



Midwest Teachers Institute
Teachers Helping Teachers

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MTI 525: Differentiation for Gifted Students

Instructor Information:

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Instructor Background:	Shawn Bean has taught a variety of Social Studies courses in the south suburbs of Chicago since he graduated from Bradley University in 1999. In 2007 Shawn received his masters degree in Integrating Technology into the Classroom from Walden University. In 2009 he began teaching graduate courses on a variety of topics including: differentiation, technology, rigor, and ways to incorporate more experiences outside the classroom into current curriculums.

Course Information

Course Format (distance learning, online, webinar, experiential onsite courses):	<p>Online Course</p> <p>The LMS for delivering the course will be Canvas. An invitation will be sent to you by your instructor during the week prior to the start of your course. If you have not received an invitation, please email us at the MTI email address listed above.</p> <p>Approximately 45 hours of instructional time is devoted to this course.</p> <p>We recommend that you take an introduction to Canvas course as well to become more comfortable with our LMS. This can be done by clicking on the <i>help</i> tab, then Canvas 101.</p> <p>If you are having trouble with Canvas, technical support is available online 24/7 under the <i>help</i> tab, then <i>report a problem</i>.</p>
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Prerequisites	All MTI courses are designed for educators who have a minimum of a bachelor’s degree and professional educator license. Prior to beginning the course, check with your district office to ensure that credit will be accepted for salary increase and professional development. All courses are for 3 graduate semester hours/credits. When you register, you may choose which of our accredited university partners you would like to receive your official transcript from.
Accrediting Partners	For information about our accrediting partners, please visit our website at www.midwestteachersinstitute.org and click on partners to learn more about the choices available for you.
Required Books and Materials	<ul style="list-style-type: none"> ● Internet access ● Conklin, W. and Frei, S. <i>Differentiating the Curriculum for Gifted Learners</i>. Shell Education, CA. 2015. ISBN 978-1-4258-1186-0 ● Lesson plans, videos, pedagogic articles. ● National Association for Gifted Children ● Highly Motivated Kids Have a Greater Advantage in Life Than Kids With a High IQ ● Closing Poverty-Based Excellence Gaps: Conceptual, Measurement, and Educational Issues
Course Description: This course is designed to reach out to the gifted student, someone who is often left behind in the classroom. The course begins by identifying who the gifted are, how they learn, and how to push them to higher achievement. We will develop pre-tests to avoid re-teaching material that students have already mastered, exploring new ways to challenge the gifted student and keep them focused. Curriculum for the gifted students will be examined and modified, developing problem solving skills that incorporate multiple levels of intelligence. The goal is to develop a classroom that is conducive to the special needs of the gifted student.	
<p>Learning Outcomes/Competencies: At the completion of this course, the learner will be able to:</p> <ol style="list-style-type: none"> 1. Create a working definition to identify gifted learners and measure their achievement. InTASC 4,6 2. Assess the giftedness of a current student and recommend a differentiated plan of action for that student. InTASC 1,2,8,9 3. Evaluate current curriculum to integrate differentiated activities and standards throughout. InTASC 1,3,8 4. Critique the use of problem solving and creativity techniques and their future impact on gifted students. InTASC 1,5,8 	
Learning Strategies: Professional literature analysis, whole group discussions, personal reflection, project-based learning.	
Experiential Learning Opportunities: Students will be reflecting on the assessments and tools that they develop/learn about in class and measuring/estimating the intended impact on student learning in the classroom. Students will learn by doing while completing a variety of activities throughout the course.	

Format of the Course and Submitting Work

This course has a total of 5 individual assessments/assignments. You are required to complete all of the pieces with a total grade of an A or B in order to receive the credit for the course. It is recommended that the coursework be completed in the sequence listed below in the assessments chart below. This is an ONLINE course that runs for a five (5) week duration. Each week as directed by your instructor you will have assignments due. Answer and Discuss and Reflect and Respond assignments will be completed online using our LMS(Learning Management Software) Canvas. Your application, research project and evaluation assignments will be submitted electronically to your instructor. Files can be saved in PDF's or WORD Documents. You can also share via Google Drive format. Please contact your instructor if you have any questions or need help with the Google Drive format.

Assessments		Approximate contact hours for each assessment
Review all course materials (books, videos, etc.)		10 hours
Answer and discuss weekly questions posted by instructor to online classroom at Canvas forum. (5 @ 9 points per question).	45 points	4 hours
Reflect and respond to 2 posts weekly made by colleagues online at Canvas classroom forum. (10 total @ 9 points per response).	90 points	3 hours
Application assignments-4 @ 45 points each	180 points	10 hours
Research project	100 points	8 hours
Final evaluation essay	100 points	10 hours
Total points possible	515 points	45 hours
<p>Grading Scale: A (90-100%); B (80-89%) <i>*Anything below a B will not receive graduate credit and result in a failing grade of F.</i></p> <p>If you do not receive a B or higher, your work will be returned to you for further correction and completion. You will be allowed one (1) re-submit to your instructor to achieve a grade of B or higher. If after your re-submit, you still do not achieve a B or higher you will receive a failing grade of F and therefore forfeit the 3 graduate credits.</p>		

Answer and Discuss Rubric -5 @ 9 points each			
Category	Superior (3 pts)	Sufficient (2 pts)	Minimal(1pt)
<i>Supporting Evidence in Practice</i> ____/3	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.

<i>Accuracy</i> ____/3	All supporting facts and statistics are accurately represented.	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.
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Reflect and Response Rubric-10 @ 9 points each

Category	Superior (3 pts)	Sufficient (2 pts)	Minimal(1pt)
<i>Supporting Evidence in Practice</i> ____/3	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.
<i>Accuracy</i> ____/3	All supporting facts and statistics are accurately represented.	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.
<i>Grammar and Spelling</i> ____/3	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.

Application Rubric- 4 @ 45 points each

Category	Superior (15-13 pts)	Sufficient (12-10 pts)	Minimal(9-7pts)
<i>Supporting Evidence in Practice</i> ____/15	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.
<i>Accuracy</i> ____/15	All supporting facts and statistics are accurately represented.	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.

Project Rubric- 100 points

Category	Superior (20-18 pts)	Sufficient (17-16 pts)	Minimal (15-14pts)
<i>Understanding of web tool</i> ____/20	Shows strong understanding of activity, concept, or tool and maximize learning	Shows adequate understanding of activity, concept, or tool and benefit learning.	Shows little understanding of activity, concept, or tool and may not benefit learning.
<i>Practical evidence</i> ____/20	Shows strong evidence of ideas and insights gained from this course and how they are applied to classroom.	Shows evidence of ideas and insights from this course and how they are applied to classroom.	Shows little evidence of ideas and insights from this course or how they are applied to the classroom.
<i>Completion</i> ____/20	Completed in a thoughtful and meaningful manner.	Completed, but with minimal quality.	Not all projects are completed and of those that are, some are minimal quality.
<i>Grammar and Spelling</i>	Includes no mistakes in grammar or spelling.	Includes few grammar and spelling mistakes.	Includes numerous grammar and spelling mistakes.

____/20			
Sequencing ____/20	Sequenced, showing if-then thinking and the logical order required to complete skill, solve problem, or use tool.	Not always sequenced, showing incomplete if-then thinking and understanding of logical order required to complete skill.	Confusing making it difficult to replicate activities; little understanding of logic or if-then thinking evidenced.

Evaluation Rubric- 100 POINTS				
Category	Superior (20-17 pts)	Sufficient (16-13 pts)	Minimal(12-9pts)	Below Standard (8 pts)
Supporting Evidence in Practice ____/20	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows little evidence of ideas and insights from this course and there is little evidence they are applied to the classroom.
Accuracy ____/20	All supporting facts and statistics are accurately represented.	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.	Many of the supporting facts and statistics are inaccurately represented.
Grammar and Spelling ____/20	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.	Response includes numerous grammar and spelling mistakes.
Logical Sequencing ____/20	Response is written in a clear, concise, and well organized manner. Thoughts are presented in a coherent and logical manner.	Response is mostly clear, concise, and well organized. Thoughts are presented in a coherent and logical manner.	Response is somewhat unclear and/or disorganized. Some thoughts are presented in a coherent and logical manner.	Response is mostly unclear and/or disorganized. Many thoughts are presented in an incoherent and illogical manner.
Reflection ____/20	Response demonstrates an in-depth reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.	Response demonstrates some reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.	Response demonstrates a minimal reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.	Response demonstrates no reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.

Course Schedule
<i>*All assignments must be completed the week assigned. In emergencies, please contact instructor.</i>
Week 1
<ul style="list-style-type: none"> ● Read chapter 1 (<i>Understanding Gifted Learners</i>). ● Discussion Activity - Reply to the discussion question posted by the teacher. Must be completed by Tuesday night. ● Reflect and Respond Activity - Read the posts from other students and respond to at least 2. Must be completed by Thursday night. ● Application #1 - Using the information from chapter 1 related to identifying gifted students (or your own resources), take one of your current groups of students (or past classes you can access) and use your criteria to choose which ones you would identify as gifted as well as your rationale for each of these students being identified as gifted.

Week 2

- Read chapters 2 (*Preparing a Differentiated Classroom for Gifted Learners*) and 3 (*Curriculum Compacting*).
- Discussion Activity - Reply to the discussion question posted by the teacher. Must be completed by Tuesday night.
- Reflect and Respond Activity - Read the posts from other students and respond to at least 2. Must be completed by Thursday night.
- Application #2 - Choose one of the students from application #1 to complete this assignment. Create a chart based on enrichment compacting or a chart on acceleration compacting/ such as the ones from this weeks reading. Fill out the form using the following information:
 - Identify how your student is gifted. (i.e. in what areas are they gifted?)
 - How has the student shown mastery?
 - What other activities will be planned?
 - Choices for compacting the curriculum.

Week 3

- Read chapters 4 (*Differentiating the Content for Gifted Learners*), 5 (*Differentiating the Process for Gifted Learners*), and 6 (*Differentiating the Product for Gifted Learners*).
- Discussion Activity - Reply to the discussion question posted by the teacher. Must be completed by Tuesday night.
- Reflect and Respond Activity - Read the posts from other students and respond to at least 2. Must be completed by Thursday night.
- Application #3 - Choose one of the units you teach and include ways to differentiate the assignments in the unit in all 3 areas: content, process, and product). Include your unit plan as well as the assessments.

Week 4

- Read chapter 7 (*Encouraging Creativity in Your Gifted Learners*).
- Discussion Activity - Reply to the discussion question posted by the teacher. Must be completed by Tuesday night.
- Reflect and Respond Activity - Read the posts from other students and respond to at least 2. Must be completed by Thursday night.
- Application #4 - Choose one of the problem-solving/creativity techniques to be used in your classroom from this weeks reading (SCAMPER, Wallas Method, Williams Model, CPS Model.) Then go through the steps yourself so you can create a model for your students. As you go through each of the steps, record your thought process for the students (to model your thinking skills.)
- Research Project - Research the measured impact that differentiation has had on classrooms. Employ this data as you argue for or against differentiation in the classroom, particularly looking to include anything pertaining to gifted students. Choose one of the following to share your findings (you may also ask for another format, but you need approval by the instructor first):
 - 2-3 page paper, APA format

- Video or screencast
- Presentation
- Infographic
- Create a website

Week 5

- Read the journal selection Closing Poverty-Based Education Gaps
- Discussion Activity - Reply to the discussion question posted by the teacher. Must be completed by Tuesday night.
- Reflect and Respond Activity - Read the posts from other students and respond to at least 2. Must be completed by Thursday night.
- Evaluation Essay - Using what you have learned from this class, as well as at least 2 other outside sources (*you may also use those provided in the syllabus under required books and materials*), write a 3-5 page paper on one of the following topics:
 - Reflect on your thoughts about teaching gifted students prior to reading the text. How have your thoughts changed? Then create a working definition for your own classroom on what characteristics you will use going forward to identify a gifted student, how this impacts their learning in your classroom, and how you can keep these students motivated to excel in subject area. You must use APA format.
 - Using the concepts from this course and from your own research, come up with an action plan to share with your department. How can you create an environment that allows gifted learners to reach their full potential? Consider any potential problems you may have with implementing your action plan (from parents, students, co-workers, or anyone else) and come up with possible solutions. You must use APA format.

End of Course Survey

Now that you are finished with this class, please take the time to help us improve our product. In order to make sure that we are providing the best possible service, please take our [survey](#). We appreciate your help and your commitment to the profession.

Academic Honesty

Academic dishonesty is any form of cheating which results in students giving or receiving unauthorized assistance in an academic exercise or receiving credit for work which is not their own. Any academic dishonesty is grounds for dismissal. Any student judged to be engaged in cheating may receive a failing grade for the course, or any other penalty, which the instructor finds appropriate. Academic dishonesty is a behavioral issue, not an issue of academic performance. As such, it is considered an act of misconduct and is also subject to the University disciplinary process as defined in the Student Code of Conduct.

Acts of Dishonesty Include:

- Cheating—intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. The term academic exercise includes all forms of work submitted for credit or hours.
- Fabrication—intentional and unauthorized falsification or invention of information or citation in an academic exercise.
- Facilitating Academic Dishonesty—intentionally or knowingly helping or attempting to help another to violate a provision of the institutional code of academic integrity.
- Plagiarism—the deliberate adoption or reproduction of ideas, words, or statements of another person as one’s own without acknowledgement.

Unauthorized Collaboration—intentionally sharing information or working together in an academic exercise when the course instructor does not approve such actions.

ADA Statement

The University abides by the Americans with Disability Act and Section 504 of the Rehabilitation Act of 1973, which stipulates that no student shall be denied the benefits of an education “solely by reason of a handicap.” If you have a documented disability that may affect your work in this class and for which you may require accommodations, please contact the Disability Resource Coordinator as soon as possible to arrange accommodations. In order to receive accommodations, you must be registered with and provide documentation of your disability to the Disability Resource Office.

The Disability Resource office will provide Extended Studies with documentation of the disability and any accommodations that are needed.

The InTASC Model Core Teaching Standards (April 2011)

The Learner and Learning

Standard #1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Content Knowledge

Standard #4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

Standard #6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

Standard #9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.