

Literacy Solutions *and more*, Inc. - ONLINE

Course No. GT-ED-271: Educating Special Populations of Gifted Students, K-12

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Dates & Times: Online: Ongoing throughout the license year.

COURSE DESCRIPTION:

After an introduction to theory of inclusion and giftedness, participants in this course will work diligently to examine and analyze the resources for mainstreaming and research-based approaches with strategies that work for inclusion of students with special needs in regular classrooms. Various programs from around the country will be analyzed and vetted for their movement of students in gifted programs, along with an introduction to multiple resources that include materials, strategy guides, implementation tools, and examples to be embedded into final projects. Rich discussion will inform larger sections of theory and sharing of best practices that interface with course approaches and what research says about teaching to students in inclusive settings, particularly for the gifted. **Competencies** include educating special populations of gifted students such as minorities, underachievers, handicapped, economically disadvantaged and highly gifted to include student characteristics and programmatic adaptations.

STUDENT LEARNING OUTCOMES:

Upon completion of this course, the student will be able to:

- Apply theories of inclusion and giftedness to discussion and planning for implementation of strategies that work into a gifted and talented curriculum.
- Identify and adapt tools and resources to work into projects for implementation of a sound gifted and talented inclusive curriculum that considers multiple ethnicities, levels of achievement, physical advantages and disadvantages, and specific student characteristics.
- Plan, design, and implement a unit plan to include theoretical principles of sound pedagogical practices that work into comprehensive implementation.

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.

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- 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:

- 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.

COURSE REQUIREMENTS:

Students will have 10 weeks to complete each course, after which time they will be un-enrolled. If you need an extension, please email the instructor. Complete one module at a time. This is a 15-hour course. Each module will take approximately 1 to 1.5 hours to complete, give or take with some less and some more, to constitute 15 full instructional hours. The system will auto-check the course components when the requirements have been met. Requirements include reading lectures, viewing video, and responding to discussion prompts or scenario prompts. Keep in mind that:

- Some course elements are optional such as grade-band video and resources, in which case you can toggle over the check box and self-check to keep a record of your progress.
- Certificates of Completion will be made available in the final module once all assignments are submitted, participation and hours requirements met.

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 Distribution:

Discussion Forums, Scenario Responses	30%
Lessons and/or activities	20%

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Lesson and/or unit Plans

50%

Grade Scale:

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

80% to Pass is the standard requirement for all graduate-level courses; you can require a higher percentage to pass, but it cannot be lower than 80%.