitude.

Your instructor is happy to make an appointment (either in person or by phone/zoom) with any student to help with any assignment or answer any questions. However, it is easier for your instructor to respond more quickly to email than regular postal mail or phone messages.

Technology

- Students **MUST** have access to and be familiar with Blackboard to participate in this course.
- Students must utilize the WKU email account provided by the university to receive communication from the instructor.
- *Students must make certain their technology is compatible with the WKU technology and working during all requirements of this online class. In addition, students must take *personal responsibility* for submitting assignments by the dates due.
- Students should NOT wait until the final day (or hours) to take an exam or submit an assignment in case a technical problem occurs. Upon discovery of a problem, the student should contact the WKU Help Desk at [WKU Help Desk Link](#) or 270.745.7000 to ascertain if the problem is with WKU technology or the student’s. Further, the student should email the instructor during the time of the test or assignment to inform the instructor of the actions being taken. *Remember, the instructor has no control of the technology used to deliver a class via the WKU servers and Blackboard.* Students should keep a copy of all electronic communications with the WKU Help Desk so this may be relayed to the instructor if necessary.
- Please do not expect the instructor to address your technology problems or send assignments by email.

Sharing Files

All files submitted must be able to be viewed through a single link, **including sharing Google documents**. A single link must open the file.

Submitting Material Online: Materials submitted online must have the student's name on the document in addition to on the title of the submission. The name should be on each page of the material submitted. Blackboard will only allow one submission to be made each week. The file must be submitted in a format that does not require going to a different site.

Class Time Management:

Management of your personal "class time" is one of the most difficult issues for students in an online class. Most face-to-face classes meet three hours a week, and students are expected to spend up to six hours per week in class preparation and assignments. Therefore, you can expect to spend up to nine hours per week on any graduate course whether face-to-face or online. It is not advisable to procrastinate for various reasons. Number one is that you will not learn as much in the course as you can.

Emails to Instructor:

1. All emails are to be in the following format:
GTE 537, First Initial, Last Name, Topic
2. Please set your email options such that when you reply to any message, it will include the original message. When you email me, my email software will retain your original message when I reply. If you reply back, your message should retain both your original message and my response. This reminds me of our ongoing conversations. Thanks!!
3. Remember that your emails are professional communication with your instructor.

Endorsement in Gifted Education in Kentucky: A "B" average in the 12 graduate hours for the endorsement in gifted education and a passing score on the Praxis on Gifted Education qualify an individual for the endorsement in gifted education in Kentucky. You will submit your application to the Professional Standards Board to have the endorsement added to your teaching certificate through the Teacher Certification office at WKU.

Student Disability Services: In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at sarc.connect@wku.edu. Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

Statement of Diversity: Western Kentucky University is committed to empowering its campus community to embrace diversity by building equitable and inclusive learning, working, and living environments. At the heart of our mission, we seek to provide holistic education and employment experiences that prepare students, faculty, and staff to become effective scholars, contributors, and leaders in our diverse and evolving communities. To that end, this classroom is an inclusive space where all participants are welcomed and treated with respect, dignity, and acceptance. Immoral, illegal, or unethical behavior and/or communication will not be tolerated.

While the majority of students are comfortable with the pronoun sets "he/him" or "she/her," there is a growing population who prefer "they/them" pronouns, or another pronoun set like ze/zir, per/pers, ey/em, or xe/xem, to avoid binary gender association. Participants in this course may choose to go by the pronoun sets with which they identify and are most comfortable. In addition to pronouns, all students have the right to indicate their preferred first name on TOPNET; this will appear on class rosters. If you did not specify your preferred name on TOPNET, please let me know what name and pronouns I should use for you. Student's chosen names and pronouns will be respected at all times in the classroom.

Plagiarism:

To represent written work taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of a student must be the student's own. One must give any author credit for source material borrowed from another. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism.

For more information about the [Process for Academic Dishonesty](#)

Title IX/Discrimination and Harassment: *Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Title IX Sexual Misconduct/Assault Policy (#0.2070) at <https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf> and*

Discrimination and Harassment Policy (#0.2040) at https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf.

Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121.

*Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are “Responsible Employees” of the University and **MUST** report what you share to WKU’s Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU’s Counseling and Testing Center at 270-745-3159.*

COVID Guidance: All students are strongly encouraged to [get the COVID-19 vaccine](#). Out of respect for the health and safety of the WKU community and in adherence with CDC guidelines and practices of all public universities and colleges in [Kentucky](#), the University requires that a cloth face covering (reusable or disposable) that covers both the nose and mouth must be worn at all times when in public areas within all buildings. Students must properly wear face coverings while in class regardless of the room size or the nature of the classroom activities. Students who fail to wear a face covering as required will be in violation of the WKU Student Code of Conduct and will be asked to comply or will face disciplinary action, including possible dismissal from the University. Accommodations can be requested in special cases through the Student Accessibility and Resource Center ([SARC](#)): [270-745-5004](#) (voice), [270-745-3030](#) (TTY), or [270-288-0597](#) (video).

All students must immediately report a positive Covid-19 test result or close contact with a person who has tested positive to the Covid-19 Assistance Line at 270-745-2019. The assistance line is available to answer questions regarding any Covid-19 related issue. This guidance is subject to change based on requirements set forth by public health agencies or the office of the governor. Please refer to the Healthy on the Hill website for the most current information. www.wku.edu/healthyonthehill