

MOLLOY UNIVERSITY
GRADUATE EDUCATION

Spring 2024

EDU 5291: Designing Curriculum and Instruction for Gifted Students

Format: Asynchronous online course

Platform: Canvas

Instructor: Dr. Justin Sulsky

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Course Dates: February 8 – February 29

Course Description:

The course is designed to provide teacher candidates with frameworks and models for designing curriculum that is developmentally appropriate for gifted students PK-12. It will enable participants to define instructional objectives, developmental procedures, and assessment tools and align all three elements to develop curriculum that is appropriate for gifted students PK-12. The implementation of current research-based instructional methods that include strategies and techniques tailored to the individual needs of gifted students will be shared. Inquiry models, project-based and problem-based learning, and creative instructional approaches will be shared. Technology and assessment techniques will be addressed.

Course Outcomes:

1. Develop an understanding of different models of gifted education (the Autonomous Learner model; School-wide Enrichment model; Talent Search models; Parallel Curriculum Model; Multiple Menu Item, etc.)
2. Design curriculum that is developmentally appropriate for gifted students PK-12
3. Apply the use of an inquiry approach to teaching gifted students
4. Align instructional objectives, assessment, and developmental procedures to deliver effective instruction
5. Identify, select, and utilize research-based instructional strategies and techniques tailored to the individual needs of gifted students
6. Utilize technology effectively to enhance student learning
7. Design assessment techniques that measure student growth and inform instruction

Learning Format:

As an asynchronous learning experience, this course is designed to be self-paced. The instructor will be available to assist students as needed during the course. The instructor will respond to emails and messages by email, phone, or video conference depending on the students' preference and the nature of the question. To ensure flexibility in helping all students with different schedules, office hours will be held by requesting an appointment with the instructor.

Assignments/Grading:

As listed below, all four assignments will be equally weighted. The four assignments will be worth 80% of your overall grade. 20% of your grade will be participation. (See below) Students

will be responsible for submitting their discussion answers and assignments at the end of each module. The course will open about a week before February 8th to allow students to begin earlier if they would like. Due dates and times are below. If the assignment is late, 5% of the grade will be deducted per day late. Rubrics for each assignment are posted on Canvas.

All assignments MUST be submitted on Canvas by February 29th at 11:59 PM.

This chart explains how your grade for this course will be determined:

Discussion/Participation	20%
Project One: Gifted Individualized Educational Plan	20%
Project Two: Integrating G&T Best Practices	20%
Project Three: G&T Lesson Plan	20%
Project Four: G&T Lesson Delivery and Reflection	20%

Participation Criteria: Every module will include a discussion prompt which can be answered through a traditional written response or a video. Written discussion responses should be about one paragraph and video responses should be approximately 2-3 minutes. You must also respond to a minimum of one classmate on each module’s forum using words or video. All students will also be required to answer several practice multiple choice CST questions during the course as part of their participation grade. You will get one of the four grades for every module’s participation forum and the four grades will be averaged for your overall participation grade.

Participation grade rubric:

100%	75%	50%	25%	0%
Submitted a very reflective and thoughtful comment and reply cogently citing module’s assigned materials.	Submitted a reflective and thought comment with minimal integration of the module’s assigned materials.	Submitted a somewhat reflective and thoughtful comment and reply without a meaningful and/or accurate reference to the module’s	Submitted a comment and reply that was not reflective, thoughtful, or meaningful	Did not participate in the module’s discussion

		assigned materials.		
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Required Text:

Rimm, S. B., Siegle, D. B., & Davis, G. A. (2018). *Education of the gifted and talented*. Pearson.

Instructor-provided Resources:

Cannistra, C. (2018, June 25). *What I learned as an ex-gifted kid* [Video]. YouTube.
<https://www.youtube.com/watch?v=5Kkf-6o1q4Q>

Morris Creative Services. (2020, June 1). Is online education our future? *Mind matters* [Audio podcast episode]. <https://www.mindmatterspodcast.com/home/2020/6/1/episode-60-is-online-education-our-future>

Morris Creative Services. (2019, April 17). Beneath the surface of giftedness. *Mind matters* [Audio podcast episode].
<https://www.mindmatterspodcast.com/home/2019/4/17/episode-30-beneath-the-surface-of-giftedness>

Smolowitz, M. (2017, June 27). *Who gets to be gifted in America and why?* [Video]. Vimeo.
<https://vimeo.com/showcase/5341657/video/223395623>

Westphal, L. (2007). *Meaningful menus for creating choice in your classroom*. Jordan School District Teaching & Learning. <https://gandt.jordandistrict.org/wp-content/uploads/sites/22/MeaningfulMenus-1.pdf>

* The instructor will post additional resources, texts, multimedia materials, exemplar unit/lesson plans, etc. for reference on Canvas.

Course Outline:

Module I: February 8 – February 12	<ol style="list-style-type: none"> 1. Read chapter 5 and pp. 114 - 125 (part of chapter 6) of Rimm et al. (2018) 2. Listen to the podcast episode “Beneath the surface of giftedness” 3. Answer Discussion Prompt: Based on the assigned pages of Rimm and the podcast, how will you change your teaching moving forward for gifted learners? You should talk about how your increased knowledge about gifted instruction will improve your teaching for gifted students. <p>Initial post due February 12 at 5 PM Response to classmate due February 12 at 9 PM</p> <p>Project One: Create a Gifted Individualized Educational Plan</p>
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	<p>(Adapted from Box 6.1 in Rimm et al. (2018))</p> <p>Think about a student you taught during this past academic year who officially qualified as gifted or who you would presume to be identified as academically gifted. Complete a Gifted Plan for that child.</p> <p>Your individual plan must include the following for ONE content area at any grade level:</p> <ol style="list-style-type: none"> 1. A description of why the child needs a Gifted Plan in the chosen content area. You may include formal and informal assessments of the child. (If you don't have a child from the previous school year to reference there will be descriptions of fictitious students on Canvas.) 2. For the content area chosen, explain the child's placement (clustered in general education class, full-time G&T class, pull-out program, or other option listed on p. 115 of the text). Describe why that placement best meets the child's needs. 3. Based on your assessment data, list at least 2-3 individualized goals for the child in the chosen content area for the school year. 4. For each goal, list the teaching strategies from the text that you will use for the child to achieve that goal. Describe which resources (books, websites, etc.), activities including field trips, and projects you will use. 5. Describe how you will assess the child's progress and explain what will be done with the assessment results. <p>You may present your educational plan in a format that you wish. Choices include, but are not limited to, Google Sites, Google Slides, Video, Google Docs, Canva, etc.</p> <p>An exemplar will be posted on Canvas to assist you.</p> <p>Project due February 12 11:59 PM</p>
<p>Module II: February 13 – 16</p>	<ol style="list-style-type: none"> 1. Read chapter 7 of Rimm et al. (2018). 2. Answer discussion question: Which one of the ten models listed on page 141 do you think would be most helpful to your teaching? How and why will it enhance your teaching? <p>Initial post due February 16 at 5 PM Response to classmate due February 16 at 9 PM</p> <p>Project Two: Integrating G&T Best Practices in Your Teaching Select one or more methods of teaching G&T students from Rimm et al. (2018) Choices include, but are not limited to, Autonomous Learner model, School-wide Enrichment model, Talent Search models, Parallel Curriculum Model and Multiple Menu Item.</p> <p>After you select the method or methods that best fit your teaching style and grade/subject areas, create a Flipgrid video in which you revisit a previous unit and discuss how your chosen method(s) would be integrated into your</p>

	<p>unit. You may discuss additional lessons, altered lessons, differentiated assessments, revised learning outcomes, new and different assessments, etc. Your video should be at least five minutes long. Your intended audience is other teachers so your classmates can also obtain ideas for enhancing their own instruction when they view your Flipgrid.</p> <p>Reply to at least one other classmate on Flipgrid. In your reply, specify a takeaway for your own teaching.</p> <p>Project due February 16 at 11:59 PM</p>
<p>Module III: February 17 - 22</p>	<ol style="list-style-type: none"> 1. Listen to the podcast episode “Is online education our future?” (Link above) 2. Review <i>Meaningful menus for creating choice in your classroom</i> (Link above) 3. Discussion prompt: How can distance learning and/or choice boards be used to enhance learning for Gifted students moving forward? <p>Initial post due February 22 at 5 PM Response post to classmate due February 22 at 9 PM</p> <p>Project Three: Create a lesson for the G&T Population You will create a lesson for a pull-out G&T program or a self-contained G&T class. You should follow the comprehensive lesson plan format with which you are most comfortable such as the one used in your district. The instructor will provide exemplars from his own school district as well as the Molloy Lesson Plan. Your lesson plan must minimally include:</p> <ul style="list-style-type: none"> - Description of the Student Population (Grade, subject, class make-up, etc.) - Pre-Assessments - Learning Objectives - Essential Question(s) - NYS Learning Standards - Instructional Plan (include how you will teach with all materials you will use with the students) - Post-assessment <p>In addition to the lesson plan, you must write a rationale that is at least one paragraph in which you write why this lesson plan is appropriate for the G&T population. You may wish to refer to the Qualitative Differential Education for the Gifted (Q-DEG) checklist on p. 71 of Rimm et al. (2018). You should also include the specific approaches to learning you used from this course in your rationale paragraph.</p> <p>Project due February 22 at 11:59 PM</p>
<p>Module IV:</p>	

<p>February 23 – February 29</p>	<ol style="list-style-type: none"> 1. Watch <i>Who gets to be gifted in America and why?</i> (link above) 2. Watch/listen to the TedTalk <i>What I learned about as an ex-gifted kid</i> (link above) 3. Discussion Question: Based on the short documentary and TedTalk, why do identified gifted students require enriched instruction? How does G&T education benefit these children? Explain. <p>Initial Post due February 29 at 5 PM Response due February 29 at 9 PM</p> <p>Project Four: Teach and self-assess your lesson! Teach and record a 5-10 minute portion of your lesson and upload it to Canvas. After teaching, complete a reflection on a medium you like such as in the Canvas Discussion Forum, Google Sites, Google Slides, Video, Google Docs, Canva, etc. Your reflection should take the format of a 3-2-1 summary.</p> <ol style="list-style-type: none"> 3. Write the three parts of your lesson you are most proud of and why. 2. Write two things you might do differently next time and why 1. Write the biggest reason why this lesson specifically fits for the G&T population. <p>Project due February 29 at 11:59 PM</p>
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Canvas Information:

Ally for Canvas

You can now download your course materials in different formats that fit your device, need, and learning preference. Click the download icon next to your course files and select “Alternative Formats” from the dropdown menu. Then select your preferred format. The file may take a few minutes to download, so continue with your work while you wait. The quality of the alternative formats can vary based on the original file, so if something looks out of place, consult the original file. Depending on the type of file, you will see the following options:

- An OCRed PDF improves the quality of scanned PDFs
- A Tagged PDF for Word and PowerPoint documents or for improved navigation with screen readers
- An HTML version will be simple and responsive to mobile devices with zoom-in capabilities
- An ePub version for use with ePub readers that allows for font customization, contrast adjustment, and annotation/highlighting
- An Electronic Braille version for your Refreshable Braille Display

· An Audio MP3 for listening to your content on the go for more information, please visit Ally Alternative Formats.

Canvas Molloy Student Tour

The Molloy Student Tour (MST) will help you locate appropriate student resources and contact information, navigate Canvas effectively, and identify ways to be successful during your time at Molloy University. You can access MST by selecting “Courses” from the left navigation in Canvas and then selecting “All Courses.” Select the star next to its name to turn it orange and include it on your Canvas dashboard for easy access.

Technical Tips:

- Log-in to Canvas prior to the course just to ensure that your account has been set-up properly!
- If this is your first class on Canvas, you may wish to take the Canvas Student Tour or visit the Canvas Student Quickstart Page
- Canvas Support is accessed through the HELP feature in the lower left hand corner of Canvas. You can either call Canvas at 844.408.6455 or use the online chat feature and both services are available 24 hours 7 days a week.
- Technology Support Services can be reached via phone: 516.323.4800, email: helpdesk@molloy.edu or Twitter: @molloyTSS
- Communications will be to your Molloy email address. Please be sure to check your Molloy email regularly and/or forward your Molloy email to your most frequently checked email address.

Disability Statement:

Students with documented disabilities who believe they must have accommodations in this class are encouraged to contact the Director of the Disabilities Support Service Office at 516.323.3316 or DSS@molloy.edu.

Use of Generative Artificial Intelligence (AI) Statement:

There has been a significant increase in the popularity and availability of a variety of generative artificial intelligence (AI). These tools are shaping the future of work, research, and technology. Used in the wrong way, they stand in conflict with academic integrity guidelines at Molloy University. To maintain a culture of integrity and respect, these generative AI tools should not be used in the completion of course assignments unless a faculty member for a given course specifically authorizes their use. Faculty use Turnitin.com to monitor unauthorized use of AI tools (Please refer to the Student Handbook for additional information.).

Final Thoughts:

This asynchronous class has been designed to be practical for all practicing teachers. Your instructor wants you to be successful while providing you with tools to enhance your teaching for your students both formally and informally in need of gifted education. You are encouraged to contact the instructor, as needed, at JSulsky@Molloy.edu for guidance and support as you work on your coursework.