

CURRICULUM PROPOSAL FORM #6
UNIVERSITY OF WISCONSIN-WHITEWATER

OTHER CURRICULAR ACTION

Description of Action: Continuation of inactive course
Sponsor(s): Donna Rae Clasen and Pam Clinkenbeard
Department(s): Educational Foundations
College(s): Education
Effective Term: Fall 2000

Attach the proposal

423-764 Educational Psychology of the Gifted: The Development of
Educational Programs for Gifted and Talented

Rationale:

1. A non-required supplementary license in Talented and Gifted Education is included in the new Teacher Certification & Licensure Program being proposed by Superintendent of Public Instruction John Benson. It can be assumed that this new license will increase interest in course offerings in this field. UW-Whitewater is in a position to respond to this interest.
2. There have been recent requests for course offerings from area district gifted and talented associations, such as the Whitewater and Dane County Coordinator groups, as well as the state organization, Wisconsin Association for Talented and Gifted. UW-Whitewater is in a position to respond to these requests.
3. UW-Whitewater is the only campus in southern Wisconsin with current core courses available in this field.
4. The Programming course is the fourth course in a series of core courses in the education of gifted and talented available at UW-Whitewater. Together the four courses provide students a substantive background in gifted education.

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The University of Wisconsin-Whitewater
Department of Educational Foundations

Course Description. Programs for gifted and talented students must address both the educational needs of high ability students and the resources and educational plans of the school district. This course considers multiple means for developing programs which attend to these needs. Course content will focus on the following: program models (K-12), best practices, developmental and differentiated curriculum programs, and program advocacy. The Wisconsin Gifted Education Model, a generalized model meeting the needs of diverse learners in a school system, will be highlighted. The course is intended for program coordinators, classroom teachers, counselors, and administrators.

Required Text: To be selected.

Required Reading: A variety of current readings will be required reading.

Suggested Readings: Suggested readings and references will be provided for each topic area. Reading materials also will be individualized and generated by interests and needs.

Course Objectives

1. To consider philosophies and rationale for providing program options for gifted and talented students.
2. To introduce a variety of program options for meeting the educational needs of gifted and talented students.
3. To provide a better understanding of diverse abilities among students and the means by which program options can best enhance these capabilities.
4. To provide opportunities for evaluation of program models in terms of best fit with school district needs and resources.
5. To provide opportunities for evaluation of program models in terms of best practices.
6. To explore critical issues related to program development.
7. To evaluate several processes for development of a program for gifted and talented students.
8. To provide an opportunity for development of a school or district-wide program for gifted and talented.
9. To explore rationale and means of advocating for gifted programming.
10. To consider collaborative efforts and partnerships in program development.

Content: This course is intended to help us consider various means of providing appropriate educational programming for high ability students. These students may have demonstrated their abilities; or they may have hidden their talents by underachieving, falling into an at-risk category or by having been overpowered by another identification such as physically challenged or learning disadvantaged. In considering how the needs of high-ability students can be met, we shall also consider how programming adjustments can be made so that all students receive the highest quality education.

The class will have appeal for others than gifted/talented teachers and coordinators since many of the programming models have implications for enhancing educational options for all children.

COURSE OUTLINE

1. Course Introduction
 - Assessment of class participants needs/expectations
 - Overview of principal programming options and their multiple variations.
2. Rationale for Providing Programming Options for Talented and Gifted Students
 - Philosophy regarding gifted/talented students educational needs
 - Key Questions: For Whom are we doing this? What are we doing? Why this? When and How? How will we know it was effective?
 - Assumptions and viewpoints
3. Critical Issues for Early Consideration
 - School climate
 - Multipledimensional view of giftedness
 - Underrepresented groups
 - Underachievers
 - Gender issues
 - Bilingual students
 - Others
4. Acceleration Models (K-12)
 - Advantages: voices of proponents; research
 - Disadvantages: voices of opponents; research
 - Exemplary Programs
5. Enrichment Models (K-12)
 - Advantages: voices of proponents; research
 - Disadvantages: voices of opponents; research
 - Exemplary Programs
6. Program Variations in Enrichment Models
 - Best Practices
7. The Wisconsin Gifted Education Model (G.E.M.)
 - Meeting needs within the regular classroom
 - Inclusive programming
 - Beyond academics

8. Differentiated Curriculum Models
 - Multiple Intelligences: Gardner
 - Kaplan Model
 - Tomlinson
 - Winebrenner

9. Best Practices Across Models
 - A. Curriculum Models
 1. Process-based instruction
 2. Differentiated curriculum
 3. Problem-based curriculum
 4. Thematic curriculum
 - B. Thinking Skills Programs
 1. Critical thinking
 2. Creative thinking
 3. Problem-based learning
 - C. Technology-based programs
 - D. Technology-integrated programs
 - E. Group learning

10. Program Development: Procedures for developing a program
 - District-Wide
 - School
 - Specific Focus

11. Special Programming Options
 - Future Problem Solving teams
 - Odyssey of the Mind
 - Junior Great Books
 - Talent Searches
 - Special math or writing opportunities
 - Music, drama, sports, etc. events
 - Leadership
 - Summer precollegiate programs

13. Assessment Models & Program Evaluation
 - Formative and summative
 - Evaluation models: Portfolio; Performance

14. Program Development
 - Individual and collaborative work outside of class and within

15. Program Advocacy
 - Communication networks: teachers, administrators, parents, community
 - Cooperative undertakings with others
 - Community partnerships
 - Networking

16. Collaboration and Partnerships in Gifted Education
 - University/school collaborations
 - University programs

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Selected References

TEXTS

- Birely, M. (1994). Crossover children: A Sourcebook for helping children who are gifted and learning disabled (2cd ed.). Reston, VA: The Council for Exceptional Children.
- Colangelo N., & Davis, G. A. (1997). Handbook of gifted education (2cd ed.). Boston: Allyn & Bacon.
- Fox, L., & Prejean, A. (1999). Bright child: An educational guide for parents and teachers of young gifted children, grades K-6. Manassas, VA: Gifted Education Press.
- O'Neill, A., & Coe, M. A. (1998). Technology resource guide: Transporting gifted and advanced learners to the 21st century. Manassas, VA: Gifted Education Press.
- Tomlinson, C. (1999). The differentiated classroom - Responding to the needs of all learners. Alexandria, VA: Association for Supervision and Curriculum Development.
- Willard-Holt C., & Holt, D. (1998). Applying multiple intelligences to gifted education: I'm not just an IQ score! Manassas, VA: Gifted Education Press.
- Winebrenner, S. (1992). Teaching gifted kids in The Regular Classroom. Minneapolis, MN: Free Spirit Press.

JOURNAL ARTICLES/Monograph

- Allan, S. (1991). Ability-grouping research reviews: What do they say about grouping and the gifted? Educational Leadership, 48(6), 60-65.
- Brody, L., & Mills, C. (1997) Gifted children with learning disabilities. A review of the issues. Journal of Learning Disabilities, 30(3), 282-96.
- Coleman, M. R., & Gallagher, J. J. (Sum 1995). The successful blending of gifted education with middle schools and cooperative learning: Two studies. Journal for the Education of the Gifted, 18(4), 362-84.
- Emerick, L. J. (1992). Academic underachievement among the gifted: Students' perceptions of factors that reverse the pattern. Gifted Child Quarterly, 36, 140-146.
- Owston, R. (1997). The World Wide Web: A technology to enhance teaching and learning? Educational Researcher, 26(2), 27-33.
- Purcell, J.H. (1995). Gifted education at the cross roads: The program status study. Gifted Child Quarterly, 39(2), 57-65.
- Reis, S., Gentry, M., & Park, S. (1995). Extending the pedagogy of gifted education to all students. (Research Monograph 95118). Storrs, CT: University of Connecticut, The National Research Center on the Gifted and Talented.