

METHODS FOR TEACHING THE GIFTED

Example Course Requirements

COURSE DESCRIPTION

Participants will explore various methods and strategies to use in teaching the gifted, will work with classmates to develop a notebook of specific lesson plans, and will observe gifted classes and speak with gifted students to gain their perspective concerning their needs. Participants will be expected to identify learning activities and teaching strategies that will meet the needs of gifted students. They will identify and assess the unique needs of gifted students. They will design, implement, facilitate, and evaluate learning experiences for gifted students; use effectively such techniques as grouping for appropriate instruction and individualized planning to assist gifted students in realizing their potential; and integrate instruction in a variety of fields to encourage interdisciplinary thought and study in gifted classes. Students must complete all assignments at a level of proficiency as determined by the instructor.

COURSE REQUIREMENTS

- 1. Class Participation and Reading:** Students are expected to prepare conscientiously before class by reading, reflecting upon the assigned readings, and completing all assignments as scheduled. Success in the course and in the teaching of gifted learners will reflect the student's engagement with course material as demonstrated through class discussions and activities, and out-of-class assignments.
- 2. Models of Teaching Presentation:** Working in groups of threes, students will be responsible for reading a respective chapter, researching, and presenting their findings on an assigned and/or selected model of teaching for the gifted and talented learner. The presentation should include the following: an explanation and overview of the teaching model, benefits and deficiencies of the model, demonstration and application of model components, interactive instruction, assessment methods associated with the teaching model, a graphic organizer for students to record the above information, and a one-page hard copy or e-mailed handouts for the class audience, (30 copies). Presentations should be approximately forty minutes in length.
- 3. Article Précis:** Students will read and prepare a précis on an article on the topic of teaching gifted and talented students. Students will submit a copy of the article with their summary.
- 4. Videotape Analysis and Discussion:** As preparation for a class discussion on teaching methods beneficial for gifted learners, students will watch a video that addresses the learning needs and styles of a gifted child, noting the most beneficial strategies,
- 5. Models of Teaching Brochure:** Students will create a brochure that identifies, summarizes, cites benefits and disadvantages, and provides examples of activities of the 9 models of teaching the gifted learner presented in this course.

6. Lesson Plans Collection Notebook: Students will compile a collection of lesson plans that address the learning styles of the gifted learning. Lesson plans should illustrate evidence of a minimum of seven models of teaching the gifted learner, levels of differentiated learning, and activities that illustrate an emphasis on higher order thinking and creative thinking skills. The collection should be organized in a neat and orderly manner. It is hoped that this collection will serve as a valuable resource for each student, both throughout this course and in teaching gifted learners. Students will be asked to share original lesson plan ideas for teaching gifted students.

7. Internet Resource List: Students will compile a list of a minimum of twelve internet resources that offer lesson plans for teaching higher order thinking to the gifted learner. The list will include the website URL and a brief description of the site’s lesson plans. The internet list should be e-mailed to the instructor prior to April 1, 2008 for compilation to a master list that will be distributed to all students.

TENTATIVE COURSE OUTLINE

SESSION	TOPICS AND TASKS	ASSESSMENT
Session 1:	Course Introduction <ul style="list-style-type: none"> • Scenarios of Methodology Activity • Overview of Course Outline & Standards • Characteristics of Gifted Learners • Preview Chapter 1 ASSIGNMENTS: Read chapter 2 due 1/15 Models of Teaching Presentations Article Précis, due 2/26 Video Analysis & Discussion, 3/4 MOT Brochure, due 3/11 Lesson Plans Notebook, due 3/18 Internet Resource List, due 4/1	Group Activity Direct Instruction Internet Research
Session 2:	Models of Teaching Overview <ul style="list-style-type: none"> • Defining and Researching “Differentiated Instruction” • “Where Models of Teaching Come From” Research assigned Models of Teaching ASSIGNMENTS: Models of Teaching Presentations Article Précis, due 2/26 Video Analysis & Discussion, 3/4 MOT Brochure, due 3/11 Lesson Plans Notebook, due 3/18 Internet Resource List, due 4/1	Group Activity Dif. Instruction Handout Direct Instruction Internet Research
Session 3:	Teaching the Gifted and Talented Learner <ul style="list-style-type: none"> • Notebook Expectations • Creating a brochure—handout Research assigned Models of Teaching ASSIGNMENTS: Models of Teaching Presentations Article Précis, due 2/26 Video Analysis & Discussion, 3/4 MOT Brochure, due 3/11 Lesson Plans Notebook, due 3/18 Internet Resource List, due 4/1	Roundtable Discussion Article Précis Internet Research

Session 4:	<p>Models of Teaching Presentations</p> <ul style="list-style-type: none"> • Ch. 3, Inductive Thinking Model • Ch. 4, Concept Attainment Model • Ch. 6, Scientific Inquiry Model <p>ASSIGNMENTS: Models of Teaching Presentations Article Précis, due 2/26 Video Analysis & Discussion, 3/4 MOT Brochure, due 3/11 Lesson Plans Notebook, due 3/18 Internet Resource List, due 4/1</p>	Presentation Rubric Roundtable Discussion
Session 5:	<p>Models of Teaching Presentations</p> <ul style="list-style-type: none"> • Ch. 7, Mnemonics Model • Ch. 8, Synectics Model • Ch. 9, Presentations Model <p>ASSIGNMENTS: Models of Teaching Presentations Article Précis, due 2/26 Video Analysis & Discussion, 3/4 MOT Brochure, due 3/11 Lesson Plans Notebook, due 3/18 Internet Resource List, due 4/1</p>	Presentation Rubric Roundtable Discussion
Session 6:	<p>Models of Teaching Presentations</p> <ul style="list-style-type: none"> • Ch. 10, Group Investigation Model • Ch. 11, Role Playing/Jurisprudential Model • Ch. 16, Simulations Model <p>ASSIGNMENTS: Models of Teaching Presentations Article Précis, due 2/26 Video Analysis & Discussion, 3/4 MOT Brochure, due 3/11 Lesson Plans Notebook, due 3/18 Internet Resource List, due 4/1</p>	Presentation Rubric Roundtable Discussion
Session 7:	<p>Article Précis DUE Locating internet resources</p> <p>ASSIGNMENTS: Read chapter 17 Video Analysis & Discussion, 3/4 MOT Brochure, due 3/11 Lesson Plans Notebook, due 3/18 Internet Resource List, due 4/1</p>	Whole-group Activity Direct Instruction Internet Research
Session 8:	<p>Diversity in the Gifted Learner Population</p> <ul style="list-style-type: none"> • “Learning Styles and Models of Teaching” • Video Analysis & Discussion <p>Locating internet resources</p> <p>ASSIGNMENTS: Read chapter 18 MOT Brochure, due 3/11 Lesson Plans Notebook, due 3/18 Internet Resource List, due 4/1</p>	Direct Instruction Group Activity Roundtable Discussion Internet Research
Session 9:	<ul style="list-style-type: none"> • “Equity” <p>Models of Teaching Brochure DUE</p> <p>ASSIGNMENTS: Read chapter 20 Lesson Plans Notebook, due 3/18 Internet Resource List, due 4/1</p>	Direct Instruction Group Activity
Session 10:	<ul style="list-style-type: none"> • “Creating Curricula” • Sharing Lesson Plans <p>Lesson Plans Collection/Notebook DUE</p> <p>ASSIGNMENTS: Internet Resource List, due 4/1</p>	Direct Instruction Group Sharing
Session 11:	<p>Technology and the Gifted Learner</p> <ul style="list-style-type: none"> • Sharing Internet Resources 	Roundtable Discussion Presentations

Session 12:	End-of-Course Evaluation	
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Note: This course outline is subject to change at the instructor's discretion to accommodate instructional and/or student needs.

METHODS OF INSTRUCTION

Students will participate in multiple experiences including interactive groups, roundtable discussions, cooperative learning, independent work, student presentations, research, and direct instruction. Technology will also play a role in the learning process. Students' reflections will help guide their learning as they master the course objectives.