



LILIE, LLC Course Information

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**More detailed course curriculum, including graduate level, alignment with standards, culturally responsive practices, assessments and resources, can be provided upon request*

Title of Course: Teaching Gifted Students

Course Description: Educators will study the current status of gifted education and identify the special needs of gifted students in our school-based and online classrooms. And investigate the unique obstacles many gifted students face in the educational process today including the possibility of their own personal implicit biases. They will identify and select strategies that can be used to help these children realize their full potential.

It is the objective of this course to explore the inequities in the system and reasons for which many gifted students are not identified or sufficiently challenged on a daily basis. The first half of the course will be dedicated to defining gifted and distinguishing the gifted student from others in our classrooms in order to begin to understand his/her particular academic, social, cultural and emotional needs and perspectives. The second half of the course will be dedicated to reflecting on personal practices, analyzing different approaches to working with this population, identifying those which appear to be most useful, and designing critically conscious, culturally responsive materials and lesson plans that will foster the development of our best and brightest students in any brave educational setting.

Instructor Consultation and Interaction

The course is an asynchronous online course that is available for instructor and student participation 24/7. The four-week duration of the class is broken down into four weekly sections each comprised of lecture in the form of instructor created articles and content, web links to academic and professionally reviewed articles in the discipline of general education, and instructor created discussion questions which are, in and of themselves, formative assessments to determine the extent to which the enrollees have comprehended and mastered the skills and information and begun to apply it to their personal teaching practices. The answers to these questions are the basis for the class interaction, as enrollees are required to respond to each other within the classroom.

Proof of Course Completion

LILIE, LLC is committed to assuring that enrollees fully participate in and receive the educational benefits provided by the course. Enrollees must demonstrate participation by making detailed postings designed to foster dialogue among colleagues and instructor that reflect the content, skills/ strategies learned and assessments covered in course. These enrollee postings must be made six times each week, in separate sessions, and including a minimum of 4 academic posts and at least 2 peer-peer comments of others' postings and possible shared assignments. Enrollees are required to submit a detailed reflective feedback in combination with the archived work. Attempts to falsify record or discussion board entries will result in denial of credit and a report to the enrollee's employer.



Scope & Sequence/Weekly Topics and Objectives

Session I

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| <p>Objectives</p> | <ul style="list-style-type: none"> • Review the historical aspect of gifted education • Create a working definition for the terms “gifted student” and “gifted education” to create a common understanding • Educators will do the difficult, uncomfortable work of identifying and reflecting on own implicit biases or institutional beliefs about gifted children/programs • Assess the current status of gifted education in our current school systems including own educational environment • Compare different models of gifted education amongst our schools and explain how the lack of mandate and inequitable practices impacts the different programs • Identify and analyze criteria used to determine if a student is “gifted” – is it equitable, culturally responsive, unbiased? • Examine why some students who are eligible are overlooked, choose not to participate or continue with the program and discuss joys and frustrations of that population • Set 2 goals for professional growth, self-reflection and/or analysis of institutional inequities due to participation in this course |
| <p>Topics</p> | <p>Introductions Teaching Gifted Students Social and Emotional Characteristics</p> |
| <p>Application to Instruction & Student Learning</p> | <p>Participants will:</p> <ul style="list-style-type: none"> • Bring to their classrooms a framework and general understanding of the current status of gifted education after reviewing the history of gifted education • Define in own words the terms “gifted education” and “gifted student.” • Have an understanding of the challenges that face both gifted students and the educators that serve them including the possibility that their own biases and inequitable practices could be one of them. |

Session II

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| <p>Objectives</p> | <p>Participants will:</p> <ul style="list-style-type: none"> • Identify gifted individuals in our classrooms and explore challenges and validity of the process – Is this process equitable? Does it support those diverse and often underrepresented and marginalized in our schools? • Understand that some groups of individuals with gifts and talents have been underrepresented in gifted education programs and select and use technically sound formal and informal assessments that minimize bias in identifying students for gifted education programs and services. (<i>NAGC and the Council for Exceptional Children</i>) • Categorize and examine the different needs of your diverse Gifted Students (Academic, Emotional, Social, Cultural) to better help the students excel |
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| | <ul style="list-style-type: none"> • Examine the personal challenges in meeting the needs of the gifted population and identify ways to overcome them when planning lessons with critical sensitivity and while creating a brave learning space • Debunk myths about makeup of and working with gifted students • Investigate the impact of the 21st Century technological revolution on the gifted population |
| Topics | <ul style="list-style-type: none"> • Questioning current identification processes including personal beliefs • Properly identifying a gifted learner from all educational, cultural and economic backgrounds • Promoting inclusion of children from underrepresented and marginalized school populations • Beginning to understand their perspective and emotional needs and how language, culture, economic status, family background, and/or area of disability can influence the learning of individuals with gifts and talents. |
| Application to Instruction & Student Learning | <p>As a result of our work during this week, participants will:</p> <ul style="list-style-type: none"> • Have a greater awareness and sensitivity to the unique needs of gifted students and to their own personal beliefs, assumptions, practices. This will have an effect on subsequent lesson planning and classroom management techniques. • Gain a more profound understanding of the individual gifted student and their individual identities and cultures. • Begin to alter lesson plans with the goal of challenges and engaging <i>all</i> gifted students so they can thrive • Place greater focus on his/her needs within the larger classroom setting by creating a classroom culture of a brave space |

Session III

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| Objectives | <p>Participants will:</p> <ul style="list-style-type: none"> • Examine successful approaches to gifted education programs both is a school-based and virtual model. • Debate the merits of the various approaches. • Investigate and analyze reported successful strategies and approaches that meet their unique needs of gifted students. • Connect grouping and cooperative learning to the education of the gifted students • Apply the mindfulness and practice of being an equitable educator and facilitating such in the classroom, what specific strategies will you now employ and why? • Identify their biggest barrier(s) when providing interventions for your gifted students of poverty and underserved populations |
| Topics | <p>After studying the challenges that gifted students face in traditional academic settings, it is now time to focus on successful strategies and approaches that meet their unique needs. Week #3 will focus on specific examples of how educators and school districts can create brave learning environments and approach gifted education so that they continue to challenge these students and encourage higher achievement.</p> |
| Application to Instruction & Student Learning | <p>Participants will:</p> <ul style="list-style-type: none"> • Identify research and share finding related to techniques that effectively reach the <u>all</u>-gifted leaners. • Reflect and evaluate on their own past practice and the practices currently employed by themselves and colleagues as well as analyze current trends in gifted education. • Apply the mindfulness and practice of being an equitable educator and facilitating such in the classroom, identifying specific strategies and explaining rationale • Identifying biggest barriers when providing interventions for gifted students of poverty and underserved populations |

Session IV

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| Objectives | <p>Participants will</p> <ul style="list-style-type: none"> • Create lessons and materials with new focus on the needs of the Gifted Student that can be used with his/her particular discipline and/or grade level. • Create a lesson that reaches <i>all</i> learners and that highlights an increased awareness and acknowledgment of the gifted learner in the classroom. The lesson plan should include: integrating one (or some of) the strategies covered in this course (highlight strategies), content area/grade level/subject, objective(s), NGLS, 21st Century Technology(ies)- if applicable, assessment(s) and whether this is a new lesson or a modified lesson. *If it's "borrowed" where was it borrowed from? Exemplar lesson plan samples can be found at: Mensa for Kids and another gifted criteria resource Gifted Rubric/Checklist • Continue to reflect on if the lesson plan encompasses learned information and strategies with the culturally responsive pedagogies and equity-based based strategies that empower the students in your care. • Plan out PD idea(s) including the identification process, social and emotional aspects to educate others about the gifted population • Summarize how “foundational knowledge, perspectives, and historical and current issues influence <i>participants</i> professional practice and the education and treatment of individuals with gifts and talents both in school and society” |
| Topics | <p>After identifying and better understanding the wide range of gifted learners, it is essential that we, as educators, begin to identify these students, embrace their individual identities/cultures and <u>develop techniques</u> that we can personally apply to our daily lessons and activities to address their unique needs.</p> |
| Application to Instruction & Student Learning | <p>This week will produce a lesson that both reflects an effort to better serve our gifted students in a brave space and can be used immediately in the classroom by the teacher. After identifying and better understanding the gifted learner, it is essential that participants begin to identify these students and develop techniques that we can apply to our daily lessons and activities to address their unique needs. After assessing the needs of the gifted learner, participants will assess their current practices and modify lessons to meet the needs of these students. By revisiting the goals and principles from week 1, deeply reflecting upon your readings, activities and peer interactions for this course, participants will describe how their thinking about gifted students and programs and their understanding of culturally responsive and equitable practices evolved in relation to the gifted community.</p> |