

Touro College Graduate School of Education & Special Education
50 West 23rd Street, New York, NY 10010

TOURO  COLLEGE

Graduate School of Education & Special Education

Course #: EDU 621

Course Title: Developing School Wide Enrichment Models

Course Credits: 3 Credits

Instructor: Cynthia Dwyer
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Location: Touro College
50 West 23rd Street, 6th Floor
New York, NY 10010

Dates: Summer I Semester
June 7 – June 28, 2010
5:00 – 8:10 p.m.

Course Description

EDU 621 will focus on developing gifted & enrichment programs. We will examine multiple program models available for the instruction of gifted students, including various definitions of giftedness, the historical overview & research behind each program, identification of students & the types of curriculum provided within each program. Emphasis will be on Renzulli's Schoolwide Enrichment Model.

Course Objectives:

Students will be able to:

- Understand how the history of gifted education in the United States has shaped current programs
- Recognize characteristics of gifted learners
- Utilize multiple identification methods & techniques
- Design & develop differentiation strategies to meet the needs of gifted learners
- Identify and construct appropriate and meaningful curriculum for gifted students

Required Texts:

Davis, Gary A., Rimm, Sylvia B., & Siegle, Del (2010). **Education of the Gifted and Talented**. Saddle River, NJ: Pearson Education, Inc.
ISBN 978-0-13-505607-1

Renzulli, Joseph S. & Reis, Sally M. (2008). **Enriching Curriculum for All Students**. Thousand Oaks, CA: Corwin Press
ISBN 978-1-4129-5380-1

Assignments:

History of Gifted Education

Reading Assignment: NAGC's History of Gifted Education & Education of the Gifted & Talented - Chapter 1

Assignment: Find out about the gifted program in the school district where you teach. What grades participate? What curriculum areas are covered? What are the identification procedures? etc. Print out a description of the program from your district's webpage, get a copy of any brochures, contact your district office and/or ask a G&T teacher in your district. Write up a description of the program. Be prepared to share it with the class on Wednesday, June 9, 2010.

Definitions of Giftedness

Reading Assignment: NAGC's Webpage "What is Giftedness?" & Education of the Gifted & Talented - Chapter 2

Assignment: There are multiple definitions of giftedness. So, how would YOU define "gifted"? Which of the definitions do you most closely relate to? Your definition of gifted/giftedness is due in class Wednesday, June 9, 2010.

Identifying Gifted & Talented Students

Reading Assignment: Education of the Gifted & Talented Chapter 3

Program Planning

Reading Assignment: Education of the Gifted & Talented Chapter 4 & A Nation Deceived Vol. 1

Acceleration

Reading Assignment: Education of the Gifted & Talented Chapter 5 & A Nation Deceived Vol. 1

Differentiated Instruction - Differentiating Up

Reading Assignment: Enriching Curriculum for All Students Chapter 5

Assignment: You are an enrichment specialist of gifted & talented students in a pull-out class. The school district in which you work bases its system of identification on a multi-criteria selection process. When evaluating the results, you notice that students demonstrate strengths in (subject area - i.e. math, reading, science). Using your knowledge of gifted education, identify a grade level for which you are prepared to teach, then prepare a response in which you:

- briefly describe how you will plan instruction based on your students' strengths in (subject area), including one modification in each of the following areas - content, process, product & environment. Do not write a structured lesson plan.

AND

- explain how your response is supported by research as it applies to gifted education. Do not recite theory, but refer to some.

Your response is limited to a page & 1/2 (150-300 words). Due in class Wednesday, June 23, 2010.

Grouping Students

Reading Assignment: Education of the Gifted & Talented Chapter 6

Curriculum Models

Reading Assignments: Education of the Gifted & Talented Chapter 7

Assignment: Complete the Adult Interest-a-lyzer. Due in class, Wednesday, June 23, 2010.

Schoolwide Enrichment Model

Reading Assignments: Enriching Curriculum for All Students Chapters 2 & 3

The Enrichment Triad Model

Reading Assignment: Enriching Curriculum for All Students Chapter 6.

The Total Talent Portfolio

Reading Assignments: Enriching Curriculum for All Students Chapter 4

Final Project: Design your ideal gifted program & prepare a proposal to present to the Board of Education. Be sure to include: a) a purpose statement, b) your definition of giftedness, c) identification criteria for students to be included, d) program design, e) how students will be grouped, f) how many teachers will

be involved, g) a bibliography listing the research on which your program is based. You will also present this to the class as if they are the Board of Education. A copy of which must be given to the instructor. Due at last class session, Monday, June 28, 2010.

Grading Policies:

Participation	25%
Assignments	25%
Essay	20%
Final Project	30%

All written assignments should be typed, double spaced, using a 12pt font. Written assignments, including the final project, will be graded on:

- Organization
- Content/Accuracy
- Research
- Presentation/Mechanics

Teaching Strategies:

Class sessions will include instructor led lectures & group activities. The use of technology will be incorporated where appropriate.

Attendance policy:

Participation & attendance in class sessions is necessary. In order to achieve a mastery level of the information, all assignments are due when indicated and are mandatory.

Mission Statement of Education & Special Education Programs

The mission of the programs is to educate, train and graduate individuals who embody and promote excellence in education. We accomplish this through aiding in students' development of the tools of effective thinking and learning as applied to the theory and practice of teaching. We hold that the primary goal of learning is to develop the skills and passion for further learning. The mission of our program therefore includes fostering in students the means and desire to seek ongoing professional development through independent learning opportunities as well as through formal education.

All persons are capable of developing their intellectual potential to higher levels. Our mission is to nurture this development in our students and provide them with the means and encouragement to do the same with their students. We accomplish this through fostering student engagement with strong theoretical knowledge and putting this knowledge into useful practice in authentic classroom situations. Interwoven into students' learning and practice experiences is a dedication to multiculturalism, diversity, and global awareness; we foster in our graduates a commitment to

bring the benefits of education to all children, adolescents, and adults, regardless of individual differences or special needs. To facilitate the achievement of these goals, we foster technological literacy in our students toward the purposes of effective teaching and empowering their own students with such knowledge and skills.

NAGC-CEC Teacher Preparation Standards - Knowledge & Skill Standards in Gifted and Talented Education for All Teachers

All teachers should:

1. understand the issues in definitions, theories, and identification of gifted and talented students, including those from diverse backgrounds;
2. recognize the learning differences, developmental milestones, and cognitive/affective characteristics of gifted and talented students, including those from diverse backgrounds, and identify their related academic and social-emotional needs; and
3. understand, plan, and implement a range of evidence-based strategies to assess gifted and talented students, to differentiate instruction, content, and assignments for them (including the use of higher-order critical and creative-thinking skills), and to nominate them for advanced programs or acceleration as needed.

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University Statements: University Statement on Needed Accommodations or Adaptations

If you are a qualified student with a disability seeking accommodations under the Americans with Disability Act or Section 504, please see course instructor at the earliest possible time for special arrangements, seating, and other accommodations.

University Statement on Academic Honesty and Integrity

You are expected to behave with the highest level of academic integrity. Cheating and other forms of dishonesty will not be tolerated and will receive the proper disciplinary action from the college. Classroom behavior that interferes with the instructor's ability to conduct the class or ability of students to benefit from the instruction will not be tolerated. All beepers and cellular phones should be turned off while class is in session. You are expected to come to class prepared (having done the assigned reading) and ready to participate in class discussion. Following these guidelines will enable you to maximize your time spent in class.

All teacher education programs in New York State undergo periodic reviews by accreditation agencies and the State Education Department. For these purposes, samples of students' work are made available to those professionals conducting the review. If you do not wish to have your work made available for these purposes, please let the professor know before the start of the second class. Your cooperation is greatly appreciated.

