

Course: Keeping Gifted and Advanced Children Engaged in a World of No Child Left Behind
 Instructor: Lorretta M. Holloway, Ph.D. Assistant Professor, English Department
 Course Dates: January 23, 2006-February 17, 2006 (ONLINE)
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Course Description: This course focuses on the advanced and gifted learner grades K-8 as another special needs group. We will focus on how to meet students' needs in the classroom by using resources teachers already have: students, their parents, parent liaisons, and principals. Students will also be exposed to other resources for and the rights of advanced and gifted students and their families.

Course Goal: To get beyond theories concerning advanced learners by focusing on practical strategies for addressing their needs despite cuts to programs, resources, and staff.

Course Materials: There is no text to purchase for this course. Required reading will be assigned from the following websites.

Beyond Proficiency: A Massachusetts Leadership Summit on Gifted and Academically Advanced Students <http://www.medford.k12.mas.us/gifted/action.html>

Massachusetts Association for Gifted Education <http://www.massgifted.org/>

The National Association for Gifted Children (Britain) <http://www.nagcbrtain.org.uk/>

State Notes-Gifted and Talented <http://www.esc.org/clearinghouse/52/28/5228.htm>

Primary Peeks <http://www.ccsd.k12co.us/gt/Resources/primarypeeksTOC.htm>

Academically Advanced Education <http://www.doe.mass.edu/famcommm.aae.html>

Characteristics of Gifted and Talented Children
http://www.prufrock.com/client/client_pages/characteristics.cfm

Course Schedule:

Module One	Identifying and Working with Gifted and Advanced Students and Their Families	In this module, students will be assigned various readings on identifying gifted and advanced students and discussing learning strategies with parents. Teachers will look at what they need to know about their students, but also what parent perceptions and misperceptions are about such students and the role the
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		state plays in their education.
Module Two	Separate But Equal—Not More of the Same Work But Doing Different Yet Integrated Work	In this module, students will discuss the tendency to just give advanced and gifted students more work rather than different work. Students will utilize readings to discuss and present strategies for involving advanced and gifted students in the projects and assignments for the general classroom and when to separate the student from their peers by finding other peer groups.
Module Three	Interdisciplinary Units and Curriculum Compacting	With the aid of reading on curriculum management and compacting, students will look at their current lesson plans and strategies to figure out ways to accommodate advanced and gifted learners of various types. Goal: To utilize already existing lessons and texts to build interdisciplinary units for advanced learners to ensure a multi-talent approach.
Module Four	Your School and Your Students	In this final unit, students will be expected to look at their specific school and the programs/resources offered to present a cogent and feasible plan of action for addressing gifted and advanced student needs.

Course Requirements:

Discussion Board Participation (30 %), “Case Studies” (20%); Project (50%)

Discussion Board Participation: Every week, I will assign specific reading from the websites listed above and post four discussion questions. Students are to respond to two of my questions directly and to the other two indirectly by responding to one of their peers except for during the last week. The direct responses should be a minimum of two

paragraphs. During the last week, I will post only two questions, leaving the discussion board open to questions and comments leading up to the final project.

“Case Studies”: For the first three modules, students will submit short (600-800 word) papers addressing that module’s topic for the week. Students should utilize the readings but focus on what is feasible in their school. For example, for module one, students could write a presentation on how to set up special conferences with parents of gifted students and what resources they would provide them.

Project: Students will utilize strategies and feedback from discussions and papers to create a plan for their grade at their school. These projects will must include: identifying specific strengths and weaknesses at school for gifted and advanced learners, presenting general solutions and evaluating allies within the system, and presenting a complete “lesson plan” for the gifted learner in your classroom. This lesson plan will need to have concrete steps and strategies but also will need to be adaptable to different students

DEADLINES: For the first three modules, everything is due (papers and responses to discussion board questions) by noon on the Saturday of that week. For Module Four, the last week of the course, the discussion board will close at noon on Wednesday, February 15. The final project is due by 4 pm February 17, the last day of class. This course is short and intense. Students will need to continually move forward in order to prepare the project. Late discussion Board responses will not be evaluated. Late papers will receive a deduction for each day they are late.