



**UNSW**  
SYDNEY

**Arts & Social Sciences**

**School of Education**

**EDST5805**

**Curriculum Differentiation & Assessment in  
Gifted Education**

**Semester 2, 2017**

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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, 2017

## 2. STAFF CONTACT DETAILS

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

## 3. COURSE DETAILS

<b>Course Name</b>	Curriculum Differentiation and Assessment in Gifted Education
<b>Credit Points</b>	6 units of credit (uoc)
<b>Workload</b>	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
<b>Schedule</b>	
Lecture	July 10, 11, 13, 14 (CLB 6) 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:*

Student feedback rates this course highly, indicating how worthwhile the content is for their teaching and student learning. Therefore, the practical strategies, processes, resources, and assessments will be utilized again. Some wording in the assignment descriptions were amended, online resources links were revised, additional resources were added, and some readings were updated.

### **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 and submitted on 7<sup>th</sup> July 5pm, 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:** is compulsory in this course due to the practical nature of the content and activities. 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
	<b>Advanced disciplinary knowledge and practices</b>	
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
	<b>Enquiry-based learning</b>	
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
	<b>Cognitive skills and critical thinking</b>	
3	Demonstrate advanced critical thinking and problem solving skills	1, 2, 3
	<b>Communication, adaptive and interactional skills</b>	
4	Communicate effectively to a range of audiences, and be capable of independent and collaborative enquiry and team-based leadership	3
	<b>Global outlook</b>	
5	Demonstrate an understanding of international perspectives relevant to the educational field	1, 2, 3
	<b>Ethics</b>	
6	Demonstrate an advanced capacity to recognise and negotiate the complex and often contested values and ethical practices that underlie education	2, 3

## ***AITSL Professional Teaching Standards (Proficient, Highly Accomplished, Lead)***

Standard	Assessment/s
1.1. Proficient: Use teaching strategies based on knowledge of students' physical, social and intellectual development and characteristics to improve student learning.	1, 2, 3
1.5. Proficient: Develop teaching activities that incorporate differentiated strategies to meet the specific learning needs of students across the full range of abilities.	1, 2, 3
1.6. Proficient: Design and implement teaching activities that support the participation and learning of students with disability and giftedness and address relevant policy and legislative requirements.	3
2.1. Proficient: Apply knowledge of the content and teaching strategies of the teaching area to develop engaging teaching activities.	3
3.1. Proficient: Set explicit, challenging and achievable learning goals for all students.	3
3.3. Proficient: Select and use relevant teaching strategies to develop knowledge, skills, problem solving, and critical and creative thinking.	3
4.1. Proficient: Establish and implement inclusive and positive interactions to engage and support all students in classroom activities.	1, 3
5.1. Highly accomplished: Develop and apply a comprehensive range of assessment strategies to diagnose learning needs, comply with curriculum requirements and support colleagues to evaluate the effectiveness of their approaches to assessment.	3
6.1. Proficient: Use the Australian Professional Standards for Teachers and advice from colleagues to identify and plan professional learning needs.	1
6.3. Proficient: Contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice.	1, 3

Note: if a principal, teacher leader, consultant, or other leaders was undertaking this course, they may meet the highly accomplished or lead standard of the above categories.

### **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 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 <b>7<sup>th</sup> July 5pm</b>
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	<b>Reading day off campus:</b> Finish reading any remaining required pre-readings
	Prepare for Assessment 2 to be completed by <b>1<sup>st</sup> August 5pm</b>
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, then work on Assignment 3 to be completed by <b>20<sup>th</sup> October 5pm</b>

## 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	2100 words	30%	1,6,8,9	1.3, 1.8, 3.1, 4.2, 5.4	7 <sup>th</sup> July 5pm
2. Differentiation Quiz	900 words	20%	1,6,8,9	1.3, 1.8, 3.1, 4.2, 5.4	Opens 21 <sup>st</sup> July 5pm Closes 1 <sup>st</sup> August 5pm
3. Planning Curriculum Differentiation	3000 words	50%	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6	20 <sup>th</sup> October 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 7<sup>th</sup> 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](#): **6Rs include: 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 pre-readings for this course to assist you in choosing the pre-readings for this assessment task. **Choose only 3** of these required pre-readings to read fully and complete the written 6Rs responses to these and submit on the **7<sup>th</sup> July 5pm** 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 and double spaced if in an essay/report format):

#### Assignment details:

**1. Begin with an introduction:** Outline your focus for this assignment and indicate the aims of this task that clearly guides the reader about your intent for this assignment.

**2. Then provide some information on your educational background and a rationale for your choice of readings:** Describe your background and educational context, what grade do you teach? what pedagogies are you or your school focussing on at the moment? Have you taught gifted students? Provide any other information that is relevant to this assignment. Also, provide reasons for choosing the three readings i.e., "This reading resonated with me because ...". (*Only one page double spacing for both the introduction and rationale and this is not included in the word count*).

**3. 6Rs:** Now address the following 6Rs for each of the chosen readings separately. Two pages (approx. 600 to 700 words for each 6Rs response. No double spacing in tables, but double spacing outside tables.

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/concepts/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/concepts 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. Alternatively, you could also complete your review, reflection, response under these three questions.
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 pre-reading being addressed. Provide a bibliography at the end that includes at least three new recent readings that you would recommend because they reflect the focus, issues, or aims of your response. If you referred to these or any other readings in the responses, then it becomes a reference list instead of a bibliography and in-text referencing is then required. The focus of this assignment 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 in word or pdf format 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 21<sup>st</sup> July 5pm and Closes 1<sup>st</sup> August 5pm**

The aim of the quiz is to review and reflect on key issues covered in this course. The content of the quiz will derive from the eight required pre-readings, so, read all the required pre-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 or refer you to a page in the course text or pre-reading.



No Turnitin esubmission 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 twice 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 or assessment task will not be created](#) for those who do not complete the quiz within the designated time period.

### **Assessment 3 – Planning Curriculum Differentiation 50% due 20<sup>th</sup> October 5pm**

Overall, this assignment involves choosing or developing a case study according to your educational context, evaluating differentiation models, strategies, differentiation policies, and/or resources, and using the MoDD to guide planning differentiation strategies and learning activities for the case study.

**1. Develop a case study based on your educational context:** The case may be based on an individual student, or a cluster of students in your class or school, or a gifted class e.g., OC, or gifted students in whole school context, or teachers who need professional learning in curriculum and pedagogy for gifted students, or parents who need support for their gifted child/children. For example, if you are a teacher you might develop a case on an individual student, or cluster of students in your class or use your whole class. If you are a principal or head teacher you might develop a case on teachers where you would develop and provide professional learning on curriculum and pedagogy for gifted students. The case study needs to describe the educational context, grade/school/cluster, teachers/students' background, and identify the relevant students' domains of giftedness, characteristics, interests, strengths, and educational needs, or teachers or parental details and/or other information that will inform your response. Please do not use real names. Example cases can be found in Vialle and Rogers' (2009) book, in journal articles, or the course website. The case study should be one page and single spaced and is not counted in the word count. Include your case study at the start of your assignment.

**2. Choose and evaluate one or more of the following resources** (double-spaced):

1. Models/frameworks, strategies, or matrices introduced in this course or used in your educational context that are relevant to differentiate for gifted students;
2. NSW DOE Curriculum Differentiation: Policy and implementation strategies for the education of gifted and talented students (or a similar policy in your state/country);  
<https://education.nsw.gov.au/policy-library/associated-documents/polimp.pdf>
3. 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 or a similar professional learning package from your context;  
<https://education.arts.unsw.edu.au/about-us/gerric/resources/pd-package/>
4. A book on differentiation for gifted students e.g., June Maker course text, or Heacox & Cash text or other.

**3. Planning differentiation** (double-spaced): Following the principles/models/strategies explored in this course, explain how you could use the above models, strategies, resources, policies, or book to support the development of talent through differentiated curriculum and pedagogy in your current or future school or class, or cluster group. Use the phases and components of the Model of Dynamic Differentiation (MoDD) as a guide to planning more differentiated curriculum and pedagogy for talent development to address the needs of the students/teachers/parents in your case. This is NOT a unit of work, nor lesson plans. You are to show how you can meet the needs of the students and others in your case through differentiated teaching and learning in the classroom or in a variety of educational contexts. You may start with a unit of work or professional learning programme for teachers or parents

that you have already and show how you have amended it to include aspects explored in this course. If you do use a current unit of work, just put it in an appendix and respond in the report.

**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 ideas (not full lesson plans), example strategies or learning activities, 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/tables may be single-spaced and may need referencing of original source. Double space, size 12 font in body of the report.

**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, 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 planned curriculum differentiation.

**Submission:** [Attach the assessment feedback sheet below to the end of your assignment before submission.](#) Submit your assignment in word or pdf 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**

<b>Assessment Task</b>	<b>Feedback Mechanism</b>	<b>Feedback Date</b>
1: 6Rs Reading Responses	Comments, assessment rubric, electronically in Moodle Turnitin	<b>28<sup>th</sup> July 5pm</b>
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.	<b>1<sup>st</sup> August 5pm</b>
3: Planning Curriculum Differentiation	Comments and assessment sheet feedback electronically in Moodle Turnitin	<b>10<sup>th</sup> November 5pm</b>

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

**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.