



UNSW
A U S T R A L I A

Arts & Social
Sciences

School of Education

EDST5805

Curriculum Differentiation & Assessment in
Gifted Education

Semester 2

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IMPORTANT :

For student policies and procedures relating to assessment, attendance and student support, please see website, <https://education.arts.unsw.edu.au/students/courses/course-outlines/>

The School of Education acknowledges the Bedegal and Gadigal people as the traditional custodians of the lands upon which we learn and teach.

1. LOCATION

Faculty of Arts and Social Sciences
School of Education
EDST5805 Curriculum Differentiation & Assessment in Gifted Education (6 units of credit)
Semester 2, 2016

2. STAFF CONTACT DETAILS

Course Coordinator: Dr Susen Smith
Office Location: John Goodsell Building Room 120
Email: Susen.smith@unsw.edu.au
Phone: 02 9385 1037
Availability: By appointment

Tutor: Dr Ben North
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Availability: By email

3. COURSE DETAILS

Course Name	Curriculum Differentiation and Assessment in Gifted Education
Credit Points	6 units of credit (uoc)
Workload	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
Schedule	
Lecture	July 11, 12, 14, 15 (CLB5) 09:00 – 16:00

Summary of Course

This course examines curriculum differentiation for gifted and talented students across a variety of educational contexts. The course focuses on assessment strategies to identify individual needs and enhance differentiated curricula for gifted learners. Current research, resources and policies on appropriate curriculum design, teaching models and effective strategies will be explored, including how to teach to strengths and interests, developing metacognition and self-regulation. A variety of research-based curricula models will be investigated, including Maker's and Williams', with varying taxonomies and matrices. Examples will be provided that combine differentiating meaningful content, flexible learning processes and complexity in products for effective learning outcomes across a variety of supportive learning environments. The course includes planning to enable differentiated curriculum and assessment in your educational context, in order to inhibit underachievement and support talent development.

The main ways in which the course has changed since last time as a result of student feedback:

- Swapped assessment tasks 6Rs with quiz to have the reading responses first to prepare more for the intensive component of the course.
- Brought in more leadership aspects to the course content
- Increased case study examples.

Aims of the Course

The aims of this course are:

- provide students with the theoretical understandings and research evidence needed to develop educational interventions, which respond to the intellectual and socio-affective characteristics and needs of gifted students.

- assist practising educators to acquire an understanding of relevant theory, research and practice of key models of curriculum differentiation and assessment, which lead to improved gifted student outcomes.

Important Information

As this is an intensive course, attendance on all four days is compulsory (with the assessment/reading day in the middle). There are pre-readings and the first assessment is to be completed before attending the course. The second assessment is to be completed straight after the intensive course, with the third assessment to be completed a few weeks after the completion of the course. You will find all resources on the course website. Please email the course convenor if you have any queries regarding the course. For student policies and procedures relating to assessment, attendance and student support, please see website, <https://education.arts.unsw.edu.au/students/courses/course-outlines/>

Attendance: Students are expected to give priority to university study commitments. Unless specific and formal permission has been granted, failure to attend 80% of classes in a course may result in failure.

Student Learning Outcomes

Outcome	Assessment/s
1 Describe and critically appraise different theoretical approaches to curriculum differentiation and assessment.	2, 3
2 Critically analyse and evaluate the strengths, weaknesses, and practical application of a variety of curriculum models to the learning needs of gifted students.	2, 3
3 Reiterate and rationalise the place of assessment in curriculum compacting and the development of appropriate curriculum for the individual learning needs of gifted students.	1, 2, 3
4 Identify and evaluate curriculum differentiation strategies to a proficient level of understanding of its place in best teaching practice.	1, 3
5 Evaluate and use curriculum models to design and implement teaching strategies to meet the learning needs of a diverse range of gifted students.	3
6 Discuss and evaluate ways that curriculum differentiation and assessment impact on the academic, social, and emotional needs of gifted students, and the interrelationship with underachievement.	2, 3

Program Learning Outcomes

Standard	Assessment/s
Advanced disciplinary knowledge and practices	
1 Demonstrate an advanced understanding of the field of education as it relates to their specialist area of study, and the ability to synthesize and apply disciplinary principles and practices to new or complex environments.	2, 3
Enquiry-based learning	
2 Demonstrate an in-depth understanding of research-based learning and the ability to plan, analyse, present implement and evaluate complex activities that contribute to advanced professional practice and/or intellectual scholarship in education.	1, 2, 3
Cognitive skills and critical thinking	
3 Demonstrate advanced critical thinking and problem solving skills	1, 2, 3
Communication, adaptive and interactional skills	
4 Communicate effectively to a range of audiences, and be capable of independent and collaborative enquiry and team-based leadership	3
Global outlook	
5	1, 2, 3

	Demonstrate an understanding of international perspectives relevant to the educational field	
6	Ethics Demonstrate an advanced capacity to recognise and negotiate the complex and often contested values and ethical practices that underlie education	2, 3

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

The content of the course provides an overview of the major research and issues that may be relevant to the development of appropriate differentiated curriculum and assessment for gifted and talented students. This course builds upon the prior knowledge gained in the introductory course EDST5800 or EDST5808. The teaching approach will actively engage students as they discuss current theory and practice, and learn new information, strategies and skills.

5. TEACHING STRATEGIES

A variety of individualised and grouping arrangements are designed to present key information on a range of content, concepts and issues in the development of appropriate curriculum for gifted and talented students. Large group interactions, small group discussions and practical activities on assessment for individual student needs and curriculum design based on interests and strengths will assist participants to become more thoroughly familiar with differentiated curriculum content, processes, products and practices which are shown to be effective with gifted and talented students. Specifically the course will include:

- small group cooperative learning to understand the importance of teamwork in an educational context and to demonstrate the use of group structures as appropriate to address teaching and learning goals;
- explicit teaching including lectorials and tutorials with a variety of teaching strategies to engage and support learning;
- opportunities for whole group and small group dialogue, discussion, allowing students the opportunity to share their expertise and demonstrate their capacity to communicate;
- structured occasions for reflection on learning to allow students to reflect critically on issues discussed.

These activities will occur in a climate that is supportive and inclusive of all learners.

6. COURSE CONTENT AND STRUCTURE

Day	Lectorial/Tutorial Topic
Pre	Read the required readings & complete Assessment 1 and submit on 8 th July
1	1. MoDD: A Framework for differentiating curriculum & pedagogy
	2. Assessment for and of differentiation
2	3. Maker's model for curriculum differentiation
	4. Differentiating curriculum using enrichment models and strategies
3	Reading day: Finish reading any remaining required pre-readings
	Prepare for Assessment 2 to be completed by 1 st August
4	5. Differentiating curriculum using enrichment models and strategies
	6. Leaders differentiating & scaffolding learning to nurture leadership potential
5	7. Organising differentiation: Planning, flexible grouping, and authentic assessment
	8. Developing differentiated learning units using interdisciplinary teaching
Post	Complete Assignment 2 and then work on Assignment 3.

7. RESOURCES

Required Course Text

Read the course text, which can be purchased through the UNSW Bookshop (<https://www.bookshop.unsw.edu.au>): Maker, C. J., & Schiever, S. W. (2010). *Curriculum development and teaching strategies for gifted learners (3rd Ed.)* Austin, TX: Pro-Ed.

Required Readings

See the detailed list of eight required readings online in the Moodle course website. All required readings will have direct links or files.

Recommended Readings

For recommended readings that have direct links, URLs will be provided in the same lists for direct access. This list will be available on the Moodle course website. Otherwise, use the UNSW Library website: <http://www.library.unsw.edu.au> to access other recommended readings that do not have direct URLs.

Resources

A detailed list of readings, resources, and support materials that match to each of the course topics will be provided in the Moodle course website.

8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Program Learning Outcomes Assessed	Due Date
1. Pre-reading responses	2000 words	30%	1,6,8,9	1.3, 1.8, 3.1, 4.2, 5.4	8 th July 5pm
2. Differentiation Quiz	500 words	20%	1,6,8,9	1.3, 1.8, 3.1, 4.2, 5.4	Opens 22 nd July 5pm Closes 1 st August 5pm
3. Planning Curriculum Differentiation	3500 words	50%	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6	20 th September 5pm

All assessments will be **submitted online via Moodle** by 5pm. Students no longer need to use a cover sheet, though please use a **title page** that includes your name, student number, email, assessment number (i.e., 1 or 3), readings (i.e., choice of 3 from 1 to 8), or differentiation topic (i.e. 1, 2, 3, or 4) to link the marker with the content of your assignment. Students are also required to **keep all drafts, original data, and other evidence of the authenticity of the work** for at least one year after examination. If an assessment is mislaid the student is responsible for providing a further copy. Please **see the Student Policies and Procedures** for information regarding submission, extensions, special consideration, late penalties and hurdle requirements etc.

Assessment 1 – 6Rs Pre-reading responses 30% due 8th July 5pm

Complete this assignment before the week-long intensive. Complete 6Rs on each of your choice of 3 required pre-readings from topics 1 to 8: 1) Read, 2) Review, 3) Reflect, 4) Requestion, 5) Response, 6) Reference.

The 8 required pre-readings are available in the Moodle website. Read all abstracts or the first page of the topics 1 to 8 required pre-readings for this course to assist you in choosing the readings for this assessment task. Choose only 3 of these required pre-readings to read fully and complete written responses to these and submit on the 8th July in TurnItIn. No hard copy required.

This task supports your learning before the course begins, during the course, and following the intensive. Presentation can be in the format of your choice, with about two pages per reading single spaced text if in table/graphic format (double spaced if in an essay/report format):

1. **READ:** *Which reading?* Read the abstracts or first page of the required pre-readings for topics 1 to 8 and choose 3 of those readings to read fully for this task. Some topics have more than one required pre-reading/chapter, so choose which pre-reading/chapter within that topic to cover in your 6Rs response, but you must cover 3 different topics/pre-readings altogether i.e. 3 out of 8 topics.
2. **REVIEW:** *What are the most relevant issues?* Review each of the 3 reading's content to identify the key messages/issues/points/ strategies/terminology in the reading that are relevant to your educational context or method or your role as an educator when educating intellectually gifted and talented students.
3. **REFLECT:** *How are these issues relevant to talent development in my educational context?* Reflect on/think about the content/messages/issues from each of the 3 readings and how they would impact on differentiating for the talent development of intellectually gifted students in your context/teaching/method area. Consider 'if' and 'how' these issues could inhibit or support talent development.

4. **QUESTION:** *What questions does this reading raise for you?* Identify three questions that the reading raises for you and that you would like answered. Write a brief response to these questions or comment on them in relation to your educational context.
5. **RESPONSE:** *How can the content of each reading be used to inform talent development in your educational context?* Answer this question. Present the overall assignment in a format of your choice e.g. graphic organiser, report format, PowerPoint, Webpage, Blog, Learning log, ePortfolio, with or without visuals/dot points etc. A version of this needs to be uploaded into Moodle though, so you will need to save webpages as a pdf or word file before submission.
6. **REFERENCE:** *What references are needed?* As a title for each response, use APA referencing style of the reading being addressed. Therefore, only three readings need to be referenced. No reference list nor in-text referencing are required for this assessment as this is not a research task, unless quotes are used then provide (Author, year, p. XX) and provide a reference list at the end. The focus is on reflection and how talent development can be promoted through curriculum differentiation in your context.

Note: 6Rs examples will be provided in the Moodle website. This is not an annotated bibliography, so do not summarise and do not include everything in the reading. Be selective, show analysis, evaluation, synthesis, and reflection. Reflect on and use only those points most relevant to you and your educational context or method area.

In place of an assessment grid, a **detailed assessment rubric** will be provided online as extra support for this assignment and to provide feedback when this task is assessed. Please attach the rubric at the end of your assignment before submission. Submit this assessment task online in Turnitin in Moodle under the Assessment heading in the link provided. Do not submit a hard copy of the assignment.

Assessment 2 – Differentiation Quiz 20% Opens 22nd July 5pm and Closes 1st August 5pm

The content of the quiz will derive from the eight required readings, so, read all the required readings. Preferably read the topic 1 to 4 required pre-readings before the intensive and the topic 5-8 required pre-readings can be read on the Reading Day during the intensive, if you do not read these before the intensive. This will inform your learning process.

The quiz will include 20 questions i.e. multiple choice, fill-in-the blanks, matching, true/false. You can refer to your readings as you complete the quiz. The quiz may include analysing graphics or detailed content provided within the quiz.

No Turnitin submission is required. Access the quiz online in the Moodle course website under the Assessment heading. The quiz will be open for over a week, which is a very generous time period and includes two full weekends, and allows for all your scheduling contingencies. You can attempt the quiz three times and your highest mark will be recorded. View this task as a learning task too.

No extension will be provided for the quiz. Failure to complete this quiz task in the extensive time-period provided means forfeiture of this task's 20%. **A new quiz will not be created** for those who do not complete the quiz within the designated week-long time period.

Assessment 3 – Planning Curriculum Differentiation 50% due 20th September 5pm

Overall, this assignment involves choosing a case study according to your educational context, evaluating differentiation resources, planning differentiation strategies and learning activities according to the case study, resources, and MoDD, and focussing on one of four options.

CASE STUDY: Choose or create a case study on a student, cluster of students, class, or school.

Include relevant background information, which may include type of school/educational context, school

policy or programs, grade/s, giftedness, characteristics, educational needs, and/or other information that will inform your response. The case study should be one page and single spaced (this is not counted in the word count). Include your case study at the start of your assignment.

EVALUATE: Choose and evaluate a relevant resource or resources to use in your report (NSW DET Policy, GERRIC Modules, Differentiation Text, Model/frameworks, or strategies)

PLAN: Use the case study, policy documents, websites, resources, references, or professional learning packages on curriculum differentiation, and the MoDD, as a foundation for planning differentiated curriculum for gifted students in your chosen educational context. You can focus on just the classroom component of the MoDD or include the other supporting contexts as needed to meet your case study needs.

CHOOSE A FOCUS: Choose one of the following options and use it as a heading on your title page of your report so the marker knows your focus for this assignment:

1. **STUDENT OR CLUSTER OF STUDENTS CASE STUDY:** Choose a student case study that you have read e.g. in Vialle and Rogers (2009) or in the readings, or heard in the lectorials and amend it to provide details listed below, or write a one-page case study based on a student in your educational context. The case study needs to identify the student's domain of giftedness, characteristics, interests, strengths, and educational needs. Choose and evaluate models/frameworks, strategies, or matrices introduced in this course and use these to help you plan learning activities that differentiate the curriculum to meet the case study student's or students' individual needs. Arrange these strategies, models, matrices, and learning activities according to the components of the Model of Dynamic Differentiation as a framework for planning and implementing differentiated teaching and learning for this student.
2. **CLUSTER, CLASS, OR SCHOOL CASE STUDY:** Write a one page case study on a school or a class. You can use your own school or class as the case study. The case study needs to describe the educational context, grade/school/cluster, students' background, and identify the relevant students' domains of giftedness, characteristics, interests, strengths, and educational needs. Evaluate the NSW DET Curriculum Differentiation: Policy and implementation strategies for the education of gifted and talented students, revised 2004 policy (or a similar policy in your state/country). Following the principles explored in this course, explain how you could use this document to support the development of talent through differentiated curriculum in your current or future school or class, or cluster group. Use the Model of Dynamic Differentiation (MoDD) to guide your planning for the school or class or cluster group. The MoDD becomes an action plan for your educational context to promote more curriculum differentiation for talent development in your educational context.
<http://www.curriculumsupport.education.nsw.gov.au/policies/gats/assets/pdf/polsuppcd.pdf>
3. **CLUSTER, CLASS OR SCHOOL CASE STUDY:** Write a one page school or class or cluster group case study. The case study needs to describe the educational context, grade/school/cluster, students' background, and identify the relevant students' domains of giftedness, characteristics, interests, strengths, and educational needs. Evaluate one of the Module Five GERRIC 'Gifted & Talented Education Professional Development Packages for teachers: Curriculum Differentiation for Gifted Students' at the level of your choice i.e. Early Childhood to Secondary. Following the principles explored in this course, explain how you could use this document to support the development of talent through differentiated curriculum in your current or future school or class or cluster group. Using the MoDD, provide a plan of action incorporating this resource to support the school or class or cluster group case with the factors you have learnt in this course. This link will take you to the resource:
<https://education.arts.unsw.edu.au/about-us/gerric/resources/pd-package/>

4. **CLUSTER, CLASS OR SCHOOL CASE STUDY:** Write a one page school or class or cluster group case study. The case study needs to describe the educational context, grade/school/cluster, students' background, and identify the relevant students' domains of giftedness, characteristics, interests, strengths, and educational needs. Evaluate the GERRIC book: Gross, et al. (2001 or 2003) 'Curriculum Differentiation for primary or secondary students' or other significant Curriculum Differentiation book recommended in this course e.g. the June Maker course text. Following the principles explored in this course, explain how you could use this book's content to support the development of talent through differentiated curriculum in your current or future school or class or cluster group. Using the MoDD, provide a plan of action incorporating this resource to support the school or class or cluster group case with the factors you have learnt in this course.

PRESENTATION: Use an appropriate report format, and include an introduction, headings, subheadings, and a conclusion. Within the report format, you may use your created graphic organisers, lesson outlines (not full lesson plans), images, vignettes, dot points (if they are discussed in the content) or place these in an appendix. Do not copy and paste graphics that someone else has created. Content of graphics may need referencing of original source. Double space, size 12 font.

REFERENCES: Reference all your sources both in the text and in a reference list, using APA referencing style. You should support and justify your choices with relevant supporting references (i.e., course texts, course lectorial notes, recommended readings, and wider reading).

APPENDICES: are optional and not counted in the word count, but you may like to include examples or resources, matrices, or other materials that may support your MoDD action plan.

SUBMISSION: Attach the assessment feedback sheet below to the end of your assignment before submission. Submit your assignment in word format in Turnitin within the Moodle course website, where it will be marked online.

Submission of Assessment Tasks

Submit assignment one and three in Turnitin in the Moodle course website under the Assessment heading. Do not submit a hard copy of the assignment.

Feedback

Assessment Task	Feedback Mechanism	Feedback Date
1: 6Rs Reading Responses	Comments, assessment rubric, electronically in Moodle Turnitin	30 th July after 5pm
2: Pre-readings Quiz	Electronically in Moodle: This assessment provides feedback, marks and grades online at the end of the last day of the quiz.	1 st August after 5pm
3: Planning Curriculum Differentiation	Comments and assessment sheet feedback electronically in Moodle Turnitin	15 th October after 5pm

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST5805 CURRICULUM DIFFERENTIATION AND ASSESSMENT IN GIFTED EDUCATION
Assessment 3 – Planning Curriculum Differentiation 50%

Insert this assessment feedback sheet at the end of your assignment before submission.

Choice of focus (please circle): 1 2 3 4

Student Name:

Student No.:

SPECIFIC CRITERIA	(-)	→			(+)
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> • Adequacy of the response to all component parts of the question or issue • Identified important issues/concepts/ideas relevant to case study • Relevant assessment techniques to identify student strengths, interests & learning needs were provided • Differentiated teaching strategies & learning activities matched case study needs • Matched learning needs to relevant grouping techniques • Showed how to provide opportunities for enriching, extending, scaffolding or self-regulating learning • Identified support needed for talent development • Used the MoDD accurately to plan for differentiated teaching and learning 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> • Analysed/evaluated chosen techniques/strategies/theories/models from this course • Demonstrated higher order thinking skills (e.g., analysis, synthesis, evaluation) • Showed deep thinking e.g. identified relationships between key issues/concepts • Evidence of originality/creativity in applying chosen techniques/strategies/theories/models 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> • Appropriateness of reading content and sources • Referenced course text/readings/Lectorial notes/Lectorials • Wide reading beyond the course recommendations • Familiarity with different perspectives, issues, or concepts identified in the literature 					
Structure and organisation of response <ul style="list-style-type: none"> • Succinct introduction, logical sequencing and flow of content, concluding paragraph drawing together key outcomes of the report • Appropriate use of technology e.g. Inspiration or other graphic software, PowerPoint/Prezi. Multi-media, Word, Data Bases, Spelling/Grammar Check, Internet searches, Endnote for referencing, Moodle to access readings and resources 					
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> • Clarity of writing, such as sentence structure, paragraphing, proof reading evident, vocabulary, spelling, punctuation, word length, readability • Use of serious, formal and academic style of writing • Use of APA conventions in academic writing, such as quoting, paraphrasing, in-text referencing, citations, and reference list. • Clarity of tables, figures, graphics where applicable 					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer

Recommended: /20 (FL PS CR DN HD)

Date

Weighting: 50%

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.