WILMINGTON UNIVERSITY
COLLEGE OF EDUCATION
BASIC COURSE INFORMATION

COURSE NUMBER: MED 7804
COURSE TITLE: Curriculum Design and Instructional Strategies for G/T Learners
COURSE CREDIT: 3 Credits

MINIMUM TIME REQUIREMENTS (in clock hours):

<table>
<thead>
<tr>
<th>Teacher Led Instruction</th>
<th>SEA</th>
<th>Fieldwork/Clinical</th>
<th>Lab</th>
<th>External Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>35</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>70</td>
</tr>
</tbody>
</table>

TEXTBOOK:
TITLE: Methods and Materials for Teaching the Gifted
AUTHORS: Frances A. Karnes, Ph.D. and Suzanne M. Bean, Ph.D.
EDITION: 4rd Edition
YEAR: 2015
PUBLISHER: Prufrock Press, Waco, TX

FACULTY INFORMATION/ OFFICE HOURS/METHOD OF CONTACT: Check Blackboard for Faculty Information

COURSE DESCRIPTION: This course is designed to help educators identify and use appropriate curricular, instructional, and assessment strategies to meet the needs of gifted and talented learners at both the school and district level. Educators will explore curriculum models, develop and implement instructional strategies, and design assessments for gifted and talented programs. Appropriate information/communication technology will be used in researching, preparing, presenting, and implementing lesson plans and units.

Course Format
- Course Format: The course is offered in a tradition, hybrid or a distance-learning format. Hybrid courses are taught in an online Learning Content Management System, Blackboard™.
- Distance learning: A webcam will enhance the learning experience during a virtual conference or synchronous sessions.
- DIS 095: Distance Learning Orientation for Students is a prerequisite for registering for a hybrid or online format. DIS 095 is free of charge and can be completed through Blackboard™ in approximately 60 minutes. The orientation is located at http://www.wilmu.edu/distancelearning/dlorientation.aspx

I. CONCEPTUAL FRAMEWORK
The course is structured to reflect the eight essential program attributes described in the College of Education Conceptual Framework found at http://www.wilmu.edu/education/clinicalstudies/conceptframework.aspx#knowledgebases

II. PROGRAM COMPETENCIES/STANDARD-BASED INSTRUCTIONAL GOALS
National Gifted Education Standards/ Program Competencies
The program competencies adopted for the Master of Education in Instruction: Gifted and Talented Learners degree program are the National Association for Gifted Children (2013). These standards can be found at http://www.nagc.org/GiftedEducationStandards.aspx

III. PROGRAM COMPETENCIES/STANDARDS
PROGRAM COMPETENCY Standard 3: Curricular Content Knowledge
Beginning gifted education professionals use knowledge of general and specialized curricula to advance learning for individuals with gifts and talents.
3.1 Beginning gifted education professionals use knowledge of general and specialized curricula to advance learning for individuals with gifts and talents. Beginning gifted education professionals understand the role of central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and use their understanding to organize knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions within and across grade levels.

3.2 Beginning gifted education professionals design appropriate learning and performance modifications for individuals with gifts and talents that enhance creativity, acceleration, depth and complexity in academic subject matter and specialized domains.

3.3 Beginning gifted education professionals use assessments to select, adapt, and create materials to differentiate instructional strategies and general and specialized curricula to challenge individuals with gifts and talents.

3.4 Beginning gifted education professionals understand that individuals with gifts and talents demonstrate a wide range of advanced knowledge and performance levels and modify the general or specialized curriculum appropriately.

PROGRAM COMPETENCY Standard 5: Instructional Planning and Strategies:
Beginning gifted education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance the learning of individuals with gifts and talents.

5.1 Beginning gifted education professionals know principles of evidence-based, differentiated, and accelerated practices and possess a repertoire of instructional strategies to enhance the critical and creative thinking, problem-solving, and performance skills of individuals with gifts and talents.

5.2 Beginning gifted education professionals apply appropriate technologies to support instructional assessment, planning, and delivery for individuals with gifts and talents.

5.3 Beginning gifted education professionals collaborate with families, professional colleagues, and other educators to select, adapt, and use evidence-based strategies that promote challenging learning opportunities in general and specialized curricula.

5.4 Beginning gifted education professionals emphasize the development, practice, and transfer of advanced knowledge and skills across environments throughout the lifespan leading to creative, productive careers in a multicultural society for individuals with gifts and talents.

5.5 Beginning gifted education professionals use instructional strategies that enhance the affective development of individuals with gifts and talents.

IV. METHODOLOGY, PHILOSOPHY, AND EVALUATION
A. Methodology and Philosophy
Instructional strategies appropriate for adult learners are implemented such as project-based and problem-based instructional practices, active participation in goal setting and self-evaluation, experiential activities, and student-centered learning environments. The course content and instructional design are informed by adult learning theories and may take place in student-only, teacher-led, or community-based settings. These methodologies fit well with transformative theory, situated cognition, and a social-cultural perspective.

B. Assessment and Evaluation
Assignments and assessments will be scored using performance-based assessments.

*Grade A: Excellent.* The student has demonstrated a quality of work and accomplishments far beyond the normal requirements and shows originality of thought and mastery of material. To receive an A in this course, the candidate must earn a total of a 95%.

*Grade B: Good.* The student’s achievement exceeds satisfactory accomplishment, showing a clearer indication of initiative, comprehension of material, and the ability to work with concepts.

*Grade C: Satisfactory.* The student has met the formal requirements and has demonstrated comprehension of the material and the ability to work with concepts.

*Note.* It is the student’s responsibility to obtain and complete assignments on the due dates. Late assignments are not accepted. Due to the nature of a seven-week course and to ensure that all candidates are provided with equal learning experience opportunities, late assignments cannot be accepted without good reason, prior approval, and evidence. Again, without a justifiable reason and evidence, instructors do not accept late assignments.

V. ATTENDANCE POLICIES: College of Education Policy

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Syllabus is the sole property of Wilmington University
In the College of Education, faculty must approve all requests for absences that are exceptions to the University policy. Vacations are not considered to be legitimate reasons for missing classes. Faculty must be contacted prior to class in all cases except valid emergencies. Failure to obtain approval for exceptions may result in lowering the final passing grade or assigning a FA (failure due to absence). Students who have registered for a course and never attended the class at all will receive a grade of NA (never attended). Early departures and late arrivals will be cumulative towards class absences. It is the student’s responsibility to obtain and complete assignments on the due dates.

It is the student’s responsibility to obtain and complete assignments on the due dates. Candidates who register and enter the course on the drop/add date have four days to complete the first week’s assignments.

VI. PROGRAM COMPETENCY PROJECTS /STRUCTURED EXTERNAL ASSIGNMENT
A. Program Competency 3. Curricular Content Knowledge
B. Program Competency 5. Instructional Planning and Strategies
C. Scholarly Writing
   a. Candidates will provide a reference page using APA citations for all projects.
   b. Candidates will respect intellectual property by citing the sources.
D. Individual Development and Educational Assessment (IDEA) Learning Objectives
   a. Essential objective: #3. Learning to apply course material
   b. Important objective: #4. Developing specific skills, competencies and points of view needed by professionals of this field.

VII. PROGRAM PORTFOLIO REQUIREMENT
There is a portfolio requirement in this course. Educators are asked to demonstrate their knowledge and skills of the National Gifted Education Standards. The purpose of the portfolios is to serve as a chronicle of your experiences documenting your strengths and accomplishments. Upon completion of each course, the educator needs to select products that show that they have meet specific competencies of that course to place in his/her portfolio and write a narrative. For each standard, there must be a clear, concise narrative that reveals the connection between the product and competency. The narrative format is based on the D.A.R. model. The assignment will be uploaded into Taskstream. Procedures and directions for completing the project are located in Appendix C.
1. Program Competency Standard 3. Curricular Content Knowledge
2. Program Competency Standard 5. Instructional Planning and Strategies

VIII. COURSE OUTLINE AND WEEKLY SCHEDULE
It is expected that all candidates will read the appropriate materials for the assignment each week and that all candidates will read the assignments and scoring rubrics for the assignments to determine the expectations for the assignments. The instructor reserves the right to change the syllabus, assignments, and point values during the course.

<table>
<thead>
<tr>
<th>Week/Topic</th>
<th>Assignments and Assessments/ Due Dates</th>
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</thead>
</table>
| Week 1. Twice exceptional Risk-taking/Risk Making | • Introductory Discussion (Due)  
  • Reading, Articles, and Videos  
    o (Ch. 1-3)  
  • Differentiated Curriculum (Due Week 4)  
  • Journal Assignment (Twice-Exceptional (Due)  
  • Discussion Board Forum (Due) |
| Week 2. Differentiated Curriculum Curriculum Compacting Affective Development and the Affective Domain | • Reading, Articles, and Videos  
  o (Ch. 4 and 5)  
  • Journal Assignment  
  • Scholarly Journal Article Review (Due Week 3)  
  • Differentiated Curriculum (Due Week 4)  
  • Discussion Board Forum (Due) |
| Week 3. Differentiation and Curriculum Compacting | • Reading, Articles, and Videos  
  o (Ch. 6-9)  
  • Journal Assignment  
  • Scholarly Journal Article Review (Due Week 3) |
| Week 4. Problem-based Learning Compacting Curriculum | • Differentiated Curriculum (Due Week 4) |
| • Discussion Board Forum (Due) | • Reading, Articles, and Videos |
| o (Ch. 10-14) | • Journal Assignment |
| • Scholarly Journal Article Review (Due Week 5) | • Differentiated Lesson (Due Week 7) |
| • Discussion Board Forum (Due) | |

| Week 5. Intellectual and Affective Domains Definitions of Giftedness Curriculum compacting | • Reading, Articles, and Videos |
| o (Ch. 15-19) | • Journal Assignment |
| • Scholarly Journal Article Review | • Differentiated Lesson (Due Week 7) |
| • Discussion Board Forum (Due) | |

| Week 6. Curriculum compacting Advocacy, Compacting curriculum, and Professional development | • Reading, Articles, and Videos |
| o (Ch. 20-21) | • Journal Assignment |
| • Differentiated Lesson (Due Week 7) | • Reflective Narrative Program Competency Standard 3. Curricular Content Knowledge (Portfolio) (Due) |
| • Discussion Board Forum (Due) | • Discussion Board Forum (Due) |

| Week 7. Supporting and Enhancing Gifted and Talented Programs Assistive Technologies | • Reading, Articles, and Videos: Assistive Technology information |
| • Differentiated Lesson (Due) | • Reflective Narrative Program Competency Standard 5. Instructional Planning and Strategies (Portfolio) (Due) |
| • Discussion Board Forum (Due) | • Upload the Differentiated Curriculum Unit and Differentiated lesson Plan into Task stream. |

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Journal (10 Points each) (6 assignments)</td>
<td>60</td>
</tr>
<tr>
<td>Scholarly Articles (15 Points each) 2 Scholarly Article Assignments</td>
<td></td>
</tr>
<tr>
<td>Discussion Board Forum (5 Points each) 7 Discussions</td>
<td>35</td>
</tr>
<tr>
<td>Differentiated Curriculum (Program Competency #3.)</td>
<td>40</td>
</tr>
<tr>
<td>Differentiated Lesson (Program Competency #5.)</td>
<td>25</td>
</tr>
<tr>
<td>D.A.R. Program Competency Standard Portfolio Entries (5 Points each)</td>
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<tr>
<td>• Program Competency Standard 3.1 (5 pts.)</td>
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<tr>
<td>• Program Competency Standard 3.4 (5 pts.)</td>
<td></td>
</tr>
<tr>
<td>• Program Competency Standard 5.1 (5 pts.)</td>
<td>15</td>
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</table>

IX. REFERENCES


Professional Partners
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C. A. Little (Eds.), *Content-based curriculum for high ability Learners* (pp. 259-278). Waco, TX: Prufrock Press.


**COURSE: MED 7804**  
**TITLE:** Curriculum Design and Instructional Strategies for Gifted and Talented

**PROGRAM COMPETENCY STANDARD 3: Curricular Content Knowledge:**
Beginning gifted education professionals use knowledge of general and specialized curricula to advance learning for individuals with gifts and talents.

**EVALUATED ASSIGNMENT:**
1. Candidates develop a differentiated curriculum unit using their knowledge of general and specialized curricula to advance learning for individuals with gifts and talents.
2. Candidates write a reflective narrative using the D.A.R. format

This CeCRAM/Structured External Assignment is to be completed on your MED 6102 E-Folio (the e-Portfolio) under the course MED7804. This assignment must be uploaded onto E-Folio. The assignment is reported on the NAGC SPA report for candidate ability to plan instruction.

<table>
<thead>
<tr>
<th>Scoring Elements PC# 3 Performance Indicators</th>
<th>Emerging (1)</th>
<th>Beginning (2)</th>
<th>Developing (3)</th>
<th>Proficient (4)</th>
<th>Transformative (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Element 3.1 Beginning gifted education professionals understand the role of central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and use their understanding to organize knowledge, integrate cross-disciplinary skills and develop meaningful learning progressions within and across grade levels.</td>
<td>Candidate provides insufficient evidence of understanding the role of central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and use their understanding to organize knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions within and across grade levels.</td>
<td>Candidate provides basic evidence of understanding the role of central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and use their understanding to organize knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions within and across grade levels.</td>
<td>Candidate provides appropriate evidence of understanding the role of central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and use their understanding to organize knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions within and across grade levels.</td>
<td>Candidate provides in-depth evidence of thoroughly understanding the role of central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and use their understanding to organize knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions within and across grade levels.</td>
<td>Candidate provides in-depth, exemplary evidence of thoroughly understanding the role of central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and use their understanding to organize knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions within and across grade levels.</td>
</tr>
<tr>
<td>Element 3.2 Beginning gifted education professionals design appropriate learning and performance</td>
<td>Candidate provides insufficient evidence: develop curriculum and design instruction that has</td>
<td>Candidate provides basic evidence: develop curriculum and design instruction that has</td>
<td>Candidate provides appropriate evidence: develop curriculum and design instruction that has</td>
<td>Candidate provides in-depth evidence: develop curriculum and design instruction that has</td>
<td>Candidate provides in-depth, exemplary evidence: develop curriculum and design instruction that has</td>
</tr>
<tr>
<td>Element 3.3 Beginning gifted education professionals use assessments to select, adapt, and create materials to differentiate instructional strategies and general and specialized curricula to challenge individuals with gifts and talents.</td>
<td>Candidate provides basic evidence: to use assessments to select, adapt, and create materials to differentiate instructional strategies and general and specialized curricula to challenge individuals with gifts and talents.</td>
<td>Candidate provides appropriate evidence: to use assessments to select, adapt, and create materials to differentiate instructional strategies and general and specialized curricula to challenge individuals with gifts and talents.</td>
<td>Candidate provides in-depth evidence: to use assessments to select, adapt, and create materials to differentiate instructional strategies and general and specialized curricula to challenge individuals with gifts and talents.</td>
<td>Candidate provides in-depth, exemplary evidence: to use assessments to select, adapt, and create materials to differentiate instructional strategies and general and specialized curricula to challenge individuals with gifts and talents.</td>
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<tr>
<td>Element 3.4 Beginning gifted education professionals understand that individuals with gifts and talents demonstrate a wide range of advanced knowledge and performance levels and modify the general or specialized curriculum appropriately.</td>
<td>Candidate provides insufficient evidence of thoroughly understanding that individuals with gifts and talents demonstrate a wide range of advanced knowledge and performance levels and modify the general or specialized curriculum appropriately.</td>
<td>Candidate provides basic evidence of thoroughly understanding that individuals with gifts and talents demonstrate a wide range of advanced knowledge and performance levels and modify the general or specialized curriculum appropriately.</td>
<td>Candidate provides appropriate evidence of thoroughly understanding that individuals with gifts and talents demonstrate a wide range of advanced knowledge and performance levels and modify the general or specialized curriculum appropriately.</td>
<td>Candidate provides in-depth, exemplary evidence of thoroughly understanding that individuals with gifts and talents demonstrate a wide range of advanced knowledge and performance levels and modify the general or specialized curriculum appropriately.</td>
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</tr>
</tbody>
</table>
COURSE: MED 7804

TITLE: Curriculum Design and Instructional Strategies for Gifted and Talented

PROGRAM COMPETENCY STANDARD 5. Instructional Planning and Strategies
Beginning gifted education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance the learning of individuals with gifts and talents.

EVALUATED ASSIGNMENT:
Candidates design a differentiated lesson using a repertoire of evidence-based strategies to advance the learning of individuals with gifts and talents.

This CeCRAM/Structured External Assignment is to be completed on your MED 6102 E-Folio (the e-Portfolio) under the course MED7804. This assignment must be uploaded onto E-Folio. The assignment is reported on the NAGC SPA report for candidate ability to plan instruction.

<table>
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<th>Scoring Elements PC# 5 Performance Indicators</th>
<th>Emerging (1)</th>
<th>Beginning (2)</th>
<th>Developing (3)</th>
<th>Proficient (4)</th>
<th>Transformative (5)</th>
</tr>
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<tbody>
<tr>
<td>Element 5.1 Beginning gifted education professionals know principles of evidence-based, differentiated, and accelerated practices and possess a repertoire of instructional strategies to enhance the critical and creative thinking, problem-solving, and performance skills of individuals with gifts and talents. (Knowledge)</td>
<td>Candidate provides insufficient evidence: design a differentiated lesson (challenging learning opportunities and activities) that promotes a variety of thinking (creative and critical thinking, and problem solving), provide challenging learning opportunities (evidence-based, acceleration, and enrichment) meets the needs of gifted and talented learners.</td>
<td>Candidate provides basic evidence: design a differentiated lesson (challenging learning opportunities and activities) that promotes a variety of thinking (creative and critical thinking, and problem solving), provide challenging learning opportunities (evidence-based, acceleration, and enrichment) meets the needs of gifted and talented learners.</td>
<td>Candidate provides appropriate evidence: design a differentiated lesson (challenging learning opportunities and activities) that promotes a variety of thinking (creative and critical thinking, and problem solving), provide challenging learning opportunities (evidence-based, acceleration, and enrichment) meets the needs of gifted and talented learners.</td>
<td>Candidate provides in-depth evidence: design a differentiated lesson (challenging learning opportunities and activities) that promotes a variety of thinking (creative and critical thinking, and problem solving), provide challenging learning opportunities (evidence-based, acceleration, and enrichment) meets the needs of gifted and talented learners.</td>
<td>Candidate provides in-depth, exemplary evidence: design a differentiated lesson (challenging learning opportunities and activities) that promotes a variety of thinking (creative and critical thinking, and problem solving), provide challenging learning opportunities (evidence-based, acceleration, and enrichment) meets the needs of gifted and talented learners.</td>
</tr>
<tr>
<td>Element 5.2 Beginning gifted education professionals apply</td>
<td>Candidate provides insufficient</td>
<td>Candidate provides basic evidence: design</td>
<td>Candidate provides appropriate evidence: design a</td>
<td>Candidate provides in-depth evidence: design a</td>
<td>Candidate provides in-depth, exemplary evidence: design a</td>
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<p>| Element 5.3 Beginning gifted education professionals collaborate with families, professional colleagues, and other educators to select, adapt, and use evidence-based strategies that promote challenging learning opportunities in general and specialized curricula. (Skill) | Candidate provides insufficient evidence at collaborating with families, professional colleagues, and other educators to select, adapt, and use evidence-based strategies that (1) promote challenging learning opportunities and activities across multiple disciplines and (2) provide opportunities for learners to explore, develop, or research areas of interest or talent. | Candidate provides basic evidence at collaborating with families, professional colleagues, and other educators to select, adapt, and use evidence-based strategies that (1) promote challenging learning opportunities and activities across multiple disciplines and (2) provide opportunities for learners to explore, develop, or research areas of interest or talent. | Candidate provides evidence at collaborating with families, professional colleagues, and other educators to select, adapt, and use evidence-based strategies that (1) promote challenging learning opportunities and activities across multiple disciplines and (2) provide opportunities for learners to explore, develop, or research areas of interest or talent. | Candidate provides in-depth evidence at collaborating with families, professional colleagues, and other educators to select, adapt, and use evidence-based strategies that (1) promote challenging learning opportunities and activities across multiple disciplines and (2) provide opportunities for learners to explore, develop, or research areas of interest or talent. | Candidates provide in-depth and exemplary evidence at collaborating with families, professional colleagues, and other educators to select, adapt, and use evidence-based strategies that (1) promote challenging learning opportunities and activities across multiple disciplines and (2) provide opportunities for learners to explore, develop, or research areas of interest or talent. |</p>
<table>
<thead>
<tr>
<th>Element 5.4 Beginning gifted education professionals emphasize the development, practice, and transfer of advanced knowledge and skills across environments throughout the lifespan leading to creative, productive careers in a multicultural society for individuals with gifts and talents. (Skill)</th>
<th>Candidate provides insufficient evidence: design a differentiated lesson (challenging learning opportunities and activities) emphasizing the development, practice, and transfer of advanced knowledge and skills that consider individual’s abilities, interest, cultural and linguistic factors that enable students to explore, research, and develop skills leading to a creative, productive career and contributing to a global society.</th>
<th>Candidate provides appropriate evidence: design a differentiated lesson (challenging learning opportunities and activities) emphasizing the development, practice, and transfer of advanced knowledge and skills that consider individual’s abilities, interest, cultural and linguistic factors that enable students to explore, research, and develop skills leading to a creative, productive career and contributing to a global society.</th>
<th>Candidate provides in-depth evidence: design a differentiated lesson (challenging learning opportunities and activities) emphasizing the development, practice, and transfer of advanced knowledge and skills that consider individual’s abilities, interest, cultural and linguistic factors that enable students to explore, research, and develop skills leading to a creative, productive career and contributing to a global society.</th>
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</thead>
<tbody>
<tr>
<td>Candidate provides basic evidence: design a differentiated lesson (challenging learning opportunities and activities) emphasizing the development, practice, and transfer of advanced knowledge and skills that consider individual’s abilities, interest, cultural and linguistic factors that enable students to explore, research, and develop skills leading to a creative, productive career and contributing to a global society.</td>
<td>Candidate provides in-depth, exemplary evidence: design a differentiated lesson (challenging learning opportunities and activities) emphasizing the development, practice, and transfer of advanced knowledge and skills that consider individual’s abilities, interest, cultural and linguistic factors that enable students to explore, research, and develop skills leading to a creative, productive career and contributing to a global society.</td>
<td>Candidate provides in-depth, exemplary evidence for designing a lesson (challenging learning opportunities and activities) with instructional strategies that enhance the affective development of individuals with gifts and talents: focused on self-awareness, self-regulation, and self-efficacy.</td>
<td>Candidate provides in-depth, exemplary evidence for designing a lesson (challenging learning opportunities and activities) with instructional strategies that enhance the affective development of individuals with gifts and talents: focused on self-awareness, self-regulation, and self-efficacy.</td>
</tr>
</tbody>
</table>

Element 5.5 Beginning gifted education professionals use instructional strategies that enhance the affective development of individuals with gifts and talents

| Candidate provides insufficient evidence for designing a unit and lesson (challenging learning opportunities and activities) with instructional strategies that enhance the affective development of individuals with gifts and talents: focused on self-awareness, self-regulation, and self-efficacy. | Candidate provides basic evidence for designing a unit and lesson (challenging learning opportunities and activities) with instructional strategies that enhance the affective development of individuals with gifts and talents: focused on self-awareness, self-regulation, and self-efficacy. | Candidate provides appropriate evidence for designing a unit and lesson (challenging learning opportunities and activities) with instructional strategies that enhance the affective development of individuals with gifts and talents: focused on self-awareness, self-regulation, and self-efficacy. | Candidate provides in-depth, exemplary evidence for designing a unit and lesson (challenging learning opportunities and activities) with instructional strategies that enhance the affective development of individuals with gifts and talents: focused on self-awareness, self-regulation, and self-efficacy. |

| Candidate provides insufficient evidence for designing a unit and lesson (challenging learning opportunities and activities) with instructional strategies that enhance the affective development of individuals with gifts and talents: focused on self-awareness, self-regulation, and self-efficacy. | Candidate provides basic evidence for designing a unit and lesson (challenging learning opportunities and activities) with instructional strategies that enhance the affective development of individuals with gifts and talents: focused on self-awareness, self-regulation, and self-efficacy. | Candidate provides appropriate evidence for designing a unit and lesson (challenging learning opportunities and activities) with instructional strategies that enhance the affective development of individuals with gifts and talents: focused on self-awareness, self-regulation, and self-efficacy. | Candidate provides in-depth, exemplary evidence for designing a unit and lesson (challenging learning opportunities and activities) with instructional strategies that enhance the affective development of individuals with gifts and talents: focused on self-awareness, self-regulation, and self-efficacy. |
| development of individuals with gifts and talents: focused on self-awareness, self-regulation, and self-efficacy | efficacy | efficacy |  |  |  |  |
The Graduation Competency 2. Written Communication rubric is available for scoring any written work. The graduation competency is not collected in this course. The rubric is provided to ensure consistency of scoring written work across all graduate level courses.

<table>
<thead>
<tr>
<th>Graduation Competency 2. Written Communication: Educators will write clearly, concisely and appropriately using correct English grammar, punctuation, usage, mechanics, sentence structure, and vocabulary while utilizing appropriate APA format for scholarly writings</th>
</tr>
</thead>
<tbody>
<tr>
<td>The educator’s writing lacks unity and specific details.</td>
</tr>
<tr>
<td>The educator writes understandably, but writing is minimally unified and may lack transitions. Writing reveals several errors in the conventions of standard written English and those errors interfere with understanding.</td>
</tr>
<tr>
<td>The educator writes clearly, concisely, and appropriately using correct English grammar, punctuation, mechanics, sentence structure, and vocabulary. Writing contains a few minor errors, but errors do not interfere with understanding.</td>
</tr>
<tr>
<td>The educator writes clearly, concisely, and appropriately (error-free) using correct English grammar, punctuation, mechanics, sentence structure, and vocabulary.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>APA format for scholarly writings</th>
</tr>
</thead>
<tbody>
<tr>
<td>References and citations are needed.</td>
</tr>
<tr>
<td>References and citations are present, but not necessarily APA style.</td>
</tr>
<tr>
<td>References and citations are appropriately formatted in APA style.</td>
</tr>
<tr>
<td>References and citations are appropriately formatted in APA style and reflect recent research-based literature.</td>
</tr>
<tr>
<td>References and citations are appropriately formatted in APA style and reflect recent research-based literature.</td>
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</tbody>
</table>
Appendix A.

Professional Portfolio for Teachers of Gifted and Talented Learners

A professional portfolio consists of artifacts and a reflective narrative that reveal the candidate’s knowledge and skills of a set of standards. The portfolio enables candidates to demonstrate and document their competence rather than depending upon others to assess and evaluate their abilities (talents) and capabilities (competence and qualifications). In each course, the educator will complete an entry in his/her portfolio for the overall standard and the performance indicator of the related standard that is knowledge-based.

The candidate writes a reflective narrative for the standard and the appropriate knowledge-based National Gifted Education Standard (NAGC, CEC, TAG, 2013) using the D.A.R. model. The artifact (assignment) and reflective narrative are uploaded into your MED 6102 E-Folio (the e-Portfolio) under the course MSE 7400. This assignment must be uploaded onto E-Folio. Failure to upload the assignment will result in an Incomplete grade. After 60 days, the Incomplete grade automatically converts to a Grade of F.

Artifact: The candidate provides an artifact for each element of the standard. The artifact provides evidence of your skill of the competency. The artifact assessment is scored with the CeCram rubric.

Reflective Narrative: The reflective narrative provides evidence (1) of your knowledge of the key components of the standard and (2) of the integration of standards into your professional practice and professional identity. The narrative is a written account that includes an explanation or description, an analysis component, and a reflection.

Model for Writing the Narrative

Teachers are required to write a narrative using the D.A.R. model. The Model consists of the following components: *Describe, *Analyze, and *Reflect.

- **Describe**: gifts and talents. (1) What does the Standard and mean to you as an educator?, (2) Why is it important for individuals working with students with gifts and talents to understand and be skilled at facilitating the standard and element?, and (3) Why is the element an important component of the standard?

- **Analysis**: The analysis component is a critical explanation. Provide a short narrative about the assignment as an artifact that provides an example of your ability to implement the standard. What characteristics, elements, or features of the artifact make it an example that represents your knowledge and skills of the standard?

- **Reflection**: Reflection includes insightful information about your growth and development about a particular topic or subject. Educators examine their beliefs and practices about students and instruction. Include an explanation of the impact or effect of implementing the standard in one’s professional practice.

Upload narrative in Taskstream Account under the course MED 7804 Portfolio
COURSE: MED 7804  
TITLE: Curriculum Design and Instructional Strategies for Gifted and Talented

PROGRAM COMPETENCY STANDARD 3: Curricular Content Knowledge
Beginning gifted education professionals use knowledge of general and specialized curricula to advance learning for individuals with gifts and talents.

EVALUATED ASSIGNMENT:
The candidate writes a reflective narrative for the appropriate knowledge-based National Gifted Education Standard (NAGC, CEC, TAG, 2013) using the D.A.R. model.

3.1 Beginning gifted education professionals understand the role of central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and use their understanding to organize knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions within and across grade levels.

3.4 Beginning gifted education professionals understand that individuals with gifts and talents demonstrate a wide range of advanced knowledge and performance levels and modify the general or specialized curriculum appropriately.

This CeCRAM/Structured External Assignment is to be completed on your MED 6102 E-Folio (the e-Portfolio) under the course MED7804. This assignment must be uploaded onto E-Folio. The assignment is reported on the NAGC SPA report for the portfolio assessment.

<table>
<thead>
<tr>
<th>Portfolio Elements</th>
<th>Emerging (3.0)</th>
<th>Beginning (3.5)</th>
<th>Developing (4.0)</th>
<th>Proficient (4.5)</th>
<th>Transformative (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Beginning gifted education professionals understand the role of central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and use their understanding to organize knowledge, integrate cross-disciplinary skills, and develop meaningful learning</td>
<td>Narrative demonstrates limited understanding of standards in relationship to education. (.6 pts.)</td>
<td>Narrative demonstrates rudimentary understanding of the standards. (.7 pts.)</td>
<td>Overall the narrative shows evidence of basic understanding of the standard (.8 pts.)</td>
<td>Overall the narrative shows evidence of proficient understanding of the standard (.9 pts.)</td>
<td>Overall the narrative shows evidence of exceptional understanding of the standard. (1.0 pts.)</td>
</tr>
<tr>
<td></td>
<td>A poorly written explanation is provided. (.6 pts.)</td>
<td>An explanation is provided. (.7 pts.)</td>
<td>Description provides a basic explanation and includes basic information that demonstrates an understanding the standard. (.8 pts.)</td>
<td>Description provides a proficient explanation and includes satisfactory information that demonstrates an understanding the standard. (.9 pts.)</td>
<td>Description provides an in-depth explanation and includes exceptional information that demonstrates an understanding the standard (1.0 pt)</td>
</tr>
<tr>
<td></td>
<td>A poorly written analysis is provided (.6 pts.)</td>
<td>A analysis is provided. (.7 pts.)</td>
<td>Analysis is a basic thorough explanation that examines the relationship between the standard and professional practice: (.8 pts.)</td>
<td>Analysis is a proficient explanation that examines the relationship between the standard and professional practice. (.9 pts.)</td>
<td>Analysis is a detailed, and thorough explanation that examines the relationship between the standard and professional practice. (1.0 pts.)</td>
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<td>A poorly written</td>
<td>A Reflection</td>
<td>Reflection includes a basic</td>
<td>Reflection includes a basic</td>
<td>Reflection includes a thorough</td>
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<tr>
<th>Progressions within and across grade levels</th>
<th>Reflection is provided. (.6 pts.) References and APA citations are present. (.6 pts.)</th>
<th>Explanation of a professional development practice and shows a disposition for furthering the profession. (.8 pts.) A satisfactorily written paper with somewhat appropriate references and APA citations. (.8 pts.)</th>
<th>Reflection includes a proficient explanation of a professional development practice and shows a disposition for furthering the profession. (.9 pts.) A well-written paper with appropriate references and APA citations. (.9 pts.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.4 Beginning gifted education professionals understand that individuals with gifts and talents demonstrate a wide range of advanced knowledge and performance levels and modify the general or specialized curriculum appropriately.</td>
<td>Narrative demonstrates limited understanding of standards in relationship to education. (.6 pts.) A poorly written explanation is provided. (.6 pts.) A poorly written analysis is provided (.6 pts.) The assignment is a poorly written reflection is provided. (.6 pts.) References and APA citations are present. (.6 pts.)</td>
<td>Overall the narrative shows evidence of basic understanding of the standard (.8 pts.) Description provides a basic explanation and includes basic information that demonstrates an understanding the standard. (.8 pts.) Analysis is a basic thorough explanation that examines the relationship between the standard and professional practice; (.8 pts.) Reflection includes a basic explanation of a professional development practice and shows a disposition for furthering the profession. (.8 pts.) The assignment is a satisfactorily written paper with somewhat appropriate references and APA citations. (.8 pts.)</td>
<td>Overall the narrative shows evidence of proficient understanding of the standard (.9 pts.) Description provides a proficient explanation and includes satisfactory information that demonstrates an understanding the standard. (.9 pts.) Analysis is a proficient explanation that examines the relationship between the standard and professional practice. (.9 pts.) Reflection includes a proficient explanation of a professional development practice and shows a disposition for furthering the profession. (.9 pts.) The assignment is a well-written paper with appropriate references and APA citations. (.9 pts.)</td>
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<td>Overall the narrative shows evidence of exceptional understanding of the standard (1.0 pts.) Description provides an in-depth explanation and includes exceptional information that demonstrates an understanding the standard. (1.0 pts.) Analysis is a detailed, and thorough explanation that examines the relationship between the standard and professional practice (1.0 pts.) Reflection includes a thorough explanation of ongoing professional development practice and shows a disposition for furthering the profession. (1.0 pts.) The assignment is a professionally written paper with appropriate references and APA citations (1.0 pts.)</td>
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<td>citations. (.7 pts.)</td>
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COURSE: MED 7804  
TITLE: Curriculum Design and Instructional Strategies for Gifted and Talented

PROGRAM COMPETENCY STANDARD 5: Instructional Planning and Strategies

Beginning gifted education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance the learning of individuals with gifts and talents.

EVALUATED ASSIGNMENT:
The candidate writes a reflective narrative for the appropriate knowledge-based National Gifted Education Standard (NAGC, CEC, TAG, 2013) using the D.A.R. model.

5.1 Beginning gifted education professionals know principles of evidence-based, differentiated, and accelerated practices and possess a repertoire of instructional strategies to enhance the critical and creative thinking, problem-solving, and performance skills of individuals with gifts and talents.

This CeCRAM/Structured External Assignment is to be completed on your MED 6102 E-Folio (the e-Portfolio) under the course MED7804. This assignment must be uploaded onto E-Folio. The assignment is reported on the NAGC SPA report for the portfolio assessment.

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<td>5.1 Beginning gifted education professionals know principles of evidence-based, differentiated, and accelerated practices and possess a repertoire of instructional strategies to enhance the critical and creative thinking, problem-solving, and performance skills of individuals with gifts and talents.</td>
<td>Narrative demonstrates limited understanding of standards in relationship to education. (.6 pts.)</td>
<td>Narrative demonstrates rudimentary understanding of the standards. (.7 pts.)</td>
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<td>Analysis is a proficient explanation that examines the relationship between the standard and professional practice (.9 pts.)</td>
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<td>The assignment is a poorly written reflection is provided. (.6 pts.)</td>
<td>A Reflection is provided. (.7 pts.)</td>
<td>Reflection includes a basic explanation of a professional development</td>
<td>Reflection includes a proficient explanation of a professional development</td>
<td>Reflection includes a thorough explanation of ongoing professional</td>
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References and

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Syllabus is the sole property of Wilmington University
| APA citations are present. (.6 pts.) | practice and shows a disposition for furthering the profession. (.8 pt) The assignment is a satisfactorily written paper with somewhat appropriate references and APA citations. (.8 pts) | practice and shows a disposition for furthering the profession. (.9 pts.) The assignment is a well-written paper with appropriate references and APA citations. (.9 pts.) | development practice and shows a disposition for furthering the profession. ((1.0 pts.) The assignment is a professionally written paper with appropriate references and APA citations (1.0 pts.) |
Appendix B.

Plagiarism Clause

I understand that if I plagiarize under any of following conditions, I will receive a failing grade in the course:

- Submitting work as my original thought rather than acknowledging another’s ideas or creative thought,
- Submitting assignments that were taken from the internet and acknowledging the work as my original thoughts,
- Submitting partial work that is copied directly from the internet and acknowledged as my original thoughts,
- Paying another person to complete my assignments and submitting the work as my original thoughts
- Not documenting or citing the work correctly (for example, using other’s words as my own)

Responding to this email indicates that you have read and agree to the terms of the Plagiarism Clause.