George Mason University
Graduate School of Education
EDCI 623: Models and Strategies For Teaching the Gifted

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Class Dates: August 29, 2005
Class Time:

Course Description: This course provides a framework for examining and applying curriculum models and instructional strategies currently advocated for use with gifted students according to national and state criteria that reflect best practices in gifted education.

Standards: This course is designed around the program standards endorsed by the National Association for Gifted Children (2001) as well as the Virginia Licensure Regulations for School Personnel (1998) and specifically addresses 8VAC 20-21-270: Gifted Education (add-on endorsement) standards.

National Association for Gifted Children (Landrum, Callahan and Shaklee, 2001). Standard 1: Curriculum and Instruction
   2.1m. Teachers must differentiate, replace, supplement, or modify curricula to facilitate higher level learning goals.
   2.3m. Gifted learners must be assessed for proficiency in basic skills and knowledge and provided with alternative challenging educational opportunities when proficiency is demonstrated.
   2.1e. Teachers should be responsible for developing plans to differentiate the curriculum in every discipline for gifted learners.
   5.0m. Diverse and appropriate learning experiences must consist of a variety of curricular options, instructional strategies, and materials.

Standard 3: Program Design
   4.0m. Gifted education programming should be articulated with the general education program.
   5.0m. The use of flexible grouping of gifted learners must be an integral part of gifted educational programming.
   5.0e. Gifted learners should be included in flexible grouping arrangements in all content areas and grade levels that ensure that gifted students learn with and from intellectual peers.

Standard 6: Professional Development
   1.1e. All teachers of gifted learners should continue to be actively engaged in the
study of gifted education through staff development or graduate degree programs.

**Virginia Department of Education: Gifted Education**

Standard 1: Understanding the characteristics of gifted students
   b. methodologies that respond the affective needs of gifted students

Standard 4: Understanding of educational models, methods, and strategies for selecting materials and resources that ensure
   a. academic rigor through development of high level proficiencies in all core academic areas using the Virginia Standards of Learning (SOL) as baseline
   b. the acquisition of knowledge and development of products reflective of creative and critical thinking as applying to both learning in and out of the classroom and
   c. the development of learning environments which guide students to become self-directed, independent learners.

Standard 6: Understanding of contemporary issues and research in gifted education

Standard 7: Understanding of proficiency in grammar, usage, mechanics in their integration or writing

**Course Goals and Student Outcomes:**
   At the conclusion of the course students will have had the opportunity to develop competencies in the following areas:
   1. Knowledge about and understanding of a variety of curriculum and instructional models, and instructional strategies commonly recommended for gifted learners.
   2. Ability to appropriately apply principles from the models in classroom settings.
   3. Ability to analyze and evaluate the models according to national and state criteria that reflect our best understanding of exemplary instruction for gifted learners.
   4. Ability to apply and modify classroom arrangements, teaching strategies, and materials appropriately for instructing gifted students.

**Grading Scale:**
   94-100 = A, 90-93 = A-, 86-89 = B+, 80-85 = B-, 70-79 = C, Below 70 = F

Grading will be based on the following percentages:

- Class Participation 10%
- Group Model Presentation 20%
- Application Lesson I & II (20% each) 40%
- Final Integrated Model analysis 30%
Class Participation:
Class participation constitutes a major element in the learning experience provided in this class. There will be numerous online-class discussions, group assignments or other workshop-like tasks. Students will be expected to be prepared for discussion by having read and reflected on assigned readings and to work in a collegial manner to assist one another in developing responses. Students will be expected to substantively participate in online classroom on a consistent basis.

Assignments:
Group Model Presentation:
A framework for reading about the major models explored in this course will be generated during our initial meeting. You will work in groups to explore a particular model. Later, we will use a jigsaw cooperative learning model so that models can be shared. Each group will develop a matrix/chart which maps out key concepts of the model. You will be given weekly online class time to work with your group, but the assignment may require you to meet online or in person other times than provided in the syllabus.
You will be graded on:

- integration of strategy or model in the curriculum framework
- accuracy of presentation of the model
- quality of examples
- quality of your evaluation of the model relative to the needs of gifted learners
- handouts; references provided
- websites related to model or strategy selected

You may select any of the following strategies:

- Complex instruction
- Concept attainment
- Grouping(various) and cooperative learning
- Socratic seminar format
- Problem-based Learning
- Scaffolding

In addition to the Models directly assigned in the syllabus, the following models may also be explored in the group assignment:

Supplementary Readings:
Bloom’s Taxonomies of the Cognitive and Affective Domains (MN/ 3)
The Cognitive-Affective Interaction Model (MN/ 11)
Multiple Talent Approach (MN/ 9)

**Application Lessons:**
You will develop **2 lessons**, each one based on the principles of one of the models or strategies discussed in class. The lessons should be planned so that they illustrate your understanding of how these models and or strategies translate into classroom practice with sensitivity toward gifted learners. **Due dates** for these are the following:

Lesson One: **November 7**, Lesson Two: **November 28**.

You will be graded on:

- accuracy of interpretation of model’s or strategy’s intent
- ability to translate key principles of the model or strategy into practical use
- clarity of explanation (someone could readily use your lesson just by reading it)
- appropriateness of application for best practices in teaching gifted learners

**Final Integrated Model Analysis:**
On **November 7**, You will choose from a grab bag, a scenario of a school district. You will write a paper (or propose an alternative format to me ahead of time) in which you act as the consultant for the district or head of curriculum and instruction. You will be asked to provide:

1. A concise but informative analysis of the various **models** that have been covered in the course.
2. Advice on the relative usefulness and appropriateness of the **models** for meeting the needs of the identified gifted students in their school division.
3. A specific and supported recommendation for one or more models you believe they should consider adopting in the division based upon the details provided in the scenario you drew.

On the day of the final class, your paper will be handed in at the beginning of class and we will devote the final class session to a panel discussion where you will join your colleagues, representing your district/ scenario. **You will be graded on**:

- accuracy of interpretation of the models
- ability to synthesize generalizations across models
- ability to convey essential understandings in a clear and economical manner
- assessment of the model according to specified best practices in gifted education
- appropriateness of assessment and recommendation for the scenario described
- quality of wording
- insight
**Mode of Course Delivery:**
Course delivery will be through mini-lectures, experiential activities, small group discussion based on professional interests and research based questions that can be examined through action research projects, whole class discussions or student presentations. Course discussions will also take place via Bb discussion boards and email. Instructor will also be available via phone as well as Db “questions for instructor” discussion strand in online classroom.

If you require additional accommodation in this course, please arrange an appointment with me to discuss your needs.

**Texts:**

# Models and Strategies For Teaching the Gifted

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<th>Schedule</th>
<th>Reading Assignment</th>
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<tr>
<td><strong>8/29</strong> Registration</td>
<td>(Bb discussion questions)</td>
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<tr>
<td>Course Overview/ Bb site review</td>
<td>after class/during week</td>
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<td>Pre-assessment of Models and Strategies</td>
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<td>Overview of Project Lessons</td>
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<tr>
<td>Overview of Models (Bruner &amp; Parnes)</td>
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<td><strong>9/06</strong> Constructing a Framework for Model Analysis</td>
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<td>Essentials of Curriculum Design</td>
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<td>Enrichment Triad Model</td>
<td>MN/6 (Bb discussion questions)</td>
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<td><strong>9/12</strong> Independent Study Approaches</td>
<td>MN/2, 7, 8, 11) (Bb discussion questions)</td>
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<td>Autonomous Learner Model</td>
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<td>Self-Directed Learner Model</td>
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<td>Overview of Models (Group Investigations and Taba)</td>
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<td><strong>9/19</strong> Core Curriculum Parallel</td>
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<td>Content Models</td>
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<td>Overview of Models (Taylor &amp; Williams)</td>
<td>MN/9 &amp; 11 (Bb discussion questions)</td>
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<td><strong>9/26</strong> Group Model Project Work Week</td>
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<td><strong>10/3</strong> Curriculum of Connections Parallel</td>
<td>PC/5</td>
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<td>Models of Intelligence: Sternberg/Gardner</td>
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<td><strong>10/11</strong> Curriculum of Practice Parallel</td>
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<td>Study of Strategies begins</td>
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<td>Complex Instruction</td>
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<td>Grouping and Cooperative Learning</td>
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<tr>
<td>Scaffolding</td>
<td>provided by instructor</td>
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<tr>
<td><strong>10/17</strong> Curriculum of Identity Parallel</td>
<td>PC/7</td>
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Review of Differentiation, Model & Strategies will be done through Bb discussion question
Overview of Problem-based learning provided by instructor
Concept Attainment provided by instructor
Socratic Questioning provided by instructor

10/24  Group Model Project Work Time

10/31  Independent Application Lesson work time

11/7  Application Lesson One Due and presented to class
      Final Model Integrated Analysis scenario selection

11/14  Addressing the Needs of Diverse Learners provided by instructor
       (Bb discussion questions)

11/21  Group Model Project Work Time

11/28  Addressing the Needs of Bilingual Learners provided by instructor
       (Bb discussion questions)

      Application Lesson Two Due
      (to be posted in Bb)

12/5  Kaplan Model provided by instructor
      VanTassel-Baska Integrated Curriculum Model provided by instructor

12/12  Final Model Analysis Paper Due/ Panel Discussion