



## **Differentiating for Gifted & Talented Learners**

### **Brandman University: EDNU 9807 – 3 Semester Hours**

Thank you for registering for this course. Included are the following important documents:

1. Course Syllabus
2. Course Materials
3. Assignment Plan – Assignments to turn in & Grading Rubric
4. Course Hourly Breakdown
5. Participant Evaluation Form

**Assignment Deadline:** This course is a rolling course throughout the year, which means it does not have a specific deadline. However, you must submit all completed assignments by 6 months after the registration date with Credits for Teachers. Please allow 4 weeks from the date assignments are submitted for the grade to be added to your transcript.

**Registering with Brandman University:** Please register with the university prior to starting your coursework. *Students must register for the course through Brandman prior to the end of the semester in which they are enrolled with Credits for Teachers.* To register, visit their [website here](#). If you are registering with Brandman for the first time, create an account. If you are a returning student, enter your login information.

### **Upon Completion of the Course:**

1. Please submit all completed assignments in PDF format in one email to [grades@creditsforteachers.com](mailto:grades@creditsforteachers.com).
2. Complete a Course Evaluation (2 minutes) by clicking the link below - Course Evaluation Form

## Gifted & Talented - Syllabus

EDNU 9807

3 credits

Course Description: This course focuses on differentiating lessons specifically for gifted and talented students to help them grow in their own learning. The course also distinguishes the difference between differentiating for students who need some extra challenge and differentiating for gifted and talented students. By offering multiple strategies to help gifted and talented learners flourish, this course helps ensure that all students' needs are being met in the classroom.

### Learning Objectives:

- Students will learn the difference between differentiating for the average learner who needs extra challenge and differentiating for gifted and talented learners.
- Students will be able to apply strategies to differentiate for their gifted and talented learners in their classroom to make sure their learning needs are being met.
- Students will develop skills to reflect on & improve their own teaching practices.

### Course Materials:

- Readings:
  - (Required) "Chapter 10: Differentiating for Gifted and Talented Learners" from the book *Making Differentiation a Habit: How to Ensure Success in Academically Diverse Classrooms* by Diane Heacox.
  - (Additional) "Introduction" from the book *Teaching Gifted Kids in Today's Classroom: Strategies and Techniques any Teacher Can Use, 4th Edition* by Susan Winebrenner and Dina Brulles, PhD.
  - (Additional) "Chapter 3: Compacting and Differentiating for New Content" from the book *Teaching Gifted Kids in Today's Classroom: Strategies and Techniques any Teacher Can Use, 4th Edition* by Susan Winebrenner and Dina Brulles, PhD.
- Videos:
  - Teaching Gifted Students
  - Gifted Children (2011) Documentary
- Content Implementation: (You will choose one of the following options.)
  - OPTION 1: Implementation Plan & Implementation Plan Template
  - OPTION 2: Hour Log Template & Hour Log Example

\*NOTE: The example is meant to act as a reference for what different entries could look like in the hour log assignment. Although this example relates to the *Growth Mindset* course, the outline and example entries can still be used as a model for what to include in the hour log assignment.
- Course Evaluation Form

Assignments:

1. Read the packet entitled “Chapter 10: Differentiating for Gifted and Talented Learners” from the book *Making Differentiation a Habit: How to Ensure Success in Academically Diverse Classrooms* by Diane Heacox.
2. In at least 1 page, respond to the misconception brought up at the beginning of the chapter. Are you guilty of differentiating the same for gifted and talented students as those students who need some extra challenge? Give some specific examples if possible. Do you agree that students labeled as gifted and talented should be differentiated for differently than other students who might simply need more challenge? Explain.
3. Meet with your gifted and talented coordinator in your building (if you haven’t yet this year) and discuss the learning plans of the gifted and talented students in your classroom this year. In at least 2 pages, explain and reflect upon the following:
  - a. Approximately how much of your student population in your building is labeled gifted and talented? How many do you have this year in your classroom? What is the procedure or program your school goes through to service the needs of this group of students?
  - b. Reflect on how the meeting went with your building’s coordinator, whether it was just recently or earlier in the school year. Explain the learning plans of your gifted and talented students in your classroom. Depending on the number of gifted and talented students in your classroom, you may want to choose 2-4 students to focus on for this assignment.
4. Watch the following videos:
  - Teaching Gifted Students
  - Gifted Children (2011) Documentary
5. Content Implementation: **You only have to complete one of the following options.**

**OPTION 1:** This section typically applies to in class (or within the school day) implementation of strategies. For teachers that are in their summer break or do not have contact with students due to COVID-19, please refer to the Implementation plan for how to adjust this section accordingly. The Implementation Plan takes the place of the Hour Log, so you only have to do one or the other. Links to the Implementation Plan assignment and template can be found above in “Course Materials.”

Make sure to include the following in your 4 week plan. Use the strategies to develop a minimum of 3 differentiated assignments or 1 long term project per gifted student. Make sure to refer to their individual learning plans to make sure their needs are being met. Depending on the number of gifted and

talented students in your classroom, you may want to choose 2-4 students to focus on for this assignment. Use the following resources from the reading to help you.

- “Differentiation for All Students vs. Differentiation for Gifted Learners” list
- Lists of “trigger words”
- “Guidelines to Develop Curriculum Depth and Complexity”
- “Templates” at the end of the reading (If you don’t like these templates, feel free to use your own.)
- “**KUDo**” stands for what students need to **know, understand**, and be able to **do**.

**OPTION 2:** Complete an hour log that logs the hours when you implement strategies from the course. Choose some upcoming lessons to begin implementing the differentiation strategies for your gifted and talented students in your classroom. Use the strategies to develop a minimum of 3 differentiated assignments or 1 long term project per gifted student. Make sure to refer to their individual learning plans to make sure their needs are being met. Depending on the number of gifted and talented students in your classroom, you may want to choose 2-4 students to focus on for this assignment. Use the following resources from the reading to help you.

- “Differentiation for All Students vs. Differentiation for Gifted Learners” list
- Lists of “trigger words”
- “Guidelines to Develop Curriculum Depth and Complexity”
- “Templates” at the end of the reading (If you don’t like these templates, feel free to use your own.)
- “**KUDo**” stands for what students need to **know, understand**, and be able to **do**.

Spend a minimum of 60 hours (about 2 weeks) implementing the strategies from the course and log the 60 hours. Possible options to use for logging hours include but are not limited to:

- Planning lessons
- Teaching lessons
- Reflections on practice
- Research of course topics (This could include the additional reading(s) listed above in the “Course Materials.”)
- Planning with colleagues

For each day, briefly explain what you accomplished, the lesson you taught, the strategies from the course utilized, and their effectiveness on students’ learning. Make sure to include dates, the total hours spent each day or for each entry, and the total hours spent overall. Links to an Hour Log template and example can be found above in “Course Materials.”

\*NOTE: You will expand and elaborate on the strategies used and how it all went in your Final Reflection assignment. The hour log is meant to serve as a brief description of recorded evidence that 60 hours of course content implementation were completed.

Additionally, use this log as an opportunity to reflect on the successes of implementing various strategies and what modifications can be made to improve the success of these strategies in subsequent lessons.

6. Final Reflection: **You only have to complete one of the following options.**
- OPTION 1:** If you completed the course during the summer or during COVID-19 closures and completed the Implementation Plan, follow the guidelines below.
- a. Write a minimum two-page paper explaining how you plan to implement the strategies from the course. Make sure to answer the following questions in your reflection.
    - i. What strategies do you plan to implement, and what will the strategies look like and/or sound like in your classroom? What will you be doing as the teacher? What will students be doing?
    - ii. For each assignment...
      1. Did you differentiate for content, process or product or a combination?
      2. How did you incorporate depth and complexity?
      3. How did it meet the needs of the learner according to their learning plan?
    - iii. What impact do you hope to see from using these strategies on your teaching and on student learning?
    - iv. How is this way of teaching gifted and talented learners different from how you taught them in the past?
    - v. What do you plan to do to support the effectiveness of the methods and strategies?
    - vi. What modifications do you plan to make on any of the strategies and why? (If you are not planning on making any modifications, feel free to skip this question.)
    - vii. What challenges do you foresee arising from using any of these strategies?

**OPTION 2:** If you completed the course during the school year and completed the Hour Log assignment, follow the guidelines below.

- a. After consistently implementing the differentiation strategies for your gifted and talented students and following the guidelines listed above in #5 in your lessons for 2 weeks (60 hours), reflect on the effectiveness of using these strategies on your teaching and student learning.

- b. Write a minimum two-page paper explaining the impact of using strategies for differentiating for gifted and talented students on your teaching and on student learning. Make sure to answer the following questions in your reflection.
- i. What did the strategies look like and/or sound like in your classroom? What were you doing as the teacher? What were students doing?
  - ii. For each assignment...
    1. Did you differentiate for content, process or product or a combination?
    2. How did you incorporate depth and complexity?
    3. How did it meet the needs of the learner according to their learning plan?
  - iii. Were the methods and strategies successful and did you notice a difference compared to when you taught that topic in the past or when you taught gifted and talented students in the past?
  - iv. What did you do to support the effectiveness of the methods and strategies used? Did you modify any of the strategies to help meet your needs or the needs of your students? If so, describe the modifications and explain the reasoning behind them.
  - v. What was challenging or didn't work as well as you would have hoped?
  - vi. How would you modify any part of what you implemented to make it more effective in the future?

## Gifted & Talented - Assignment Plan, Evaluation & Planning

Misconception Reflection (Written response rubric)	X/15 pts
Meeting & Current Practices Reflection (Written response rubric)	X/15 pts
*Hour Log Assignment OR Implementation Plan	-----
Final Reflection on Gifted & Talented (Final Reflection Rubric)	X/40 pts
Final Grade	X/70 pts

(\*The assignment is required but is not graded)

### Final Grade Scale

- 63-70 - A
- 56-62 - B
- 49-55 - C
- 42-48 - D
- 41 & Below - F

Written Response Rubric (Used for Misconception Reflection & Meeting & Current Practices Reflections):

Grade	Description
A (14-15)	Student answers all questions thoroughly with detail. The responses are well thought out and in depth and show understanding of what it means to differentiate for gifted and talented learners. The examples given are detailed to the point that it is very clear what the outcome will look like in the classroom.
B (12-13)	Student answers all questions. Examples of new strategies are explained. More detail could have been given in one or more of the responses.
C (11)	Some questions are complete while others are not. Student may have left out examples or just failed to answer all parts of the question. Differentiation strategies are mentioned but full understanding of differentiating for gifted and talented learners is missing.
D (9-10)	Student has attempted to answer all questions but answers are incomplete. Not all parts of the questions are addressed and/or the strategies mentioned do not reflect differentiation for gifted and talented learners.
F (0-8)	Answers are incomplete with a one or two sentence answer. There is no elaboration. Strategies are missing or do not reflect differentiation for gifted and talented learners.

Final Reflection Rubric:

Grade	Description
A (36-40)	Student has developed 3 or more differentiated assignments or 1 long-term project over multiple lessons for each of their gifted learners (at least 2). Student has explained in detail the assignments, whether they have differentiated for content, process, product or a combination and how they have incorporated depth and complexity. Student has also explained in detail how the assignments meet the learners' needs on their learning plans. Student has clearly used the "Differentiation for All Students vs. Differentiation for Gifted Learners" chart from the reading to meet the specific needs of their gifted learners. Lastly, student has answered all of the reflection questions.
B (32-35)	Student has developed 2 differentiated assignments or 1 long-term project over multiple lessons for each of their gifted learners (at least 1). Student has explained the assignments, whether they have differentiated for content, process, product or a combination and how they have incorporated depth and complexity. Student has explained how the assignments meet the learners' needs on their learning plans. Student has used parts of the "Differentiation for All Students vs. Differentiation for Gifted Learners" chart from the reading to meet the specific needs of their gifted learners. Lastly, student has answered all of the reflection questions.
C (28-31)	Student has developed 1 differentiated assignment for 1 of their gifted learners. Student has explained the assignment, but it is incomplete and missing at least one of the parts mentioned in the criteria above for an "A". Student has explained how the assignment meets the learner's needs on their learning plan. Student has used parts of the "Differentiation for All Students vs. Differentiation for Gifted Learners" chart from the reading to meet the specific needs of their gifted learner. Lastly, student has answered the majority of the reflection questions, but some questions are not addressed.
D (24-27)	Student has developed 1 differentiated assignment within 1 or more lessons for 1 of their gifted learners. Student has explained the assignment, but it is incomplete and missing several parts mentioned in the criteria above for an "A". Student has not explained how the assignment meets the learner's needs on their learning plan. There is little evidence that the student has used parts of the "Differentiation for All Students vs. Differentiation for Gifted Learners" chart from the reading to meet the specific needs of their gifted learner. Student has answered some of the reflection questions, but some questions are not addressed.
F (0-23)	Student has developed 1 differentiated assignment for 1 of their gifted learners but it is incomplete with very little explanation of the assignment. There is very little explanation of depth and complexity or how the assignment meets the needs of the learner. Student has answered some of the reflection questions but responses are very incomplete, or none of the questions have been answered.



## Gifted & Talented - Suggested Hourly Breakdown

Course Readings, Videos & Additional Materials	5
Planning strategies into lessons	10
Practicing (or planning) strategies/techniques in the classroom	*20
Reflecting on lessons and effectiveness of strategies	5
Brainstorming, researching and writing all assignments	5
Total Hours	45

\*Note: When utilizing the Hour Log option, the 20 course hours listed equates to 60 hours of course content implementation.

### Upon Completion of the Course:

1. Please submit all assignments in PDF format to [grades@creditsforteachers.com](mailto:grades@creditsforteachers.com).
2. Complete a Course Evaluation (2 minutes) by using the link below - Course Evaluation Form

### Bibliography

Batt, Lauren, director. *Teaching Gifted Students*. YouTube, YouTube, 18 Nov. 2015, [www.youtube.com/watch?v=Ur64bToMpv4](http://www.youtube.com/watch?v=Ur64bToMpv4).

Heacox, Diane. *Making Differentiation a Habit: How to Ensure Success in Academically Diverse Classrooms*. Free Spirit Publishing, 2017.

Jackson, P. Susan, director. *Gifted Children (2011) Documentary*. YouTube, YouTube, 18 May 2016, [www.youtube.com/watch?v=2Je0cl1Qaus](http://www.youtube.com/watch?v=2Je0cl1Qaus).

Winebrenner, Susan. *Teaching Gifted Kids in Today's Classroom: Strategies and Techniques Every Teacher Can Use*. 4th ed., Free Spirit Publishing, 2018.

### Credits for Teachers Policies

Graduate-level professional development credits are not part of a degree program. These courses can be used for professional development, salary advancement, and recertification. Students should seek approval of appropriate district or college officials before enrolling in these courses to satisfy any degree, state credential, or local school district requirements. This credit may be applied toward a degree program at the discretion of the accepting institution. Courses are rolling throughout the year, which means it does not have a specific deadline to submit completed assignments. You must submit

*coursework by 6 months after the registration date with Credits for Teachers. Students have up to 30 days after the purchase of a course to request a refund.*

Thank You!

