George Mason University
College of Education and Human Development
Advanced Studies in Teaching and Learning Program
Gifted Education Concentration

EDCI 622.DL1
CURRICULUM AND INSTRUCTIONAL STRATEGIES FOR GIFTED LEARNERS
3 Credits, Spring 2022 (Online)
January 24 – May 18

Faculty

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Prerequisites/Corequisites
None

University Catalog Course Description
Develops personal and professional rationale for differentiating instruction in mixed-ability classrooms. Explores the principles of effective differentiation and translates those principles to classroom actions. Expands knowledge and skills with assessment data and strategies to plan and implement differentiated instruction for diverse gifted learners.

Course Overview
EDCI 622 is the second in a series of four courses required to obtain the Gifted Education add-on licensure endorsement from the Commonwealth of Virginia. In addition to learning about varied ways to differentiate instruction for diverse populations of gifted students, participants will also learn how to apply their knowledge of differentiation strategies to the design of a curriculum unit plan for their specific classroom context. By the end of the course, participants should be able to recognize and address the myriad needs of gifted students with particular consideration of the diversity and heterogeneity present in all classrooms.

Course Delivery Method
This course will be delivered online in ***asynchronous and synchronous*** formats using the Blackboard Learning Management System (LMS) housed in the MyMason portal. Course delivery will be through mini-lecture, videos, structured collaborative reflective groups, discussion forums, critical reflective practice, individual blogs and online journals based on topics aligned with national standards and program/learner outcomes.

You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on January 22, 2022.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:
  https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers

  To get a list of supported operating systems on different devices see:
  https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool. Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - Adobe Acrobat Reader: https://get.adobe.com/reader/
  - Windows Media Player:
    https://support.microsoft.com/en-us/help/14209/get-windows-media-player
  - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week: Our course week will begin on Mondays at 12:00 AM EST and finish on Sundays at 11:59 PM EST.
- Log-in Frequency:
  Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials *at least three* times per week. In addition, students must log-in for all scheduled online synchronous meetings.
- Participation:
  Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:
  Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.

- Technical Issues:
  Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:
  Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support:
  Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette:
  The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words*. Remember that you are not competing with classmates but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- Accommodations:
  Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes or Objectives

This course is designed to enable students to do the following:

A. Pre-assess students' readiness, interests, and learning profiles in order to plan instruction appropriate for diverse populations of learners *(ASTL Learning Outcomes 2, 3, 6; NAGC-CEC Stand. 3.3, 4.4, 5.2; VA Endorsement Comp. 1.a, 1.c, 1.d, 4.a, 4.c, 5.d);*

B. Develop an understanding of differentiation and state a personal and professional rationale for implementing differentiation in mixed-ability, diverse learning environments that encourages involvement from a wide variety of stakeholders *(ASTL Learning Outcomes 1, 7; NAGC-CEC Stand. 5.1, 6.3, 6.4; VA Endorsement Comp. 6.a, 6.b, 6.c, 6.d);*

C. Describe the principles of effective differentiation and demonstrate how they can be applied to specific classroom elements through the use of a variety of instructional strategies *(ASTL Learning Outcomes 2, 5, 8; NAGC-CEC Stand. 3.4, 5.1; VA Endorsement Comp. 4.a, 4.e, 5.a, 5.b, 5.c, 5.d, 5.e);*

D. Apply knowledge of principles of differentiation, classroom elements, and differentiated instructional strategies to the design of lessons and unit plans for their specific classroom context *(ASTL Learning Outcome 2; NAGC-CEC Stand. 1.2, 2.1, 2.2, 2.3, 3.2, 3.3, 4.4, 5.2, 5.3, 5.4, 5.5, 6.1, 6.3; VA Endorsement Comp. 4.a, 4.b, 4.c, 5.a, 5.b, 5.c, 5.d, 5.e, 8, 9);*

E. Implement a range of differentiated instructional strategies and gauge the appropriateness of their use with a diverse group of learners *(ASTL Learning Outcomes 3, 4; NAGC-CEC Stand. 3.3, 5.3; VA Endorsement Comp. 4.a, 4.b, 4.c, 4.d, 4.e, 5.a, 5.b, 5.c, 5.d, 5.e, 8)*;

F. Use writing proficiently as an instructional and assessment tool to generate, gather, plan, organize and present ideas in writing to communicate for a variety of purposes *(VA Endorsement Comp. 8, 9)*

Professional Standards
NAGC-CEC Teacher Preparation Standards (2013) Alignment

The content of EDCI 622, along with the content of the remaining courses in the Gifted Education endorsement sequence, aligns with the National Association for Gifted Children-Council for Exceptional Children (NAGC-CEC) Teacher Preparation Standards in Gifted and Talented Education (2013). Specifically, this course addresses the following standards:

- Standard 1: Learner Development & Individual Learning Differences

    - 1.2 use understanding of development and individual differences to respond to the needs of individuals with gifts and talents

- Standard 2: Learning Environments

    - 2.1 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

    - 2.2 use communication and motivational and 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

    - 2.3 adjust their communication to an individual's language proficiency and cultural and linguistic differences

- Standard 3: Curricular Content Knowledge

    - 3.2 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 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 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 4: Assessment

    - 4.4 use assessment results to develop long- and short-range goals and objectives that take into consideration an individual's abilities and needs, the learning environment, and other factors related to diversity

- Standard 5: Instructional Planning & Strategies

- 5.1 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

- 5.2 apply appropriate technologies to support instructional assessment, planning, and delivery for individuals with gifts and talents

- 5.3 collaborate with families, professional colleagues, and other educators to select, adapt, and use evidence-based strategies that promote challenging learning opportunities in general and specialized curricula

- 5.4 emphasize the development, practice, and transfer of advanced knowledge and skills across environments throughout the lifespan leading to creative, productive careers in a multicultural society for individuals with gifts and talents

- 5.5 use instructional strategies that enhance the affective development of individuals with gifts and talents

- Standard 6: Professional Learning & Ethical Practice

  - 6.1 use professional ethical principles and specialized program standards to guide their practice

  - 6.3 model respect for diversity, understanding that it is an integral part of society's institutions and impacts learning of individuals with gifts and talents in the delivery of gifted education services

  - 6.4 are aware of their own professional learning needs, understanding the significance of lifelong learning, and participate in professional activities and learning communities

- Standard 7: Collaboration

  - 7.1 apply elements of effective collaboration

  - 7.2 serve as a collaborative resource to colleagues

  - 7.3 use collaboration to promote the well-being of individuals with gifts and talents across a wide range of settings, experiences, and collaborators

Virginia Department of Education: Gifted Education Endorsement (2018) Alignment

The content of EDCI 622, along with the content of the remaining courses in the Gifted Education endorsement sequence, aligns with 8VAC20-543-320, the Virginia Department of Education's Gifted Education (add-on endorsement) competencies (2018). Specifically, this course addresses the following competencies:

- Competencies 1.a, 1.c, 1.d: Understanding of principles of the integration of gifted education and general education, including: a. Strategies to facilitate the interaction of gifted students with students of similar and differing intellectual and academic abilities; c. Strategies to encourage collaboration among professional colleagues, especially in the areas of curriculum and professional development; d. Strategies to collaborate and consult with general education teachers and other resource specialists on behalf of gifted students

- Competencies 4.a, 4.b, 4.c, 4.d, 4.e: Understanding and application of a variety of curricular and instructional models, methodologies, and strategies that ensure: a) the use of the Virginia Standards of Learning as a foundation to develop a high level of proficiency, academic rigor, and complexity for gifted learners in all curricular academic areas; b) the acquisition of knowledge and development of products that demonstrate creative and critical thinking as applied to student learning both in and out of the classroom, including inquiry-based instruction, questioning strategies, and problem-solving skills; and, c) the development of learning environments that guide students to become self-directed, reflective, independent learners; d) the acquisition of tools to enable students to contribute to a multicultural, diverse society, including preparation for college and careers; and e) the development of learning environments that recognize and support the affective needs of the gifted students

- Competencies 5.a, 5.b, 5.c, 5.d, 5.e: Understanding and application of theories and principles of appropriately differentiating curriculum specifically designed to accommodate the accelerated learning aptitudes of gifted students, including: a) accelerated and enrichment opportunities that recognize gifted students' needs for advanced content and pacing of instruction, original research or production, problem-finding and problem-solving, higher level thinking that leads to the generation of products, and a focus on issues, themes, and ideas integrated within and across disciplines; b) opportunities for students to explore, develop, and research their areas of interest, talent, or strength using varied modes of expression; c) emphasis on advanced and complex content that is paced and sequenced to respond to gifted students' persistent intellectual, artistic, or technical curiosity; exceptional problem-solving abilities; rapid acquisition and mastery of information; conceptual thinking processes; and imaginative expression across a broad range of disciplines; d) evaluation of student growth and learner outcomes through appropriate multiple criteria, including a variety of pre-assessments and post-assessments; and, e) use of current and advanced technologies to enhance student performance and academic growth

- Competencies 6.a, 6.b, 6.c, 6.d: Understanding the fundamental principles of differentiated curricula for effective program planning and evaluation, including: a) program design and development for gifted learners; b) research and topics for effective administrative arrangements, supervision, and program implementation; c) activities to encourage parental and community involvement in gifted education; and d) strategies for building an effective advisory committee.

- Competency 8: Understanding of and proficiency in grammar, usage, and mechanics and their integration in all forms of communication

- Competency 9: Understanding of and proficiency in pedagogy to incorporate writing as an instructional and assessment tool for candidates to generate, gather, plan, organize, and present ideas in writing to communicate for a variety of purposes

NBPTS & ASTL Alignment

The Gifted Education certificate and M.Ed. concentration are advanced work for practicing teachers. Through the ASTL program, this course also aligns with the NBPTS Propositions – the first five of which are also the first five ASTL learning outcomes. Specifically, this course addresses:

- Proposition 1: Teachers are committed to students and their learning. *(ASTL Learning Outcome 1)*;

- Proposition 2: Teachers know the subjects they teach and how to teach those subjects to students. *(ASTL Learning Outcome 2)*;

- Proposition 3: Teachers are responsible for managing and monitoring student learning. *(ASTL Learning Outcome 3)*;

- Proposition 4: Teachers think systematically about their practice and learn from experience. *(ASTL Learning Outcome 4)*; and

- Proposition 5: Teachers are members of learning communities. *(ASTL Learning Outcome 5)*

EDCI 622 is also aligned with the three additional outcomes of ASTL:

- Principle 6: Teachers account for the needs of culturally, linguistically, and cognitively diverse learners. *(ASTL Learning Outcome 6);*

- Principle 7: Teachers are change agents, teacher leaders, and partners with colleagues. *(ASTL Learning Outcome 7)*; and

- Principle 8: Teachers use technology to facilitate student learning and their own professional development. *(ASTL Learning Outcome 8)*

Required Texts

Sousa, D.A., & Tomlinson, C.A. (2018). *Differentiation and the brain: How neuroscience supports the neuro-friendly classroom* (2nd ed.). Solution Tree Press.

Gay, G. (2018). *Culturally responsive teaching: Theory, research, and practice* (3rd ed.). Teachers College Press.

Other readings will be available on Blackboard.

Additional Resources/Publications – at a student's discretion

American Psychological Association (2020). *Publication manual of the American Psychological Association* (7th ed.). https://doi.org/10.1037/0000165-000.

- **Gifted Education Professional Organization Websites**, such as the following:
  o National Association for Gifted Children: www.nagc.org
  o Supporting Emotional Needs of the Gifted: www.sengifted.org
  o The Association for the Gifted: www.cectag.com
  o World Council for Gifted and Talented Children: https://www.world-gifted.org/

- **Gifted Education Research and Practitioner Journals**, such as the following:

  o *Gifted and Talented International* is the international, refereed journal of the World Council for Gifted and Talented Children. Its purpose is to share current theory, research, and practice in gifted education with its audience of international educators, scholars, researchers, and parents. http://www.tandfonline.com/toc/ugti20/current

- *Gifted Child Today* provides critical information for teachers and administrators involved with gifted children, including articles about topics such as teaching strategies in gifted education, building a more effective gifted and talented program, and working with gifted children with learning disabilities. https://us.sagepub.com/en-us/nam/gifted-child-today/journal202067

- *Gifted Child Quarterly* is the premier scholarly journal of the National Association for Gifted Children (NAGC). *GCQ* publishes original scholarly reviews of literature; explorations of policy and policy implications, and quantitative or qualitative research studies that explore the characteristics of gifted students, program models, curriculum and other areas of importance in understanding and maximizing the development and education of gifted students. https://us.sagepub.com/en-us/nam/gifted-child-quarterly/journal201850

- *Gifted Education International* is a peer-reviewed journal that provides support, information and guidance on 'gifted' education across all aspects of human abilities, with an emphasis on creativity, problem-solving and self-efficacy. *GEI* solicits articles from around the world in order to convey an informed awareness of the policies and practices of different countries. https://us.sagepub.com/en-us/nam/journal/gifted-education-international

- *High Ability Studies* is a refereed journal concerned with aspects of development, personality, cognition, social behavior and cross-cultural issues in relation to high ability. Contents are not restricted to the study of manifest high level achievement, but include the identification and nurturance of unexercised potential. http://www.tandfonline.com/toc/chas20/current

- The *Journal for the Education of the Gifted* is the official publication of The Association for the Gifted. It reports the latest research findings on topics such as: the characteristics of gifted children, evaluating effective schools for gifted children, gifted children with learning disabilities, the history of gifted education, and building successful gifted and talented programs. https://us.sagepub.com/en-us/nam/journal-for-the-education-of-the-gifted/journal202068

- The *Journal of Advanced Academics* is a quarterly journal that focuses on research that supports and enhances advanced academic achievement for students of all ages. In particular, *JAA* publishes articles that feature strategies for increasing academic achievement, programs that promote high levels of academic achievement and engagement, and programs that prepare students to engage in high-level and rigorous academics. https://us.sagepub.com/en-us/nam/journal-of-advanced-academics/journal202069

- *Parenting for High Potential* is an award-winning quarterly magazine for parents with advice, resources, and tools to help them successfully navigate through the joys and struggles of raising their gifted children. *PHP* is published by the National Association for Gifted Children in September, December, March, and June. http://www.nagc.org/parenting-high-potential-1

- *Roeper Review* is an international, quarterly, refereed journal publishing scholarly

articles that pertain to practice, policy, applied research, and theory in all dimensions of gifted education. Diverse topics include: theories and philosophical analyses pertinent to giftedness, talent, and creativity; gender issues; curriculum studies; instructional strategies; educational psychology; elementary/early childhood/secondary education of the gifted; emotional, motivation, and affective dimensions of gifted individuals; differentiating instruction; teacher education; tests, measurement, and evaluation; and program development. http://www.tandfonline.com/toc/uror20/current

- o ***Teaching for High Potential*** is a quarterly magazine filled with practical guidance and classroom-based materials for educators striving to understand and challenge their high potential learners. *THP* is published by the National Association for Gifted Children. http://www.nagc.org/resources-publications/nagc-publications/teaching-high-potential

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, VIA, hard copy).

Detailed assignment rubrics are included at the end of the syllabus.

Assignment	*Percent of final grade*	*Outcomes addressed*	*Due date*
A. Differentiated Unit Implementation Case Study (PBA)*	40%	a, c, d, e, f	Due: May 13
B. Critical Reading Responses	20% (10% per response)	b, c, d, f	Response #1: March 6 Response #2: April 10
C. Differentiated Lessons	20% (10% per lesson)	a, c, d	Lesson #1: March 20 Lesson #2: April 3
D. Class Participation	20%	b, c, d	Weekly

*If you do not currently have access to a classroom, please contact the course instructor within the first two weeks of the course.

- A. *Performance-Based Assessment: Differentiated Unit Implementation Case Study (40%)*
  This project will serve as the performance-based assessment (PBA) for this course. Each student will plan, implement, and reflect on a differentiated unit of study that utilizes strategies discussed in the course. This case study will consist of a detailed **unit plan** (see specific components of plan in the project description at the end of this syllabus) and a **reflection** on its current and future implementation.

  A complete description of this project is included at the end of the syllabus, along with the rubric on which it will be assessed. This project will be worth 40% of your final grade.

The performance-based assessment (*Differentiated Unit Implementation Case Study*) MUST be uploaded and submitted to VIA via Blackboard for evaluation when the assignment is due. Only PBAs posted to VIA via Blackboard will be graded. Failure to submit the assignment to VIA via Blackboard by its due date, without prior instructor consultation and approval, will result in the instructor recording a zero (0) for the assignment.

B. *Critical Reading Responses (20%)*

Each student will write two critical reading responses (2-3 pp. each) addressing a prompt posted to the course Blackboard site. Responses should reflect the use of a critical lens to evaluate the topic and be supported with evidence from a broad representation of course readings and additional literature from the field of gifted education. Additionally, responses should include a reflection that discusses how these course readings have helped to advance your thinking and that of the field, as well as how they apply to your professional context within gifted education. Responses should be written in APA-style (7th ed.) format.

A detailed rubric on how these responses will be assessed is included at the end of the syllabus. Each response will be worth 10% (for a total of 20%) of your final grade.

C. *Differentiated Lessons (20%)*

Each student will design two differentiated lessons that show evidence of differentiation by content, process, product, affect and/or learning environment. The lessons should be part of the larger differentiated curriculum unit (Assignment A) being designed for the course. After submission, the student will receive feedback from the instructor that should lead to lesson revisions. These revised lessons will be turned in as part of the final differentiated curriculum unit implementation case study (PBA).

Lessons should include:
   a. Standard lesson components, such as hook/link, focus lesson, activity, reflection, and closure
   b. Clear learning objectives tied to grade level and/or content standards
   c. Placement of lesson within the broader sequence of lessons within the unit (Assignment A)
   d. Evidence that pre-assessment data, class demographics, and student readiness, interests, and learning profiles have been utilized in lesson design
   e. Use of at least one of the following in each lesson: differentiation of content, process, product, affect, and/or learning environment (the two lessons combined should show evidence of differentiation for at least two different instructional components; e.g., Lesson #1 might focus on differentiated content while Lesson #2 focuses on differentiated products) through a specific differentiated instructional strategy *with a rationale for selection of this component and strategy to address the needs of your students*
   f. Any materials/handouts used in conjunction with the lesson

A detailed rubric on how these lessons will be assessed is included at the end of the syllabus. Each lesson will be worth 10% (for a total of 20%) of your final grade.

D. Class Participation (20%)

EDCI 622 operates under the assumption that knowledge is socially constructed, and the most meaningful learning opportunities include those where learners have the opportunity to offer and explore diverse perspectives with peers. To do this, it is expected that you will regularly contribute to and engage in discussion forums, as well as to genuinely 'listen' to peers as they do the same. While agreement is not mandatory, consideration and respect for others are. All students are expected to be prepared to actively engage in class activities, including logging on to the Blackboard discussion board at least three times per week to answer questions, raise additional issues, and engage at least two other colleagues in the group. It is expected that you continuously build upon your prior knowledge developed in previous coursework in the ASTL or Gifted Education concentration to connect, question, and extend the discussion with all new posts by citing readings and material in the weekly modules content, and augmenting these with your personal and educational experiences. Discussions will be assessed for timeliness, accuracy of information shared, critical reflection and connection to readings. Discussion responses that focus *solely* on personal/professional experiences are unsuitable for posting.

We will use Blackboard to communicate regularly in this class. You will be asked to post assignments and responses, read classmates' postings, and actively participate in discussions. Blackboard serves as an important vehicle for discussing ongoing work on your major project with group members. ***In addition to quality participation in discussion forums, each week will include tasks to be completed which are related to each week's content. Attendance and active participation in all scheduled Collaborate sessions, as well as completion of weekly module tasks, are also included in course engagement.*** Detailed guidelines for course engagement are included at the end of this syllabus. Course engagement will represent 20% of your final grade.

Please note: As this is an online course, many of our class discussions will be held through the electronic discussion board. **Each module will begin on a Monday and run through the following Sunday. To this end, initial postings for each discussion forum should be completed by *11:59 PM ET on Thursday* so that class members will have until *Sunday at 11:59 PM ET* to interact with the posted material and engage in "conversation."

GRADING

Grading policies specific to this course follow the University-wide system for grading graduate courses, as follows:

Grade	Grading	Grade Points	Interpretation
A	94-100	4.00	Represents mastery of the subject through effort beyond
A-	90-93	3.67	basic requirements
B+	85-89	3.33	Reflects an understanding of and the ability to apply
B	80-84	3.00	theories and principles at a basic level
C*	70-79	2.00	Denotes an unacceptable level of understanding and
F*	<69	0.00	application of the basic elements of the course

Note: Final grades below a B do not count toward endorsement; "F" does not meet requirements of the Graduate School of Education.

Professional Dispositions
Students are expected to exhibit professional behaviors and dispositions at all times. See
https://cehd.gmu.edu/students/policies-procedures/

Class Schedule
Note: Faculty reserves the discretion to alter the schedule as necessary, with timely notification to students. This schedule of readings may be changed to better meet the context and needs of class members enrolled during the semester or to accommodate related professional opportunities that might arise.

Date	Class Topic	What to READ and What to DO This Week
Week 1 Jan 24 - 30	*Introduction to EDCI 622* Course overview Who are we? Pre-assessment *Differentiation as a Philosophy*	**Read:** ● Sousa & Tomlinson text, Chapter 1 ● Gay text, Chapter 1 **Due this week:** ● Course Pre-Assessment ● Sign up for Collaborate Sessions for Weeks 2, 9, and 13* ● Online Module Tasks
Week 2 Jan 31 - Feb 6 *Collaborate Session**	*Setting the Stage for Differentiation*	**Read:** ● Sousa & Tomlinson text, Chapter 2 ● Gay text, Chapter 3 **Due this week:** ● Participate in Collaborate Session #1* ● Online Module Tasks
Week 3 Feb 7 - 13	*Curriculum as a Framework: Designing Instruction for Gifted Students* Program Models & Curriculum Models Overview of Curriculum Historical Perspectives on Curriculum The "Hidden" Curriculum	**Read:** ● Sousa & Tomlinson text, Chapter 3 ● Gay text, Chapter 5 ● Other readings posted on Blackboard (addressing parallel curriculum model, ALID) **Due this week:** ● Selection of Standards & Learning Objectives for PBA ● Online Module Tasks
Week 4 Feb 14 - 20	*Beginning with the End in Mind: Aligning*	**Read:** ● Sousa & Tomlinson text, Chapter 4 ● Chapter 4 *in* Chappuis, J. (2009). *Seven strategies of*

	Curriculum Assessment and Instruction	*assessment for learning.* Pearson. **Due this week:** ● Online Module Tasks
Week 5 Feb 21 - 27	*Moving from a Deficit-to Strengths-Based Model: Differentiating Instruction by Student Readiness*	**Read:** ● Sousa & Tomlinson text, Chapter 5 **Due this week:** ● Curriculum Map for PBA ● Online Module Tasks
Week 6 Feb 28 - Mar 6	*Cultural Congruence: A Responsive Approach to Teaching and Learning*	**Read:** ● Gay text, Chapter 6 **Due this week:** ● Critical Reading Response #1 ● Online Module Tasks
Week 7 Mar 7 - 13	*Students at the Center: Differentiating Instruction by Interest and Learning Profile*	**Read:** ● Sousa & Tomlinson text, Chapters 6 and 7 **Due this week:** ● Online Module Tasks
Week 8 Mar 14 – 20 **GMU Spring Recess**	*Catching Up:*	**Read:** ● None assigned **Due this week:** ● Lesson #1
Week 9 Mar 21 - 27 *Collaborate Session**	*Creating a Shared Understanding: The Role of Language in the Classroom*	**Read:** ● Gay text, Chapter 4 **Due this week:** ● Participate in Collaborate Session #2* ● Online Module Tasks
Week 10 Mar 28 – Apr 3	*Putting Differentiation into Practice: Instructional Approaches in a Differentiated Classroom*	**Read:** ● Sousa & Tomlinson text, Chapter 8 **Due this week:** ● Lesson #2 ● Online Module Tasks
Week 11 Apr 4 – 10 *School divisions spring break*	*Looking Ahead*	**Read:** ● Gay text, Chapter 8 **Due this week:** ● Work on PBA Unit Plan Drafts ● Critical Reading Response #2 ● Online Module Tasks

Week 12 Apr 11 - 17	*Building Our Toolkit: Resources to Support Differentiation*	**Read:** ● Selected chapter from: Cash, R.A. (2017). *Advancing differentiation: Thinking and learning for the 21st century* (2nd ed.). Free Spirit Publishing. **Due this week:** ● Post draft of your PBA Unit Plan for feedback from Critical Friends Group ● Online Module Tasks
Week 13 Apr 18 – 24 *Collaborate Session**	*Supporting Each Other: Feedback to Critical Friends*	**Read:** ● None assigned **Due this week:** Provide feedback on PBA Unit Plan Drafts to your Critical Friends Group
Week 14 Apr 25 – May 1	*Feedforward: Using Feedback to Revise your Work* *Course Evaluations*	**Read:** ● None assigned **Due this week:** ● Work on PBA Unit Plan Final Draft
Week 15 May 2 - 8	*Catching Up*	**Revise & resubmit any assignments necessary** **Due May 13** Submit final Differentiated Unit Implementation Case Study (PBA)

Core Values Commitment
The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: http://cehd.gmu.edu/values/.

GMU Policies and Resources for Students
Policies
● Students must adhere to the guidelines of the Mason Honor Code (see https://catalog.gmu.edu/policies/honor-code-system/).

● Students must follow the university policy for Responsible Use of Computing (see https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.

- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see https://ds.gmu.edu/).

- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources
- Support for submission of assignments to VIA should be directed to viahelp@gmu.edu or https://cehd.gmu.edu/aero/assessments. Questions or concerns regarding use of Blackboard should be directed to https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/.

- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

Notice of mandatory reporting of sexual assault, sexual harassment, interpersonal violence, and stalking: As a faculty member, I am designated as a "Non-Confidential Employee," and must report all disclosures of sexual assault, sexual harassment, interpersonal violence, and stalking to Mason's Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance or support measures from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/students/ .

EDCI 622
Guidelines for the Performance-Based Assessment:
Differentiated Unit Implementation Case Study

Each student will plan, implement, and reflect on a differentiated unit of study that utilizes strategies discussed in the course. The case study should include the following components:

I.   A **unit plan** that includes:
   a.   the learning goals and objectives for the unit and its alignment to grade level and/or content standards
   b.   pre- and post-assessments and materials/handouts used
   c.   a unit map outlining the lesson sequence
   d.   two complete lessons, revised after instructor feedback, from Assignment C
   e.   detailed descriptions of additional unit lessons that includes, at minimum:
      i.   learning objectives and content standards addressed
      ii.   explanation of lesson component(s) differentiated and the strategy(ies) used to do this, as well as the rationale for their selection
      iii. basic outline of lesson flow
      iv.   formative and/or summative assessments conducted to gauge student learning
   f.   description of the classroom setting, including class demographics and student learning profiles/levels
   g.   evidence of use of classroom setting (see "e" above) and pre-assessment data to direct unit and lesson design

II.   A **reflection** (5-6 pp.), including references to course readings and broader gifted education literature. Use your blog entries throughout the semester to help you answer the following questions:

   a.   What observations did you make as you designed *and* implemented this unit with your class? Be sure to include details and reference specific lessons, ways in which individual students responded, as well as intentional decisions you made in the planning process. How might this impact the way you would plan and implement this, and other, units in the future? (at least 3 pp.)
   b.   How has this course impacted the way you think about designing appropriate instruction for gifted and talented learners?
   c.   What questions do you still have about differentiating for the needs of gifted and talented learners?

This case study will be assessed based on the rubric included at the end of the syllabus, with the following criteria in mind:
   ● inclusion of all components (unit plan and reflection) listed above and the degree to which the outlined expectations for each have been addressed
   ● thoroughness, clarity, and degree to which unit plan addresses the needs of students in your specific classroom context

- evidence that the unit plan translates key principles of differentiation from current knowledge in the field to classroom practice
- thoughtfulness and depth of reflection response
- correct citation of references in the reflection, using APA-style (7th ed.)

EDCI 622
Performance-Based Assessment Rubric:
Differentiated Unit Implementation Case Study

	Does Not Meet Standard (Little or no evidence)	**Approaches Standard** (Some evidence)	**Meets Standard** (Clear evidence)	**Exceeds Standard** (Clear, convincing, and substantial evidence)
	0	**1**	**2**	**3**
Unit Plan Components *NAGC-CEC Stand. 1.2, 2.1, 3.2, 3.3, 3.4, 4.4, 5.2*	● **May not** identify the learning goals and objectives for the unit and its alignment to grade level and/or content standards ● **May not** include unit map that outlines the lesson sequence ● **May not** include two lessons from Assignment C, and additional lessons with detailed lesson descriptions, including materials/ handouts ● **May not** include classroom setting description includes information on demographics (e.g., culturally and linguistically diverse, students from poverty, twice-exceptional, etc.) and information gathered on student readiness, interests, and learning profiles	● Identifies the learning goals and objectives for the unit and its alignment to grade level and/or content standards ● Inclusion of unit map that outlines the lesson sequence ● Two lessons from Assignment C, and additional lessons with detailed lesson descriptions, including materials/ handouts ● Classroom setting description includes **some** information on demographics (e.g., culturally and linguistically diverse, students from poverty, twice-exceptional, etc.) and information gathered on student readiness, interests, and learning profiles	● Identifies the learning goals and objectives for the unit and its alignment to grade level and/or content standards ● Inclusion of unit map that outlines the lesson sequence ● Two lessons from Assignment C, and additional lessons with detailed lesson descriptions, including materials/ handouts ● Classroom setting description includes information on demographics (e.g., culturally and linguistically diverse, students from poverty, twice-exceptional, etc.) and information gathered on student readiness, interests, and learning profiles ● **Inclusion of pre- and post-assessments used in the unit**	● **Explicitly** identifies the learning goals and objectives for the unit and its alignment to grade level and/or content standards ● Inclusion of unit map that **clearly outlines** the lesson sequence ● Two lessons from Assignment C, and additional lessons with detailed lesson descriptions, including materials/ handouts ● Classroom setting description includes **detailed** information on demographics (e.g., culturally and linguistically diverse, students from poverty, twice-exceptional, etc.) and information gathered on student readiness, interests, and learning profiles ● Inclusion of pre- and post-assessments used in the unit ● **Discussion of how the pre-assessment was used to inform instruction, and how the post-assessment will be used to inform future instruction**
Reflection *NAGC-CEC Stand. 6.1, 6.2, 6.4*	● **Does not include** reflection, **or includes a cursory** reflection that may be bulleted ● APA-style (7th ed.) is **not used** ●	● Includes reflection ● **Does not address all 3** required questions, **or may lack** detail or thoughtful connections ● **May or may not** use course readings to support points/thoughts and/or generally follows APA-style (7th ed.) for headings, citations, and references, but with **multiple and recurring** errors	● Includes reflection ● Addresses the 3 required questions thoroughly and thoughtfully ● Uses course readings to support points/thoughts ● Follows APA-style (7th ed.) for headings, citations, and references, with a **few minor** errors	● Includes reflection ● Addresses the 3 required questions thoroughly and thoughtfully ● Uses course readings to support points/thoughts ● Follows APA-style (7th ed.) for headings, citations, and references with **no** errors

Evidence of Differentiation *NAGC-CEC Stand. 1.2, 2.1, 2.2, 2.3, 3.2, 3.3, 3.4, 4.4, 5.1, 5.5*	● Unit plan **may not** translate key principles of differentiation from current knowledge in the field to classroom practice ● **No** instructional components (content, process, product, affect, learning environment) have been addressed throughout unit ● **No** different instructional strategies (e.g., RAFT, tiered activity, anchor activity, etc.) have been used throughout the unit ● Selection of differentiated instructional components and strategies **may not** be tied to pre-assessment data, class demographics, and student readiness, interest, and learning profiles	● Unit plan **may or may not** translate key principles of differentiation from current knowledge in the field to classroom practice ● **One to two** instructional components (content, process, product, affect, learning environment) have been addressed throughout unit ● **One to two** different instructional strategies (e.g., RAFT, tiered activity, anchor activity, etc.) have been used throughout the unit ● Selection of differentiated instructional components and strategies **may or may not** be tied to pre-assessment data, class demographics, and student readiness, interest, and learning profiles	● Unit plan translates key principles of differentiation from current knowledge in the field to classroom practice ● **Three to four** instructional components (content, process, product, affect, learning environment) have been addressed throughout unit ● **Three to four** different instructional strategies (e.g., RAFT, tiered activity, anchor activity, etc.) have been used throughout the unit ● Selection of differentiated instructional components and strategies tied to pre-assessment data, class demographics, and student readiness, interest, and learning profiles	● Unit plan **clearly** translates key principles of differentiation from current knowledge in the field to classroom practice ● All **five** instructional components (content, process, product, affect, learning environment) have been addressed throughout unit ● At least **five** different instructional strategies (e.g., RAFT, tiered activity, anchor activity, etc.) have been used throughout the unit ● Selection of differentiated instructional components and strategies **explicitly** tied to pre-assessment data, class demographics, and student readiness, interest, and learning profiles
Revised Lessons *NAGC-CEC Stand. 5.3, 6.4, 7.3*	● **Little or no** evidence of revision in the differentiated lessons from Assignment C	● **At least one** of the differentiated lessons from Assignment C shows revisions	● **Both** differentiated lessons from Assignment C **clearly** show revisions	● Both complete, differentiated lessons from Assignment C clearly show **effective** revisions **based on instructor and peer feedback and personal reflection**
Supporting Materials/ Handouts *NAGC-CEC Stand. 3.2, 3.3, 5.1, 5.2, 5.5*	Additional lessons in unit include detailed descriptions, with **less than two** of the following: ● learning objectives and content standards addressed ● explanations for lesson component(s) differentiated, which instructional strategy was used, and why ● outline of lesson flow ● and formative and/or summative assessments used to gauge student understanding	Additional lessons in unit include detailed descriptions, with **at least two** of the following: ● learning objectives and content standards addressed ● explanations for lesson component(s) differentiated, which instructional strategy was used, and why ● outline of lesson flow ● and formative and/or summative assessments used to gauge student understanding	Additional lessons in unit include detailed descriptions, with **at least three** of the following: ● learning objectives and content standards addressed ● explanations for lesson component(s) differentiated, which instructional strategy was used, and why ● outline of lesson flow ● and formative and/or summative assessments used to gauge student understanding	Additional lessons in unit include detailed descriptions, with **all** of the following: ● learning objectives and content standards addressed ● explanations for lesson component(s) differentiated, which instructional strategy was used, and why ● outline of lesson flow ● and formative and/or summative assessments used to gauge student understanding

EDCI 622 Syllabus – Spring 2022, George Mason University

EDCI 622
Critical Reading Response Rubric

	Does not meet Standard (Little or no evidence)	Approaches Standard (Some evidence)	Meets Standard (Clear evidence)	Exceeds Standard (Clear, convincing, and substantial evidence)
	0	**1**	**2**	**3**
Discussion	• Response to the prompt identifies two or fewer principle points and/or relies heavily on connections to personal/ educational contexts, rather than course readings or gifted education literature. • May not use critical lens to understand, evaluate, and/or reflect upon information presented through course content	• Response to the prompt identifies two to three principle points and includes connections to: course readings or literature in gifted education and personal/educational contexts. • Attempts to use critical lens to understand, evaluate, and reflect upon information presented through course content	• Response to the prompt identifies three to four principle points and includes connections to: course readings or literature in gifted education and personal/educational contexts. • Uses critical lens to understand, evaluate, and reflect upon information presented through course content	• Response to the prompt identifies three to four principle points and includes connections to: course readings, literature in gifted education and personal/educational contexts. • Uses critical lens to understand, evaluate, and reflect upon information presented through course content
Reflection on the Readings	• May not discuss how these readings apply to your professional context in gifted education • May not address how these course readings advance thinking and/or the field	• May discuss how these readings apply to your professional context in gifted education • Explains how these course readings have served to either advance your thinking or the field	• Discusses how these readings apply to your professional context in gifted education • Explains how these course readings have served to advance your thinking and the field	• Elaborates on how these readings apply to your professional context in gifted education • Explains how these course readings have served to advance your thinking and the field
Connections to Course Content & the Broader Literature	• Includes a representation of fewer than three references from EDCI 622 readings, as well as one or no readings outside the scope of the course • References selected are weakly connected to reflection prompt • APA-style (7th ed.) used inconsistently or not at all	• Includes a representation of three to four references from EDCI 622 readings, as well as one to two readings outside the scope of the course • References selected are mostly connected to reflection prompt • APA-style (7th ed.) used inconsistently throughout	• Includes a representation of five to six references from EDCI 622 readings, as well as two to three readings outside the scope of the course • References selected are connected to reflection prompt • APA-style (7th ed.) used consistently throughout	• Includes a representation of at least seven references from EDCI 622 readings, as well as at least four readings outside the scope of the course • References selected are meaningful and explicitly connected to reflection prompt • APA-style (7th ed.) used consistently throughout

EDCI 622
Differentiated Lessons Rubric

	Does not meet Standard (Little or no evidence)	Approaches Standard (Some evidence)	Meets Standard (Clear evidence)	Exceeds Standard (Clear, convincing, and substantial evidence)
	0	**1**	**2**	**3**
Lesson Components	- Organization of lesson **may not include** standard lesson components - Alignment of learning objectives to grade level and/or content standards **may not be included** **May not have** a focused, connected, **or** logical flow **May not include** materials/ handouts used in lesson	- Organization of lesson **may or may not include** standard lesson components - Alignment of learning objectives to grade level and/or content standards **may or may not be included** **May or may not have** a focused, connected, **or** logical flow **May or may not include** materials/ handouts used in lesson	- Organization of lesson with standard lesson components - Alignment of learning objectives to grade level and/or content standards - Focused, connected, **and/or** logical flow - Inclusion of materials/ handouts used in lesson	**Clear** organization of lesson with standard lesson components **Tight** alignment of learning objectives to grade level and/or content standards - Focused, connected, **and** logical flow - Inclusion of materials/ handouts used in lesson
Classroom & Student Context Used in Lesson Design	**Little or no** evidence of pre-assessment data used to direct lesson design - Class demographics (e.g., culturally and linguistically diverse backgrounds, poverty, twice-exceptionality), **may not be** addressed in lesson design **Little or no** use of readiness, interest, and learning profiles in lesson design	**Some** evidence of pre-assessment data used to direct lesson design - Class demographics (e.g., culturally and linguistically diverse backgrounds, poverty, twice-exceptionality), **somewhat** addressed in lesson design **Limited** use of readiness, interest, and learning profiles in lesson design	**Clear** evidence of pre-assessment data used to direct lesson design - Class demographics (e.g., culturally and linguistically diverse backgrounds, poverty, twice-exceptionality), **addressed** in lesson design - Use of readiness, interest, and learning profiles in lesson design	**Clear and convincing** evidence of pre-assessment data used to direct lesson design - Class demographics (e.g., culturally and linguistically diverse backgrounds, poverty, twice-exceptionality), **explicitly addressed** in lesson design **Clear** use of readiness, interest, and learning profiles in lesson design
Use of Differentiation Components & Strategies	**May not focus** on an instructional component for differentiation (content, process, product, affect, learning environment); that component varies from other submitted lesson **May or may not utilize** a differentiated instructional strategy (e.g., RAFT, tiered activity, etc.)	**Focus** on at least one instructional component for differentiation (content, process, product, affect, learning environment); that component varies from other submitted lesson **May utilize** a differentiated instructional strategy (e.g., RAFT, tiered activity, etc.) **that may or may not support student learning**	**Clear focus** on at least one instructional component for differentiation (content, process, product, affect, learning environment); that component varies from other submitted lesson - Utilizes a differentiated instructional strategy (e.g., RAFT, tiered activity, etc.) that **supports** student learning	**Clear and substantial focus** on at least one instructional component for differentiation (content, process, product, affect, learning environment); that component varies from other submitted lesson **Clearly** utilizes a differentiated instructional strategy (e.g., RAFT, tiered activity, etc.) that **effectively supports** student learning

EDCI 622
Guidelines for Course Engagement

	Does not meet Standard (Little or no evidence)	Approaches Standard (Some evidence)	Meets Standard (Clear evidence)	Exceeds Standard (Clear, convincing, and substantial evidence)
	0	**1**	**2**	**3**
Overall Participation	● Very few tasks are completed on time AND/OR completed tasks do not demonstrate thoughtful consideration of the content. ● Collaborate sessions may not have been attended. ● One or no Collaborate reflections discuss new insights and/or changes in thinking.	● Some tasks for the week are completed on time AND/OR demonstrate thoughtfulness. ● Collaborate sessions were attended and student was somewhat engaged with peers and instructor. ● One of three Collaborate reflections discuss new insights and changes in thinking.	● Most tasks for the week are completed on time and demonstrate thoughtfulness. ● Collaborate sessions were attended and student was often engaged with peers and instructor. ● Two of three Collaborate reflections thoughtfully discuss new insights and changes in thinking.	● All weekly tasks are completed on time and demonstrate thoughtfulness. ● Collaborate sessions were attended and student was consistently and actively engaged with peers and instructor. ● All Collaborate reflections thoughtfully discuss new insights and changes in thinking.
Discussion Quality	● Discussion posts and many replies are limited. ● Few readings are integrated to support posts and reflections. ● APA-style (7th ed.) citations are rarely used in posts. ● Few posts and reflections utilize and demonstrate learners' prior and/or new knowledge. ● Few replies go beyond superficial responses. ● Few replies build on others' responses to create connected threads.	● Discussion posts and most replies are 1-3 paragraphs. ● Some readings are integrated to support posts and reflections. ● APA-style (7th ed.) citations are occasionally used in posts. ● Some posts and reflections utilize and demonstrate learners' prior and/or new knowledge. ● Replies occasionally go beyond superficial responses. ● Some replies build on others' responses to create connected threads.	● Discussion posts and most replies are 1-3 *hearty* paragraphs. ● Readings are often integrated to support posts and reflections. ● APA-style (7th ed.) citations are often used in posts. ● Most posts and reflections utilize and demonstrate learners' prior and/or new knowledge. ● Replies usually go beyond superficial responses. ● Most replies build on others' responses to create connected threads.	● Discussion posts and all replies are 1-3 *hearty* paragraphs. ● Readings are consistently integrated to support thoughtful posts and reflections. ● APA-style (7th ed.) citations are consistently used in posts. ● Posts and reflections utilize and demonstrate learners' prior and new knowledge. ● All replies go beyond superficial responses. ● Replies build on others' responses to create connected threads.