

Online Gifted Education Program

By:

Theresa Monaco, Ph.D.

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

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

here for your WebCT User ID and Password.' Below this is the course description: 'CUIN 7352 : Curriculums and Management Systems for Gifted and Talented Students 127 Parish Hall'. It provides contact information for the instructor: 'Instructor – Theresia Monaco, Ph. D. Office Hours - By appointment. Office - 127 Parish Hall Phone: (713) 743-4963 (Voice Mail) E-mail - tmonaco@uh.edu Mailbox - Dept. of Curriculums and Instruction, 127 Parish Hall Mailing Address: 4800 Calhoun, Houston TX, 77204-5027 Personal Website: <http://www.uh.edu/~tmonaco> Fax (713) 743-4990'. The page also includes sections for 'ADA Statement' and 'Academic Dishonesty Statement'. The 'ADA Statement' notes: 'When possible, and in accordance with 504/ADA guidelines, we will attempt to provide reasonable academic accommodations to students who request and require them. Please call the Center for Students with Disabilities at ext. 3-5400 for more assistance.' The 'Academic Dishonesty Statement' notes: 'Students are expected to abide by the university's academic honesty policy in all matters concerning this course. (Academic Dishonesty Statement). In particular, plagiarism, "representing as one's work the work of another without acknowledging the source, whether intentional or unintentional, will not be tolerated. Penalties include failure of the entire assignment and referral to the department chair for consideration of additional action."'. At the bottom of the page is a note: 'This syllabus contains the following information about the course.'"/>

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

Introduction

Course Views Go to Tool Views 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 classroom. Weekly topics will help us achieve the goal, while enjoying the differences that gifted students present at school, home, and the community at large.

By students, you will have the opportunity to discuss your progress on the development of his unit. Weekly activities are designed to help you achieve this goal. See the homepage of the 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 midterm and final exam postings.

Introduction ← Gives an overview of the course content

Class Page

Course Views Go to Tool Views 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 preferred 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

Discussion Board

Students will post assignments, communicate with each other, receive comments from the instructor and more.

Required Reading:
Chapter 1 focuses on two viewpoints regarding the curriculum of gifted education. One view is a structured-based curriculum focused on pencil and paper assessment and planning the lesson in advanced. The second view is based on a curriculum that is more child-centered, teaching based on the child's needs and growth for the moment. It seems that the second strategy works best for the gifted child as mentioned in chapter 2.

Chapter 2 tells us that the gifted learner acquire much more of the outcomes of learning than regular-low level children. In other words, they develop and process memory and learning much faster than other children. Also, the chapter states that gifted learners do better when the structure and organization of new content is to be organized by the student rather than rote learning memorization. From my experience this works with most, but not all gifted students and vice versa.

Selected Readings:
Just what is a gifted child? By: David Farmer
This article gives a great introductory overview of what it means to be gifted. It reconfirms everything we've learned in the Intro and Practicum class on what it means to be gifted. Some of the things mentioned I found interesting was that most gifted programs do not meet the needs of the gifted learning disabled (GLD) because their needs are so unique and peer nomination is a tool to identify gifted students in the class. Great read!

Truth and Knowledge By: Rudolf Steiner
This journal covers the writings of German philosopher Johann Gottlieb Fichte. In the journal, Fichte "showed that consciousness of the self depends upon resistance or a check by something that is done.

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

Students are kept up-to-date with the latest happenings in the class content, grades are posted online, and conversations are personal with the professor, with e-mail privacy.

Subject	Author	Date
RE: WEEKLY POSTINGS...	Chad Jones	February 17, 2008 1:57 PM
Differentiated Unit	Lynda Kiefer	February 12, 2008 8:33 PM
CHAT ROOM/WHITEBOARD MESSAGE	Theresa Monaco	February 12, 2008 8:23 PM
RE: WEEKLY POSTINGS...	Lynda Kiefer	February 9, 2008 10:45 PM
RE: WEEKLY POSTINGS...	Lynda Kiefer	February 9, 2008 9:01 PM
RE: WEEKLY POSTINGS...	Lynda Kiefer	February 3, 2008 3:55 PM
RE: WEEKLY POSTINGS...	Chad Jones	February 3, 2008 2:03 PM
RE: Remainer of Sunday Chatroom on 2/3/08	Theresa Monaco	January 30, 2008 3:23 PM
RE: Lesson 13	Theresa Monaco	January 29, 2008 1:07 PM
RE: MODEL: IAH-HIBD OPPORTUNITY FOR HIGH SCHOOL STUDENTS	Theresa Monaco	January 29, 2008 1:06 PM
RE: Lesson 11	Lynda Kiefer	January 28, 2008 3:07 PM
Lesson 11	Lynda Kiefer	January 27, 2008 6:04 PM
Degrees Plan	Lynda Kiefer	January 26, 2008 6:34 PM
RE: Degree Plan	Lynda Kiefer	January 18, 2008 3:46 PM

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.

Required Readings:
Read Chapter 6: Differentiating Curriculums: The Processes
Selected Readings:
Curriculum Differentiation
By David Farmer
Differentiation Requires HOTS
By: James R. Delisle, Ph.D.

Optional Readings:
Read Chapter 6: Reading and Language Arts Curriculum for the Gifted Learner
Read Chapter 7: Language Arts for Gifted Learner
Selected Readings:
Differentiating the Language Arts for Highly Able Learners
By: Joyce VanTassel-Baska
Choosing Books for Gifted Readers
By: Tim Welsh

Chatrooms are held bi-weekly. Transcripts of the chatroom are posted on the discussion board. The Whiteboard is used to regulate the weekly readings. In addition to the Whiteboard, they relate classroom experiences to the research.

Theresa Monaco(NC) - Chat-Jones + Hello all Lynda Kiefer + Good afternoon Dr Monaco and Chad Theresa Monaco(NC) + Yeah since all Chat-Jones + So where should we start with this week? Nam Ly + has entered the room Theresa Monaco(NC) + How are you guys handling the assignments? Theresa Nichols + hello Nam Ly + So far so good... Chad Jones + I fell behind at the beginning due to unforeseen circumstances, but I have caught up at this point and plan on catching up with my postings this afternoon. Lynda Kiefer + I am handling the assignments fine in this course(at least I think I am) but I am taking another one and that is very time consuming. I am just staying over differentiated unit. Theresa Nichols + I have fallen behind also with comps being due weekend Lynda Kiefer + All the differentiated units posted under exemplary are so different in style etc... just also from the content. Lynda Kiefer + Theresa, you had a full weekend there. Vicky Brathwaite + has entered the room. Vicky Brathwaite + Hello Everyone Theresa Monaco(NC) + Hello Vicky. Lynda Kiefer + Hello Vicky Theresa Nichols + trying to keep up with everything and get ready was very stressful Theresa Monaco(NC) + And how are things going inside of the classroom for everyone? Vicky Brathwaite + Dr. Monaco, where do I post my bio?

Java-Apple/Window

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

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

Students can access all available components below because the tool has been added to the Course Toolbar.

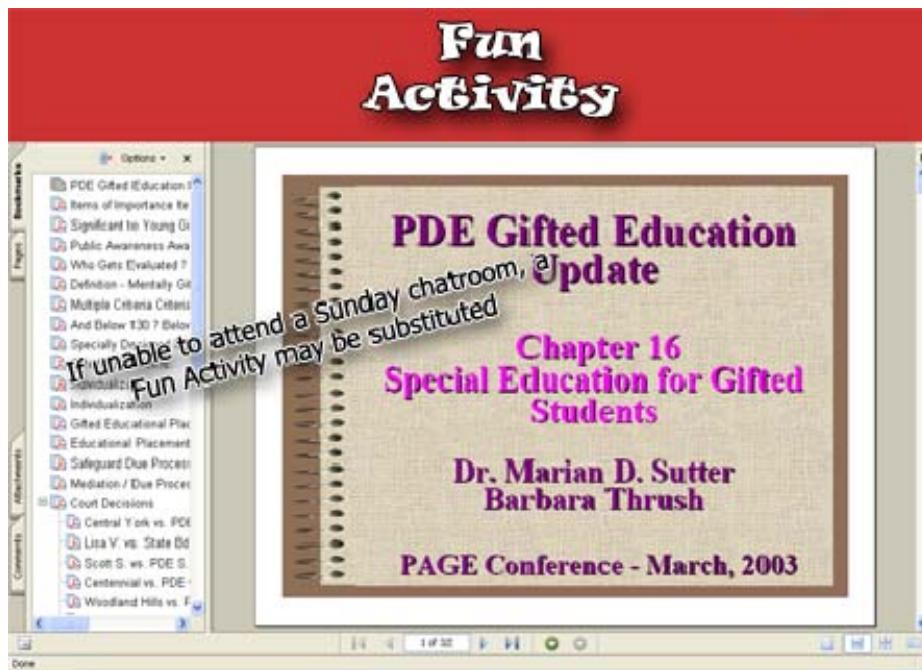
February 2008

Viewer This course only

Sun	Mon	Tue	Wed	Thu	Fri	Sat
22	23	24	25	26	27	28
All assignments are placed on the calendar and kept up-to-date for students						29
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	1	2	3	4	5	6

View Week View Week View Week View Week

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

Course View Go to Time View Calendar Documents Mail Chat and Whiteboard More Tools

You are currently on: Home Page > Exemplary Products

EXEMPLARY PRODUCTS

Midterm:

- 1. [Midterm by Deanna Parsons](#)
- 2. [Midterm by Elizabeth Thompson](#)
- 3. [Midterm by Natalie Sheridan](#)
- 4. [Midterm by Mary Pollock](#)
- 5. [Midterm by Andrea Zemke](#)
- 6. [Midterm by Celia Czer](#)
- 7. [Midterm by Marlene Jones](#)

Various works of previous students that were exceptional and often used as rubric examples

Professional Biography:

- 1. [Biography by Natalie Sheridan](#)
- 2. [Natalie Smith and Child](#)

Differentiated Units:

- [Romeo and Juliet Digital Storytelling by Rebecca DeLaRosa & Student, Malmy](#)
- [Art Curriculum by Patricia Duran](#)
- [Language Arts for the Gifted by Iru French](#)
- [Easy Tale Fair by Celia Czerwien](#)
- [Social Studies by Douglas Keim](#)
- [A Differentiated 3 Unit by Patricia Duran](#)
- [Coloring the Curriculum by Natalie Sheridan](#)
- [Recognizing a Multiple Intelligence Classroom by Marlene Jones](#)
- [The Effects of Aerodynamics by Celia Czer](#)
- [The Illustrated Book of "TEX" Characters for Spanish by Elizette B. Diaz](#)
- [Fifth Grade Language Arts & Social Studies TIEP](#)
- [Butterflies and Caterpillars by Celia Czerwien](#)
- [Your Goal Is to Reach 100 Posts](#)

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

The screenshot shows the ERIC website homepage. At the top, there's a navigation bar with links to 'About ERIC', 'Home', 'Contact ERIC', and 'Contribute Content'. Below the navigation is a search bar with a placeholder 'Search ERIC' and a 'Search' button. To the right of the search bar is a box titled 'About the ERIC Collection' containing text about ERIC's mission and history. Further right is a 'In The Spotlight' box for 'Latest Thesaurus Update', which includes a thumbnail of the ERIC logo and a brief description. At the bottom of the page, there's a banner for 'ED.gov'.

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

References

REFERENCES ('00-'07)

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- [Gifted Students and Philosophy: On Social Justice in a Violent World, by David A. White, Gifted Child Today \(Waco, Tex.: 2000\) 24 no4 48-53 Fall 2001](#)
- [Curriculum Differentiation: Sophistication, by Mary Ruth Coleman, Gifted Child Today \(Waco, Tex.: 2000\) 24 no2 24-5 Spr 2001](#)
- [Shifting into High Gear, by Evelyn Schneider, Educational Leadership 58 no1 57-60 S 2000](#)
- [A Framework for Infusing Multicultural Curriculum into Gifted Education, BY Donna Y. Ford; J. John Harris III, Roeper Review 23 no1 4-10 S 2000](#)
- [Affective component in the Education of the Gifted, by Karen S. Johnson, Gifted Child Today \(Waco, Tex.: 2000\) 23 no4 36-40 3/Ag 2000](#)
- [Project P-NEISS: An Experiment in Curriculum For Gifted Disadvantaged High School Students, by Sholeagh A. Gallagher, NASSP Bulletin 81 no615 47-57 Ap 2000](#)
- [Yssedidyke, J., et. al., Use of an Instructional Management System to Enhance Math Instruction of Gifted and Talented Students, Journal for the Educator of the Gifted v. 27 no. 4 \(Summer 2004\) p. 293-310](#)
- [Kettler, T., et. al., Mathematical Acceleration in a Mixed-Ability Classroom: Applying a Tiered Objectives Model, Gifted Child Today \(Waco, Tex.: 2000\) v. 23 no. 1 \(Winter 2000\) p. 52-5, 65](#)
- [Rottigel, J. V. Understanding the Young Gifted Child: Guidelines for Parents, Families, and Educators, Early Childhood Education Journal v. 30 no. 4 \(Summer 2003\) p. 109-14](#)
- [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 \(ERIC\), G1-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 Moviewer 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: tmonaco@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... CUN 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"/>				
2. I have learned a great deal in this course.	<input type="radio"/>				
3. The instructor was knowledgeable about the subject matter.	<input type="radio"/>				
4. The instructor was fair to students.	<input type="radio"/>				
5. The instructor gave assignments that were useful for learning the subject.	<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**