

Literacy Solutions *and more*, Inc. - ONLINE

Course No. GT-ED-241: Nature and Needs of Gifted Students, K-12

Dates & Times: Online: This 60-hour online, asynchronous course, divided into 10 modules.

This course provides an overview of the nature and historical evolution of gifted education. Significant events, policies, and procedures affecting the delivery of gifted education will be reviewed, as well as the cognitive, social, and emotional characteristics specific to students identified as gifted. Teaching to gifted students involves careful planning, the use of data in the planning stages, and a teamed approach that involves parents and all educational stakeholders to work into a child's success. Beginning with individualized student plans, participants will develop their ability to analyze and plan with data to differentiate for multiple learner types and instructional support. Strategies for co-teaching using traditional and 21st century curriculum will result in a multiple-pronged approach to instructional success.

Student Learning Outcomes:

- Practice with and use data and resources for planning and implementation of a broad and scaffolded curriculum focused on the needs of exceptional learners.
- Leverage new information, tools and resources to student readiness and differentiated approaches.
- Use evidence-based practices for a variety of learners, educational programs and classroom settings.

TEXTS, READINGS, INSTRUCTIONAL RESOURCES:

Required Text:

- Clark, B. (2012). *Growing Up Gifted: Developing the Potential of Children at School and at Home*, 8th ed.
- Cloud, N., Lakin, J., Leininger, E. & Maxwell, L. (2010). *Teaching Adolescent English Language Learners: Essential Strategies for Middle and High School*. Compton-Lilly, C. F. (2009). What Can New Literacy Studies Offer to the Teaching of Struggling Readers?. *Reading Teacher*, 63(1), 88-90.
- Coleman, L., Cross, T. L. (2005). *Being Gifted in School: An Introduction to Development, Guidance, and Teaching*, 2nd ed. Prufrock Press.
- Kroeger, S. D., Burton, C., & Preston, C. (2009). Integrating evidence-based practices in middle science reading. *Teaching Exceptional Children*, 41(3), 6-15.
- Palumbo, A., & Sanacore, J. (2009). Helping Struggling Middle School Literacy Learners Achieve Success. *Clearing House*, 82(6), 275-280.
- Pereles, D. A., Omdal, S., & Baldwin, L. (2009). Response to intervention and twice-exceptional learners: A promising fit. *Gifted Child Today*, 32(3), 40-51.

Recommended Text:

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- Powers, K., & Mandal, A. (2011). Tier III Assessments, Data-Based Decision Making, and Interventions. *Contemporary School Psychology*, 15(1), 21-33.
- Tomlinson, C. A. (2014). *The Differentiated Classroom: Responding to the needs of all learners*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Torres, C., Farley, C. A., & Cook, B. G. (2012). A special educator's guide to successfully implementing evidence-based practices. *Teaching Exceptional Children*, 45(1), 64-73.

In order to receive a Passing grade, the participant must complete the following course requirements:

- All discussion forums and/or scenario responses must include 1 original post to the question prompt and one to another student in the cohort.
- All video viewed. When there are several video divided by grade-band, select the appropriate and view.
- All books read in full, scrolling from beginning to end.
- All practice lessons and/or activities complete.
- All assignments complete (lessons or unit plans)
- Certificates will not be printable until all of the above conditions have been met, with a passing grade issued by the instructor.

Grade Scale:

Grading will be Pass/Fail: A minimum score of 80% will be required to pass.

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