

Online Gifted Education Program

By:

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Professional background

Theresa Monaco is Professor of Curriculum and Instruction and Director of the Center for Gifted and Talented Education at the University of Houston. Her homepage URL is <http://www.uh.edu/~tmonaco>. She has authored:

Monaco, T. (Ed.) 2nd Edition (2002) Biographical Directory of Leaders in Gifted Education. ISBN# 0-89824-434-X

Monaco, T. (Ed.) (1999) Gifted Program Evaluation: Ensuring Equity and Excellence. ISBN# 0-88092-240-0

Monaco, T. (2006) [www.The Journal of Online Education \(JOE\).com](http://www.TheJournalofOnlineEducation.com)

Degree Programs

The thirty-six hour program is designed to develop awareness, knowledge, and understanding about teaching gifted and talented students, as well as competence in curriculum development, delivery, and evaluation. The core courses lay the instructional foundation; the major courses provide specific knowledge, skills, and internship opportunities; the teaching content/methodology area focuses on the age/grade level, and/or specific subject content from the Curriculum and Instruction Department. The approved elective courses allow for further teaching content development at the elementary, secondary, all levels, and/or specific teaching area. The practicum phase of the program provides opportunities for students to demonstrate their competence by applying their skills with children and youth. Online courses adhere to professional standards derived from the National Association for Gifted Children (NAGC), National Association for Handicapped Children (NAHC), and the American Psychological Association.

Brochure

[Master of Education, Gifted and Talented Online Program with Face-to-Face Support Brochure](#)

Delivery Format

This thirty-six hour online degree program focuses on five online major courses (core and elective courses); they are presented with a live chatroom/whiteboard complemented with a web enhanced asynchronous environment on discussion boards, allowing participants to engage at their own convenience 24/7. Since the complete program is contained in a format to accommodate the teacher's work and home schedule, class participants commit to complete each course activates by the required university due date.

Class Requirements

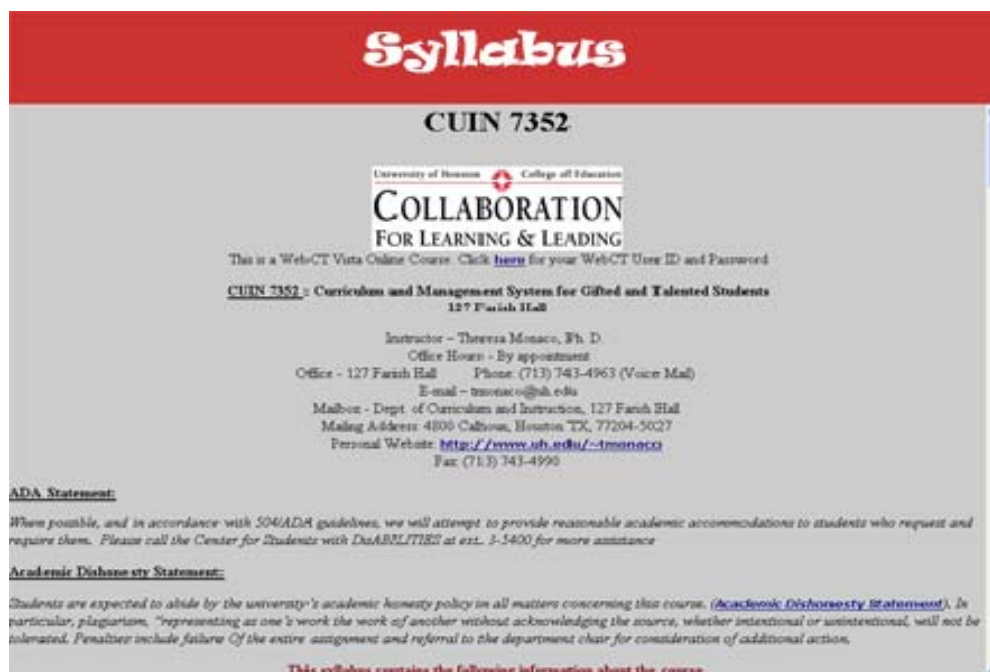
The class space is open a few days prior to start of course with reading material and time-space for experimentation with the tools. Participants are encouraged to visit the site during this time to familiarize themselves with the links/tools on the homepage.

The delivery site is www.uh.edu/webct. Merging the standards of curriculum instructional strategies and the tools available in WebCT/VISTA technology is an exciting process. Curriculum is critical to the content area of any subject. Technology allows for innovative ways of delivering curriculum.

The following items are the vital tools and links of the online courses complete with a visual aid and description



Homepage ← Includes links to all of the class information



Syllabus ← Gives an outline of the course as well as links to the courses and calendar

Introduction

Course View | Go to | Test View | Calendar | Discussions | Mail | Chat and Whiteboard | More Tools

You are currently on: Home Page > Introduction

Course Introduction

In this course you will learn about curriculum needs for gifted and talented students. You will learn how the school, home, and community interact to support the education of gifted students in self-contained and mainstreamed classrooms. Weekly requirements are correlated to the text chapters.

The class will help you demonstrate your knowledge, understanding, comprehension, application, and synthesis skills in curriculum development. There will be weekly interaction in every class. Our goal will be to develop a differentiated unit of instruction that includes at least one gifted child in your classrooms. Weekly topics will help us achieve this goal, while enjoying the differences that gifted students present at school, home, and the community at large.

By midterms, you will have the opportunity to discuss your progress on the development of this unit. Weekly activities are designed to help you achieve this goal. See the homepage of this course for digital storytelling. You may select this option instead of a paper/pencil activity to present your differentiated unit at the end of this course. By the end of the semester you will have developed your differentiated unit of instruction. Activities refer to the class content for each class.

The content for each class is: 1) class introduction, 2) required text readings, 3) selected readings, 4) slides, 5) fun activities, 6) requirements and 7) notes that link you to the Discussion board.

The Chat room is the forum for open discussion of class content. The Calendar is where you will find posting links for all assignments, including the midterms and final exam postings.

Introduction ← Gives an overview of the course content

Class Page

Course View | Go to | Test View | Calendar | Discussions | Mail | Chat and Whiteboard | More Tools

You are currently on: Home Page > Classes > Class 1

Table of Contents for Classes

1. [Class 1](#)
2. [Class 2](#)
3. [Class 3](#)
4. [Class 4](#)
5. [Class 5](#)
6. [Class 6](#)
7. [Class 7](#)
8. [Class 8](#)
9. [Class 9](#)
10. [Class 10](#)
11. [Class 11](#)
12. [Class 12](#)
13. [Class 13](#)

Classes can be accessed from side menu

CHAPTER 1: CURRICULUM FOR THE GIFTED: PAST, PRESENT, AND FUTURE DIRECTIONS

CHAPTER 2: CURRICULUM DESIGN ISSUES IN DEVELOPING A CURRICULUM FOR THE GIFTED

Chapter 1: Over 20 years ago, national reports ushered in a new era for educational and curricular change, predominantly in science and mathematics. Today, educators again are faced with a barrage of reports that describe deficiencies in the current instruction in mathematics and science and in other content disciplines as well. This chapter outlines important research and associated practices.

Chapter 2: Design is one of the most important processes in developing a sound curriculum for any learner. Research suggests that design influences learning in important ways (Guskey, 2000); the way we structure curriculum for our best learners in school affects the level and extent of learning benefits demonstrated in gifted programs.

Please post on Discussion Board under this preformed format: [Example Format](#)

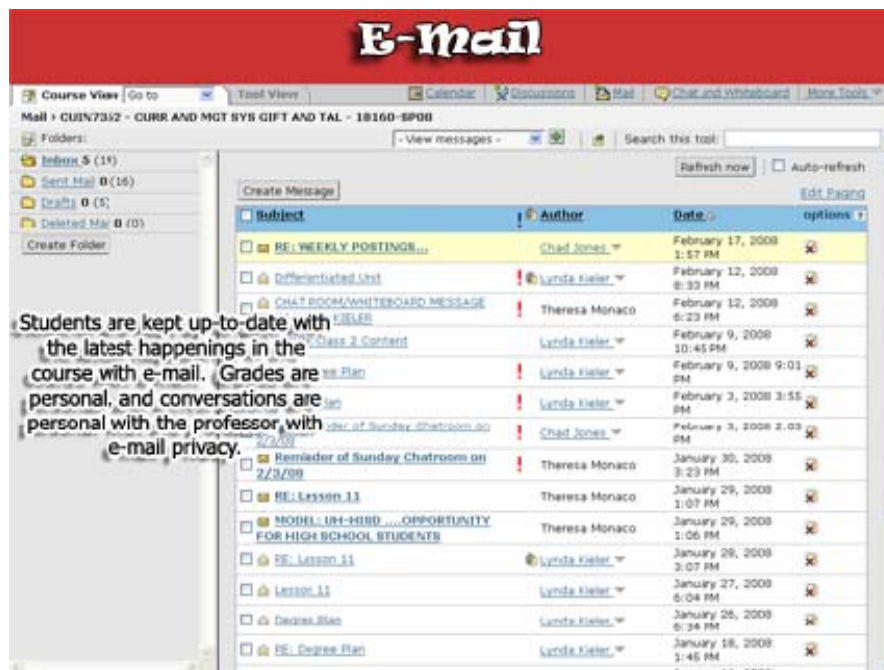
REQUIRED READING

- Read Chapter 1: Curriculum for the Gifted: Past, Present, and Future Directions
- Read Chapter 2: Curriculum Design Issues in Developing a Curriculum for the Gifted

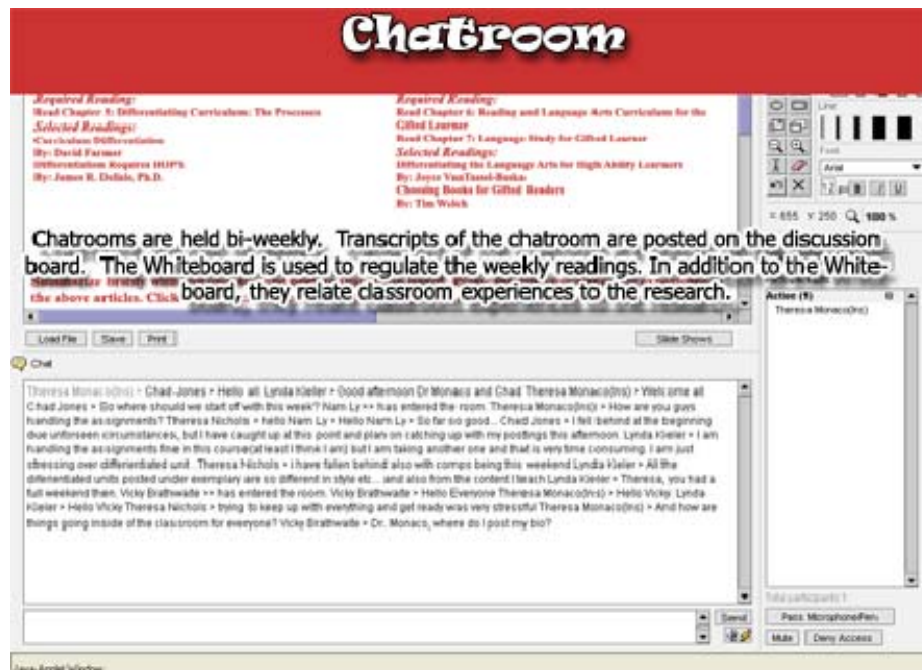
Class Page ← Includes links to all of the class information



Discussions ← Students turn in their weekly class assignments in the designated “box”—where I post graded work as they come in, students also have to complete a personal professional biography. Recently, the students have requested to add their photographs to this personal biography.

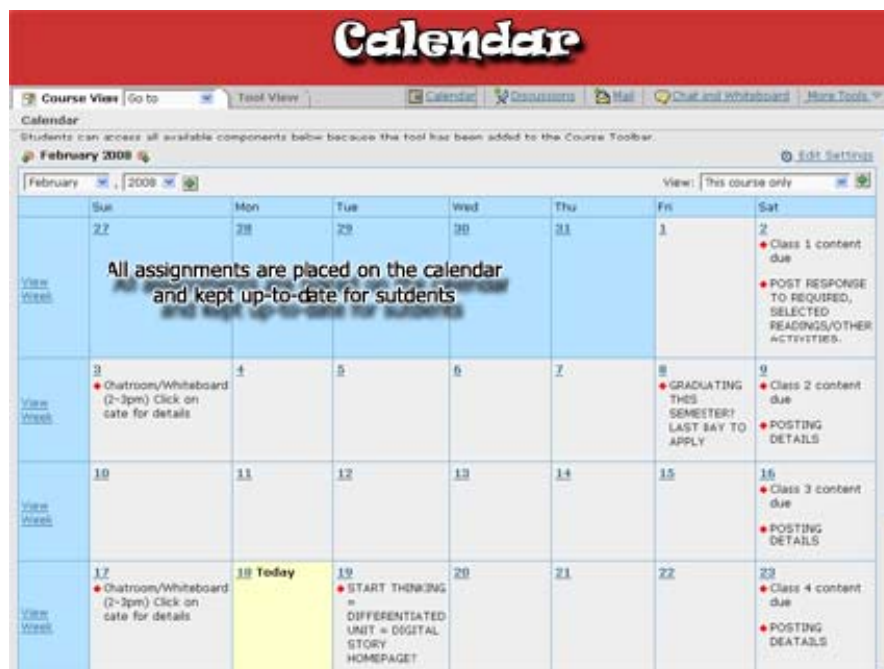


E-Mail ← The primary source of contact, “personal”—as opposed to the discussion board, this is where students put in their private thoughts that they would like to share with either me or another class participant.

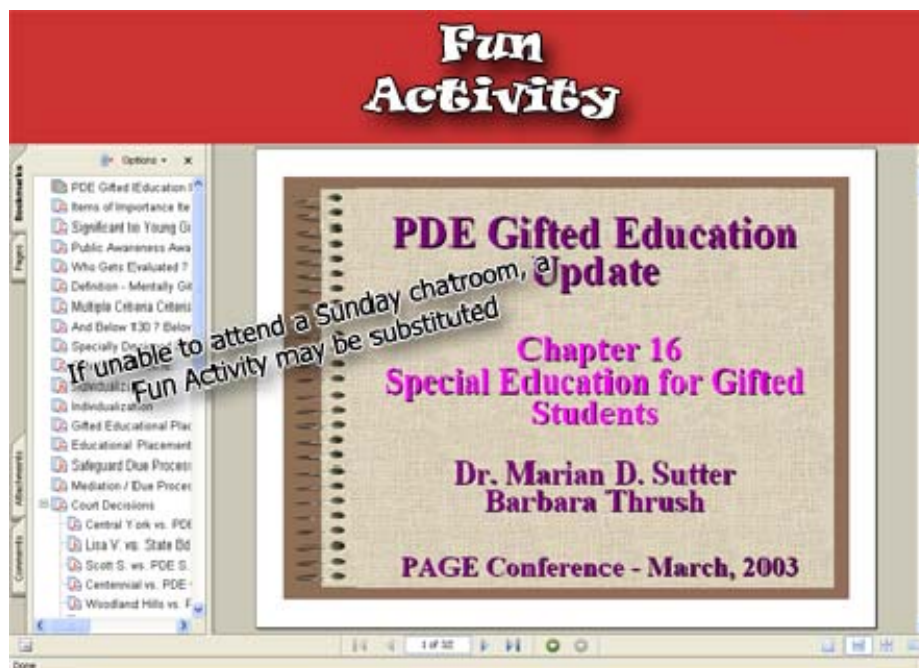


Chat ← Bi-Weekly meetings where the students, guest speakers and myself interact on a given topic. This is always recorded, and posted on the Discussion Board.

White Board ← Functions like a chalk board, teachers and students are able to write and draw in order to get points across



Calendar ← Students use this to find out when assignments are due, and when exams will be posted, etc.



Fun Activities ← Substitute Content Activity for students who are unable to attend bi-weekly chat meetings



Exemplary Products ← used to show students products from previous classes—to help them have a better understanding of what is being asked of them.



ERIC ← Education Resources Information Center. Students will use this to help them with research and inquires.

References

REFERENCES ('00-'07)

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- [A Framework for Infusing Multicultural Curriculum into Gifted Education](#), by Donna Y. Ford, J. John Harris III, *Koeper Review* 23 no1 4-10 S 2000
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- [Kettler, T., et. al., Mathematical Acceleration in a Mixed-Ability Classroom: Applying a Tiered Objectives Model](#) . *Gifted Child Today* (Waco, Tex.: 2000) v. 26 no. 1 (Winter 2003) p. 52-5, 65
- [Rutgel, J. V., Understanding the Young Gifted Child: Guidelines for Parents, Families, and Educators](#) . *Early Childhood Education Journal* v. 30 no. 4 (Summer 2003) p. 209-14
- [Gould, J. C., et. al., Science Starts Early](#) . *Gifted Child Today* (Waco, Tex.: 2000) v. 26 no. 3 (Summer 2003) p. 38-41, 65
- [Gould, J. C., et. al., An early childhood accelerated program](#) . *Educational Leadership* v. 59 no. 3 (November 2001) p. 47-50
- [Educational Resources Information Center \(ERIC\), GT-Models](#) (2003)

References → Students may access additional information in a hyperlinked reference

Digital Storytelling

DIGITAL STORYTELLING

Digital Storytelling is a fantastic way to engage students, teachers and just about anyone else who has ever wanted to be the next Ken Burns or Steven Spielberg. There are many different definitions of "digital storytelling," but in general, all of them revolve around the idea of combining the longstanding art of telling stories with any of a variety of available multimedia tools, including graphics, audio, video animation, and Web publishing.

Deborah Bridges, a leading expert on teaching the use of Digital Storytelling in school, is a professor at the University of Houston. She enjoys teaching her student how to use Digital Storytelling in her courses. This is a [movie clip](#) of her student on how she teaches Digital Storytelling in her courses.

Here is her Powerpoint presentation and also a document about in-depth teaching of Digital Storytelling in school

- [Digital Storytelling Presentation](#)
- [Digital Storytelling Document](#)

A great way to begin learning about Digital Storytelling is by watching a digital story. Below are two examples of students' stories. These examples show how Digital Storytelling enhances the learning process and helps students progress with their learning better.

- [Example 1](#)
- [Example 2](#)

(You might need these programs, Powerpoint Viewer, Window Media Player and Quicktime Mviewer in order to view all the links on this website. You can click on these images below to download them. These software are available for free in their company respective website.)





For more information, you can contact this email: trmonaco@uh.edu

Digital Storytelling → Students will create a digital (media) story

Course Evaluation

Course Evaluation

INSTRUCTIONS:

- The results of this questionnaire will be used to evaluate your instructor's effectiveness. For the results to be most useful, your answers should be as honest and objective as possible and reflect overall performance rather than isolated incidents.
- Please do not put your name or any other identifying information on this questionnaire. If you wish to make additional comments about the class, please include them in the comments box at the bottom of this form.

COURSE INFORMATION:

STUDENT INFORMATION:

Sex: ☐ Female ☐ Male

Your Major Department is... ☐ CUIN ☐ ELCS ☐ EPSY ☐ HHP ☐ Other

This course was... ☐ Specifically required ☐ required as a choice among several ☐ an elective

EVALUATION:

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	NA
1. The instructor evaluated my work in a meaningful and conscientious manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I have learned a great deal in this course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. The instructor was knowledgeable about the subject matter.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. The instructor was fair to students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. The instructor gave assignments that were useful for learning the subject	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Course Evaluation → Students evaluate the course at the end of the semester

**The items above are the vital tools and links of the
online courses complete with a visual aid and
description**