

Online Gifted Education Program: Student Products Using Rubrics

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](http://www.TheJournalofOnlineEducation.com)

Monaco, T. Christie Macey, Mario Prado, and Michelle Martinez (2010)
. Pre-Service Teachers Learn To Differentiate The Curriculum For Their Students

Monaco, T Lynda Kieler, Emre Altunkopru (2010). Teachers Select Major Contributors to Gifted Education.

Monaco, T. et al. (2010) Teachers use Evaluation Standards to Teach Curriculum.
<http://www.nyu.edu/classes/keefer/waoe/monacot3.pdf>. Hyperlinked for public viewing .
World Association for Online Education: The WWW Journal of Online Education.
Updated by Publisher.

Monaco, T. Danna Eichenold, Victoria Kasper, Claudia V. Gonzales, Susan Jackson, Maria Earle, Eva Marie Bisailon. (Volume 8 Issue 3) Jun 3, 2010
Teachers Identify and Support At-Risk Gifted Students

Monaco, T. Danna Eichenold, Victoria Kasper, Claudia V. Gonzales, Susan Jackson, Marie Earle, Eva Marie Bisailon (2009) Teach/v15no4art02.php ers Identify and Support At-Risk Gifted Students. <http://www.giftedchildren.org.nz/apex>. The New Zealand Journal of Gifted Education. Vol. 15 (4), 1-8.

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 chat room/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 <http://www.uh.edu/blackboard/>. Merging the standards of curriculum instructional strategies and the tools available in Blackboard/VISTA technology is an exciting process. Curriculum is critical to the content area of any subject. Technology allows for innovative ways of delivering curriculum.

Brochure

Frequently Asked Questions

- ♦ **Can I transfer graduate credits I've taken in another program into this program?**
It is possible to transfer up to nine credit hours of approved graduate courses from other regionally accredited universities.
- ♦ **Is there an application deadline?**
Application deadlines for distance education students are the same as for all UH students. See <http://uh.edu/admissions/pages/gApProcess.htm>
- ♦ **How do I access my online classes?**
You will use an online tool called WebCT/Vista.
<http://www.uh.edu/webct>
- ♦ **Does it cost extra to take classes online?**
Taking classes online costs the same as if you were physically in the classroom.
- ♦ **How much does it cost to complete the program?**
Tuition and Fees are subject to change. For most current costs, please visit www.uh.edu/sfs
- ♦ **Where can I get more information about distance education at UH?**
Contact www.distance.uh.edu

UNIVERSITY of HOUSTON



University of Houston
College of Education
Curriculum and Instruction

Phone: 713-743-4950
E-mail: cuinadvisor@pioneer.coe.uh.edu

The University of Houston provides equal treatment and opportunity to all persons without regard to race, color, religion, national origin, sex, age, disability, veteran status or sexual orientation except where such distinction is required by law. This statement reflects compliance with Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972 and all other federal and state regulations.

UNIVERSITY of HOUSTON

College of Education
COLLABORATION FOR LEARNING & LEADING

Curriculum & Instruction

Master of Education
Gifted and Talented

Online Program
with Face-to-Face Support

This College of Education, Collaboration for Learning and Leading, Department of Curriculum and Instruction, Master's Degree Program guide is located at:
http://www.coe.uh.edu/docs/gso/Masters_Program_

Contact:
Theresa M. Monaco, Ph.D.
E-mail: tmonaco@uh.edu
Phone: (713) 743-4963

Homepage:
<http://www.uh.edu/~tmonaco/>



UNIVERSITY OF HOUSTON
Learning. Leading.

Master's Degree Program:

Core, Major and Elective courses

Overview

The online M.Ed. Program in Curriculum and Instruction offers a major in Gifted and Talented Education with face-to-face support.

The program website is <http://www.coe.uh.edu/degrees.cfm?ID=8>.

The program is designed to serve the needs of three groups:

- ◆ Teachers who wish to participate in the education of identified gifted and talented students in their school or school district.
- ◆ Teachers who want to learn how to accommodate the unique needs of gifted and talented students in their regular classrooms.
- ◆ Parents and persons employed in non-school settings who want to know how to work with gifted and talented children and youth.

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.

Admissions

- ◆ Complete a Texas Common Application online at www.applytexas.org
- ◆ Pay application fee
- ◆ Submit scores for GRE or MAT. See <http://www.coe.uh.edu/faqs.cfm>
- ◆ Submit official transcripts
- ◆ For more information contact the Curriculum and Instruction Graduate Advisors at Phone: 713-743-4950 or E-mail: cuinadvisor@pioneer.coe.uh.edu

Official Catalog

A full description of all available graduate classes, within the College of Education and Department of Curriculum and Instruction can be found at:

http://www.uh.edu/grad_catalog/edu/edu_courses.html

Core Area — Nine hours from M. Ed. approved core courses. One course from each group.

Historical/Cultural/Philosophical Foundations

CUIN 6360, CUST 6310, CUST 6311, CUST 6360, CUST 6370, ELCS 7365, HLT 6323, PEP 6321

Human Growth/Learning

EPSY 6330, EPSY 6340, PEP 6340

Inquiry

CUIN 6378, EPSY 6300, EPSY 6310, PEP 6305

See class schedule for online/face-to-face status

Gifted and Talented Major Area

These courses are required for G-T State Teaching Certificate

- ~ CUIIN 6349 Introduction to the Education of Gifted and Talented Students
- ~ CUIIN 6350 Problems in Educating the Gifted and Talented Student
- ~ CUIIN6385 Teaching Creatively with Gifted Students
- ~ CUIIN 6393 Practicum in Education of Gifted and Talented Students
- ~ CUIIN 7352 Curriculum and Management Systems for Gifted and Talented Students
- ~ CUIIN 7353 Evaluation of Programs for Gifted and Talented Student

Electives Area

Six (6) Hours

A minimum of 6 hours will be selected with approval of the advisor in response to the unique needs and aspirations of each degree candidate. Course options may include: Teaching Content Methodology Area

- 1) CUIIN 6397; ELCS 6397; EPSY 6397; PEP 6397; HLT 6397—Selected Topics
- 2) CUIIN 6398; ELCS 6398; EPSY 6398;
- 3) PEP 6398; HLT 6398—Selected Topics
- 4) CUIIN 6399; CUIIN 7399—Master's Thesis
- 5) Other select courses approved by the advisor
- 6) ANY ONLINE CONTENT COURSES WITH ADVISOR'S APPROVAL

Transition to Doctorate with permission

- 1) CUIIN 8354; CUIIN 8355; CUIIN 8356 —

For more information about this program visit:

<http://www.uh.edu/~tmonaco/courses.htm>

Teaching Content/Methodology

The degree candidate will select courses from a teaching content / methodology area. Students interested in pre-kindergarten and / or grades K-5 grade may select from courses in: Early Childhood Education, Reading, Language Arts Education, Art Education, Social Studies Education, and Physical Education. Students interested in six through twelve may complete this area with advanced work in academic disciplines specific to their fields of certification and /or teaching specialization. Students may select additional courses in Gifted and Talented Education or those from other program areas, departments or colleges that meet their professional goals.

Table of Contents

The following pages are hyperlinked for your convenience. Just click where you want to go.

[Home Page](#)

[Course Tools](#)

[Syllabus](#)

[Student Evaluation and Grading Scale](#)

[Analytic Writing Rubric](#)

[Midterm Example](#)

[Differentiated Unit Examples](#)

[Final Exam Example](#)

[Course Introduction](#)

[Class Page](#)

[Discussion Board](#)

[Email](#)

[Wimba Classrooms](#)

[YouTube](#)

[Calendar](#)

[Exemplary Products](#)

[Web Resources](#)

[Summary](#)

Home Page

Includes links to all of the class information

Your location: **Home Page**



University of Houston College of Education
COLLABORATION
FOR LEARNING & LEADING

Welcome To CUIN 4363 - Gifted and Talented Education.
Contact me to schedule appointments



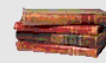
[Syllabus](#)



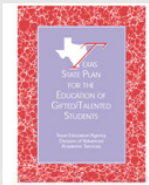
[Course Introduction](#)



[Classes](#)



[References](#)



[Texas State Plan](#)



[UH Library](#)



[Glossary](#)



[Web Sources](#)



[Youtube](#)



[Exemplary Projects =
Rubrics](#)



[No Child Left Behind](#)

University of Houston College of Education

COLLABORATION
FOR LEARNING & LEADING
[Collaboration for Learning and Leading](#)



[Teaching for Successful
Intelligence Robert J.
Stenberg](#)

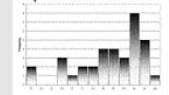


[Turn It In](#)



[Sunday Chatroom CUIN 4363](#)

Department Evaluation



[Course Evaluations](#)

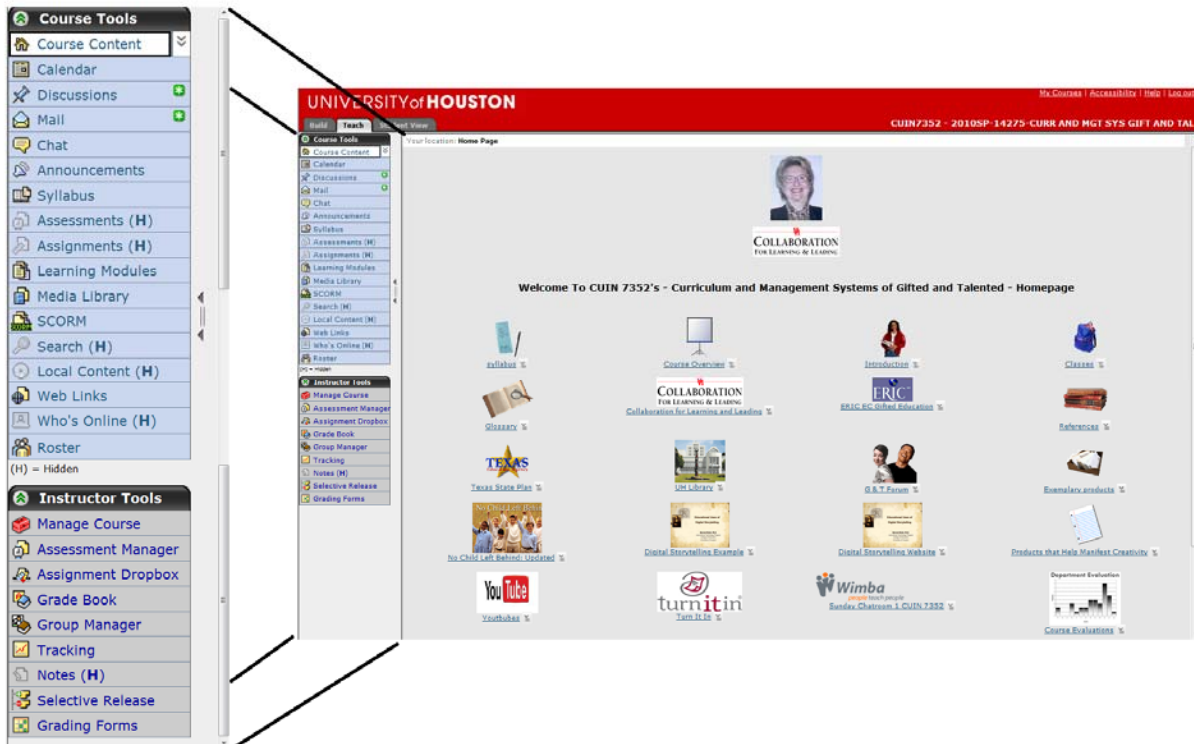


[Gifted and Talented
Supplemental Certificate](#)

Did you miss the [orientation](#)? [Here is the online tutorial](#)
[WebCT User ID and Password](#)

Course Tools

All the tools in the course can be accessed from the side menu. This menu is available at all times and allows for easy navigation for the students and the instructor. Tools that can be accessed from this sidebar include the Discussions, Calendar, Mail, and Syllabus.




Syllabus

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

Your location: [Home Page](#) > [Syllabus](#)

Syllabus [Printable Version](#)

*Online Course with Face-to-Face Support
Meetings scheduled upon request*

University of Houston  College of Education

**COLLABORATION
FOR LEARNING & LEADING**

This is a WebCT Vista Online Course. Click [here](#) for your WebCT User ID and Password

**CUIN 4363: Gifted and Talented Instruction
127 Farish Hall**

Instructor – Theresa Monaco, Ph. D.
Office Hours - By appointment
Office - 127 Farish Hall Phone: (713) 743-4963 (Voice Mail)
E-mail – tmonaco@uh.edu
Mailbox - Dept. of Curriculum and Instruction, 127 Farish Hall
Mailing Address: 4800 Calhoun, Houston TX, 77204-5027
Personal Website: <http://www.uh.edu/~tmonaco>
Fax: (713) 743-4990

ADA Statement:

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

Academic Dishonesty Statement:

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.

This syllabus contains the following information about the course

Click on one of them or just simply scroll down to see whole page

[Course Information](#)
[Conceptual Framework](#)
[Course Objectives](#)
Course Requirements: post a weekly class content comments.
[Class Content](#)
[Class Attendance](#)
[Student Evaluation & Grading Scale](#)

Course Information:

Email List: Send a message to LISTSERV@LISTSERV.NODAK.EDU and in mail text write SUBSCRIBE TAG-L. You will be subscribed to the TAG-L list (TAG-L Talented and Gifted Education or your choice of listserve)

UH WebCT Student Help Site

PLEASE DO NOT HESITATE TO CALL OR EMAIL.

Catalog Description: CUIIN 4363: Gifted and Talented Instruction
Cr. 3. (3-0). Prerequisites: admission to Teacher Education Program and co-enrollment in student teaching. Issues, principles, instruction, and assessment related to differentiating curriculum for gifted and talented students.

Student Evaluation and Grading Scale

The evaluation of students will be based upon the successful completion of all course requirements. The course activities and the percentage of the final grade are listed below

Student Evaluation & Grading Scale:

The evaluation of students will be based upon the successful completion of all course requirements. The course activities, and the percentage of the final grade are listed below.
PLEASE FIND THE CALENDAR ASAP.

The Mid-term, Final and other course information is posted on this course menu.

Activity Rubric: Activity score based on written accuracy, grammar, and persuasive presentation. See course syllabus.

For the Analytical Writing Rubric, click [HERE](#)

Activities	Grade value
Discussion Board Participation (See Class Calendar)	20%
Chat Room (or Fun Activity) (See Class Calendar)	20%
Mid-Term (See Class Calendar)	20%
Completed Differentiated Unit (See Class Calendar)	20%
Final Exam (See Class Calendar)	20%
TOTAL	100%

Score	Grade
100-95	A
95-90	A-
89-87	B+
86-84	B
83-80	B-
79-77	C+
76-74	C
73-70	C-
69-66	D+
65-62	D
61-56	D-
Below	F

Analytic Writing Rubric

Rubric

Score Level Descriptions for Analytical Writing

The statements below describe, your responses, the overall quality of analytical writing. Because assignments assess “analytical writing,” critical thinking skills (the ability to reason, assemble evidence to develop a position, and communicate complex ideas) weigh more heavily than the writer’s control of fine points of grammar or the mechanics of writing (e.g., spelling).

SCORE 6—Sustains insightful, in-depth analysis of complex ideas; develops and supports main points with logically compelling reasons and/or highly persuasive examples; is well focused and well organized; skillfully uses sentence variety and precise vocabulary to convey meaning effectively; demonstrates superior facility with sentence structure and language usage but may have minor errors that do not interfere with meaning.

SCORE 5—Provides generally thoughtful analysis of complex ideas; develops and supports main points with logically sound reasons and/or well-chosen examples; is generally focused and well organized; uses appropriate sentence variety and vocabulary to convey meaning clearly; demonstrates good control of sentence structure and language usage but may have minor errors that do not interfere with meaning.

SCORE 4—Provides competent analysis of complex ideas; develops and supports main points with relevant reasons and/or examples; is adequately organized; conveys meaning with reasonable clarity; demonstrates satisfactory control of sentence structure and language usage but may have some errors that affect clarity.

SCORE 3—Displays some competence in analytical writing, although the writing is flawed in at least one of the following ways: limited analysis or development; weak organization; weak control of sentence structure or language usage; with errors that often result in vagueness or lack of clarity.

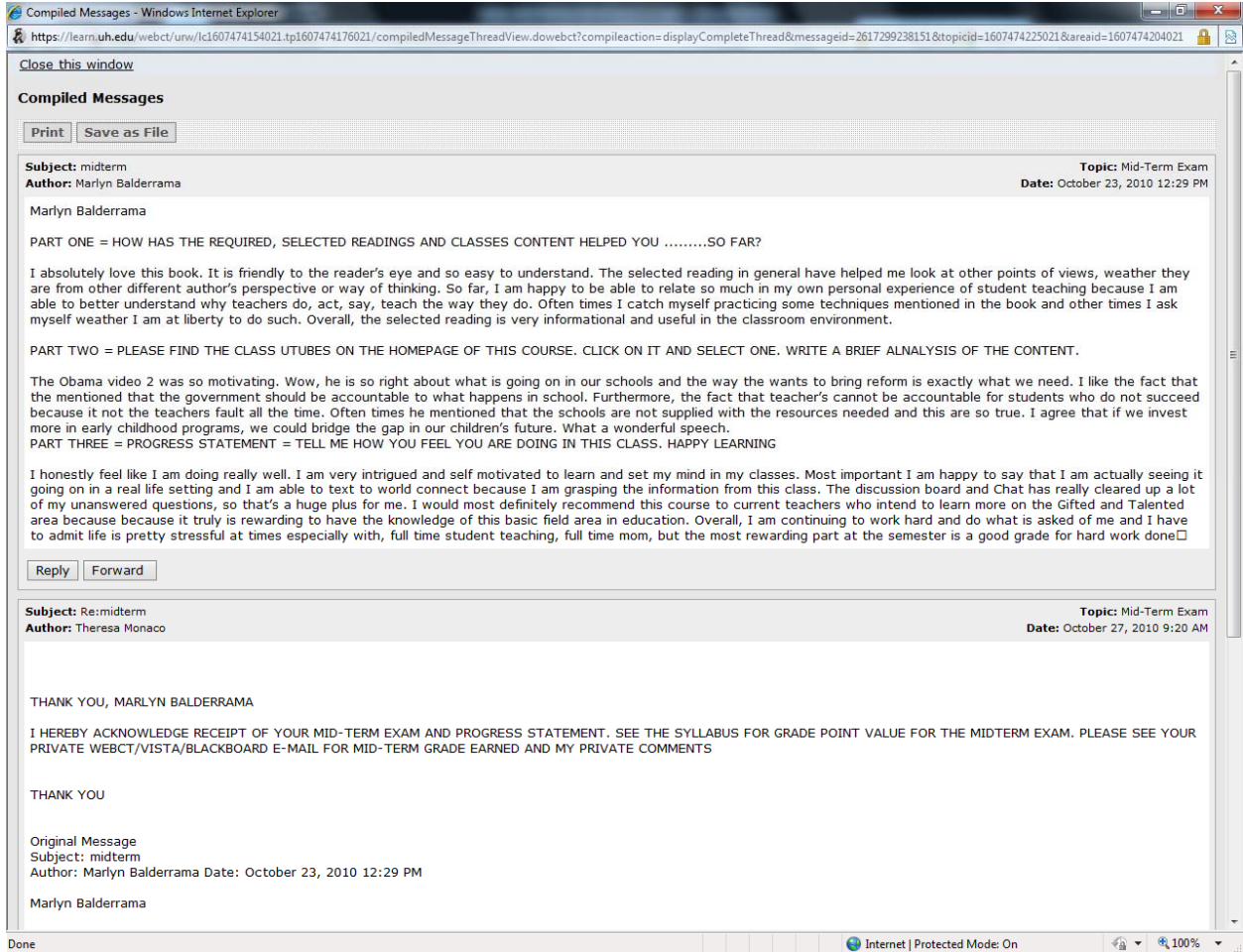
SCORE 2—Displays serious weakness in analytical writing. The writing is seriously flawed in at least one of the following ways: serious lack of analysis or development; lack of organization; serious and frequent problems in sentence structure or language usage, with errors that obscure meaning.

SCORE 1—Displays fundamental deficiencies in analytical writing. The writing is fundamentally flawed in at least one of the following ways: content that is extremely confusing or mostly irrelevant to the assigned tasks; little or no development; severe and pervasive errors that result in incoherence.

SCORE 0—Analytical writing skills cannot be evaluated because the responses do not address any part of the assigned tasks, are merely attempts to copy the assignments, are in a foreign language, or display only indecipherable text or no text whatsoever.

Midterm Example

The midterm is posted in the discussion board and students are given a timeframe in which they can submit their response



The screenshot shows a web browser window titled "Compiled Messages - Windows Internet Explorer". The address bar contains a URL from learn.uh.edu. The main content area displays two email messages. The first message is from Marlyn Balderrama, dated October 23, 2010, 12:29 PM, with the subject "midterm". The message body contains three parts: Part One asks for feedback on readings and classes; Part Two asks for a video analysis; Part Three is a progress statement. The second message is from Theresa Monaco, dated October 27, 2010, 9:20 AM, with the subject "Re:midterm". It is a thank-you note and acknowledgment of the exam. The browser's status bar at the bottom shows "Internet | Protected Mode: On" and a zoom level of 100%.

Close this window

Print Save as File

Subject: midterm **Topic:** Mid-Term Exam
Author: Marlyn Balderrama **Date:** October 23, 2010 12:29 PM

Marlyn Balderrama

PART ONE = HOW HAS THE REQUIRED, SELECTED READINGS AND CLASSES CONTENT HELPED YOUSO FAR?

I absolutely love this book. It is friendly to the reader's eye and so easy to understand. The selected reading in general have helped me look at other points of views, weather they are from other different author's perspective or way of thinking. So far, I am happy to be able to relate so much in my own personal experience of student teaching because I am able to better understand why teachers do, act, say, teach the way they do. Often times I catch myself practicing some techniques mentioned in the book and other times I ask myself weather I am at liberty to do such. Overall, the selected reading is very informational and useful in the classroom environment.

PART TWO = PLEASE FIND THE CLASS UTUBES ON THE HOMEPAGE OF THIS COURSE. CLICK ON IT AND SELECT ONE. WRITE A BRIEF ALNALYSIS OF THE CONTENT.

The Obama video 2 was so motivating. Wow, he is so right about what is going on in our schools and the way the wants to bring reform is exactly what we need. I like the fact that the mentioned that the government should be accountable to what happens in school. Furthermore, the fact that teacher's cannot be accountable for students who do not succeed because it not the teachers fault all the time. Often times he mentioned that the schools are not supplied with the resources needed and this are so true. I agree that if we invest more in early childhood programs, we could bridge the gap in our children's future. What a wonderful speech.

PART THREE = PROGRESS STATEMENT = TELL ME HOW YOU FEEL YOU ARE DOING IN THIS CLASS. HAPPY LEARNING

I honestly feel like I am doing really well. I am very intrigued and self motivated to learn and set my mind in my classes. Most important I am happy to say that I am actually seeing it going on in a real life setting and I am able to text to world connect because I am grasping the information from this class. The discussion board and Chat has really cleared up a lot of my unanswered questions, so that's a huge plus for me. I would most definitely recommend this course to current teachers who intend to learn more on the Gifted and Talented area because because it truly is rewarding to have the knowledge of this basic field area in education. Overall, I am continuing to work hard and do what is asked of me and I have to admit life is pretty stressful at times especially with, full time student teaching, full time mom, but the most rewarding part at the semester is a good grade for hard work done

Reply Forward

Subject: Re:midterm **Topic:** Mid-Term Exam
Author: Theresa Monaco **Date:** October 27, 2010 9:20 AM

THANK YOU, MARLYN BALDERRAMA

I HEREBY ACKNOWLEDGE RECEIPT OF YOUR MID-TERM EXAM AND PROGRESS STATEMENT. SEE THE SYLLABUS FOR GRADE POINT VALUE FOR THE MIDTERM EXAM. PLEASE SEE YOUR PRIVATE WEBCT/VISTA/BLACKBOARD E-MAIL FOR MID-TERM GRADE EARNED AND MY PRIVATE COMMENTS

THANK YOU

Original Message
Subject: midterm
Author: Marlyn Balderrama Date: October 23, 2010 12:29 PM

Marlyn Balderrama

Done Internet | Protected Mode: On 100%

Differentiated Unit Examples

Students have an option in which medium they choose to do their Differentiated Unit. They can either do the “paper/pencil” option in the Discussion board or present their project in other medium such as PowerPoint or even video presentation.

Close this window

Message

Subject: Irileria
Author: Irileria Muhammad

Topic: Differentiated Units Paper/Pencil Option
Date: May 8, 2010 10:43 AM

Differentiated Unit for 5th grade Mathematics
CUIN 7352
Irileria Muhammad

Differentiation in Math
This mathematics unit is from the envisionMATH Texas by Scott Foreman-Addison Wesley for fifth grade. Activities will show students cross-curricular uses for math in every day life. Activities will be designed with respect to theories by Gardner (Multiple Intelligences) and Marzano (Higher-Order Thinking)

Fractions
This unit will explore the uses of math in everyday life, specifically for fractions.

Linguistic
Students will make vocabulary flashcards for all of the words that go with this unit.
Fraction - mixed number
Improper fraction - benchmark fraction
Decimal

The teacher will write examples of fractions and decimals on the board and the students will hold up the card identifying that example.

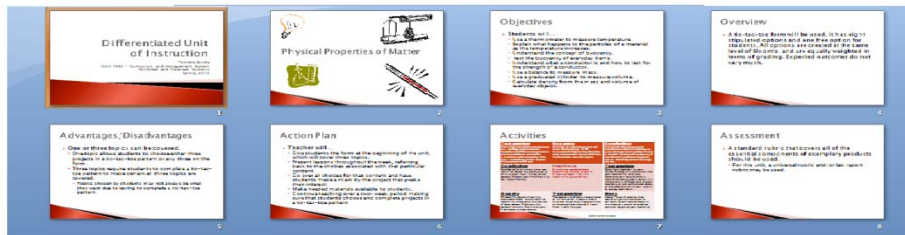
Nonlinguistic Representation
Students will
Be given fractions and have to create a drawing to represent that fraction.
Use a Venn diagram to compare fractions and decimals.
Spatial
The students will look at puzzle pieces to reinforce the concept of fractions.
Students will use chocolate bars to demonstrate mastery of the skill of identifying fractions and decimals.
The students will use money to demonstrate the definition that both a fraction and a decimal are “parts of a whole”.

Musical
Students will learn the first verse of the “Action Fraction” song which defines a fraction, and describes how to identify a fraction.
The students will create a poem/rhyme about the lesson. The first letter of each line will come from the word, FRACTION.
Bodily Kinesthetic
Students will create a human fraction, using some students as the numerator and others as the denominator.
Students will be asked to identify parts of the body that have multiple parts and to create fractions for one of those parts, i.e. :
Eyes (1/2)
Fingers (1/10 or 1/5)
Arm (1/3)

Logical Mathematical
Students will:
Solve basic word problems using fractions.
Be given pictures and have to give the appropriate fraction for the picture.

Interpersonal/Cooperative
Students will discuss with the whole group times when they have used fractions in their own life.
Students will work together in small groups to identify other examples in everyday life. The teacher will provide one example:
1 can of soda from a 6 pack (1/6)

Internet | Protected Mode: On

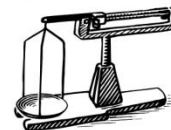


Differentiated Unit of Instruction

Tomeka Boutte
CUIN 7352 – Curriculum and Management System
for Gifted and Talented Students
Spring 2010



Physical Properties of Matter



Final Exam Example

The final exam is also posted in the Discussions board and student reply before the due date with their submissions.

The screenshot displays the Blackboard Learning System interface. On the left, the navigation menu includes 'Course Tools' (Course Content, Calendar, Discussions, Mail, Chat, Announcements, Syllabus, Assessments (H), Assignments (H), Learning Modules, Media Library, SCORM, Search (H), Local Content (H), Web Links, Who's Online (H), Roster) and 'Designer Tools' (Manage Course, File Manager, Selective Release, Grading Forms). The main content area shows a discussion board post titled 'Final Exam'. The post includes a 'Description' section and a 'Create Message' button. Below the description, there is a list of messages with subjects like 'Final Exam', 'CUIN 7352- Final', 'Rutter - Final', 'MY LAST FINAL E', 'final exam- Lindsa', and 'Final Exam-Alicia'. A 'Mark as Read' button is visible at the bottom of the list.

The right window, titled 'Message - Windows Internet Explorer', shows the content of the selected message. The message details are as follows:

- Subject:** Final Exam
- Author:** Raymond Ruiz
- Topic:** Final Exam
- Date:** May 9, 2010 4:35 PM

The message content includes the following text:

1) I would encourage teachers to base differentiation techniques on the basic principles of acceleration, enrichment, sophistication, and novelty. I think that in order to effectively engage the learner the sophistication of the differentiated curriculum is the most critical and must match the needs of the student.

Some would argue that sophisticated curriculum is the realm of gifted students, but it can apply for all students which will result in higher TEKS/TAKS scores. If the educator is adept at matching the sophistication of the curriculum with the student, then he/she will develop critical thinking skills and comprehension at a faster rate.

A sophisticated curriculum allows every student to explore the material in a way not possible traditionally. Student's curiosity no longer becomes a liability, but an asset that leads to further learner development.

Sophistication can be applied in more than one way.

- "Discussions, seminars, and essays can be used to enhance learning
- "Problem-based learning requires students to use sophisticated thought processes.
- "Independent study helps students reach their potential

Teachers should always be aware of opportunities to introduce sophisticated materials and discussions. The key for differentiation is allowing the students to ask and answer their own questions.

Mary Ruth Coleman Curriculum Differentiation: Sophistication
SOURCE: Gifted Child Today (Waco, Tex.: 2000) 24 no2 24-5 Spr 2001

2) I have completed all requirements as far as I am aware of.

3) I have completed the course evaluation.

At the bottom of the message window, there are buttons for 'Reply', 'Forward', and 'Lock Message'.

Course Introduction

Gives an overview of the course content

< Your location: [Home Page](#) > [Course Introduction](#) > **Introduction**

Course Introduction: CUIN 4363

Course Introduction:

In this course you will learn the basic framework of differentiation. Such a framework allows teachers to plan in consistent and coherent ways. Differentiated instruction refers to a systematic approach to planning curriculum and instruction for academically diverse learners. It is a way of thinking about the classroom with the dual goals of honoring each student's learning needs and maximizing each student's learning capacity. There are five classroom elements that you can differentiate, or modify, to increase the likelihood that each student will learn as much as possible, as efficiently as possible: content, process, products, affect, and learning environment.

Course Objectives:

1. Understand the nature, needs, and characteristics of gifted students of differing cognitive, social, emotional levels with associated cultural differences as researched by thirty-nine leaders in gifted education. (Conceptual Framework Domain 111, Developmental Factors).
2. Select and use evaluation/assessment instruments accounting for cultural differences, interpret data to professionals and to students and their parents (included in advocacy report and the case study) (Conceptual Framework - Domain 1V, Personal and Social Factors).
3. Use assessment/evaluation data in individual education programs (Conceptual Framework - Domain V, Individual Differences).
4. Use group dynamics in interpersonal relationships in instructional processes with professionals, students and parents (case study) (Conceptual Framework - Domain 11, Affective Factors).
5. Advise gifted and talented student regarding the impact of school, home, and community on student learning and identify appropriate instructional processes. (Conceptual Framework - Domain 11, Affective Factors).

Course Content:

1. Class Introduction (excerpts from text)
2. Text Readings = Required Readings
3. Selected Readings and [References](#) (You may select topic related research from your favorite website) **You may substitute your own class related research/reading.**
4. Power Point slides outline the content of each class
5. Optional clips
6. Discussion Board (to discuss all class content) (Due weekly.)
7. Chat Room meet every other Sunday **OR, if ABSENT, Fun Activities** (one for each missed class) *When links do not work, create your own activity based on an idea you got from the chapter.*
8. The class calendar is our daily contact link. Details are linked to each day as noted, **Don't forget to click on the date for details.**
9. The instructor will meet with class participants as often as requested (daily, weekly, bi-weekly) to clarify course/class content.
10. Do not forget to click on [References](#) or go to your favorite search engine for class related references. Put the web site (topic related) on discussion board.
11. Click on Exemplary Product for examples of rubrics on class assignments, ex. mid-terms, papers, etc.
12. All class activities must be completed by the University of Houston's grade schedule due date, i.e. no Incompletes.

Class Page

Includes links to all of the class information

Table of Contents for Classes

Your location: [Home Page](#) > [Classes](#) > [Class 1](#)

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



[Chapter 1: What Differentiated Instruction Is-- And Isn't](#)
&
[Chapter 2: The Rationale for Differentiated Instruction in Mixed-Ability Classrooms](#)

Chapter 1: Kids of the same age aren't all alike when it comes to learning, any more than they are alike in terms of size, hobbies, personality, or likes and dislikes. Kids do have many things in common because they are human beings and because they are all children, but they also have important differences. What we share in common makes us human. How we differ makes us individuals. In a classroom with little or no differentiated instruction, only student similarities seem to take center stage. In a differentiated classroom, commonalities are acknowledged and built upon, and student differences become important elements in teaching and learning as well.

Chapter 2: Some educators say a "good" education is one that ensures that all students learn certain core information and master certain basic competencies according to a prescribed route and time line. Others define a "good" education as one that helps students maximize their capacity as learners. Because the latter definition encourages continual lifting of ceilings and testing of personal limits, it would seem to make the best sense for all learners.

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

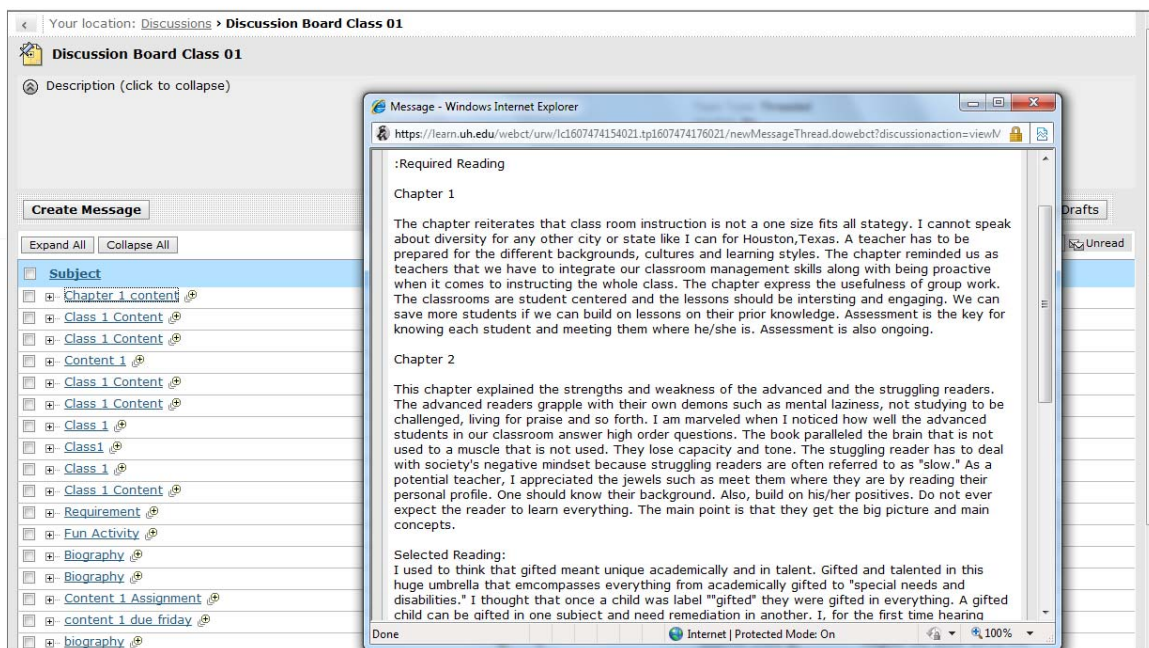
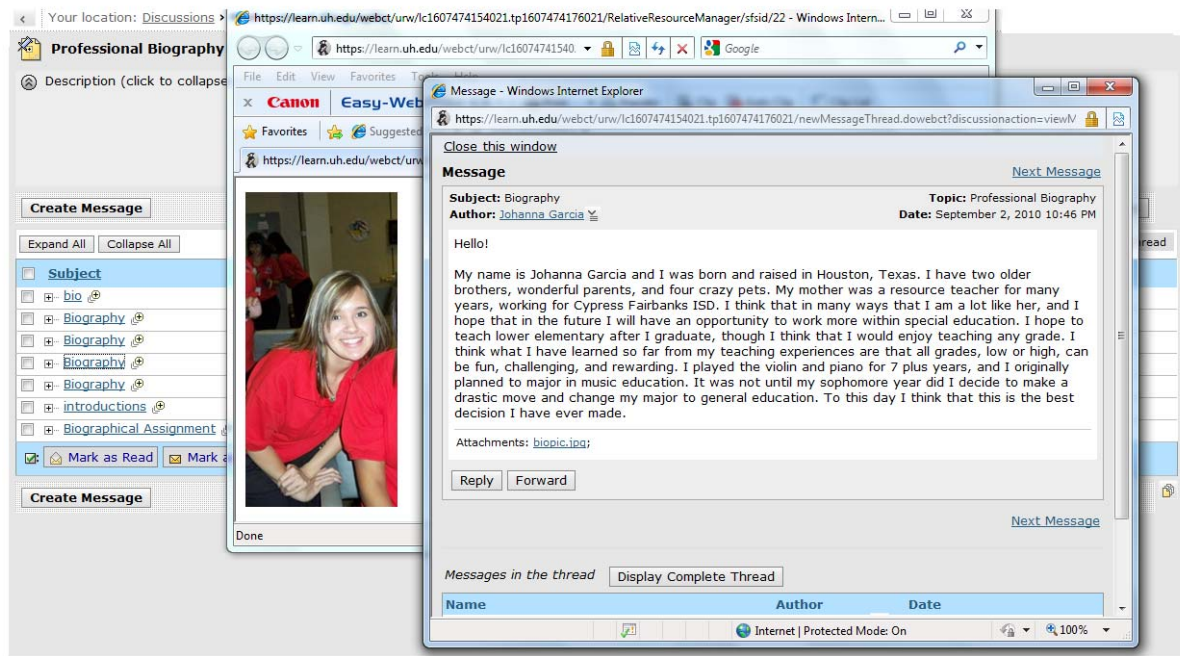
Required Reading



Classes can be accessed from the side menu

Discussion Board

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.



Email

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

Your location: Mail > 2010FA-34221-GIFTED AND TALENTED INSTRUCTION

Folders:

- Create Folder
- Inbox 8 (24)
- Sent Mail 0 (31)
- Drafts 0 (7)
- Deleted Mail 0 (0)

Mail: Inbox

Create Message Auto-refresh Refresh now

Mark all as: Read Unread Show: All Unread

Subject	Author	Date
missed assignmemnts	Mary Johnson	November 15, 2010 4:00 AM
Class 9 Content	Lauren Smith	November 8, 2010 4:51 PM
THANK YOU FOR FINDING YOUR MID-TERM GRADE. WAS POSTED ON YOUR BLACKBOARD PRIVATE E-MAIL	Theresa Monaco	November 5, 2010 10:45 AM
This weeks assignment	Heather Duke	October 25, 2010 12:31 AM
RE: MID-TERM GRADE AND MY COMMENTS	Teri Bailey	October 21, 2010 4:49 PM
RE: MID-TERM GRADE AND MY COMMENTS	Brittney Jones	October 21, 2010 9:21 AM
RE: BRITTNEY JONES = CLICK ON CALENDAR FOR SUNDAY CHATROOM DATES = THANK YOU	Brittney Jones	October 20, 2010 2:11 PM
10/17/2010-Wimba Chat	Brittney Jones	October 19, 2010 9:39 AM
midterm	Marlyn Balderrama	October 18, 2010 9:32 PM
RE: MONACO POST MID-TERM EXAM = DUE THIS COMING SATURDAY	Marlyn Balderrama	October 18, 2010 8:58 PM
MONACO POST MID-TERM EXAM = DUE THIS COMING SATURDAY	Theresa Monaco	October 13, 2010 6:15 AM
RE: Wimba Video Introduction= BRITTNEY JONES QUESTION	Brittney Jones	September 23, 2010 2:58 PM
THANK YOU CLAIRE= HELP WITH WIMBA	Theresa Monaco	September 23, 2010 2:29 PM
RE: Wimba Video Introduction	Brittney Jones	September 16, 2010 5:36 PM
Wimba Video Introduction	Theresa Monaco	September 16, 2010 4:11 PM
INTRODUCTION TO WIMBA CLASSROOM VIDEO	Theresa Monaco	September 14, 2010 3:25 PM

Students are kept up to date with the latest happenings in the course with e-mail. Grades are personal and the conversations are personal with the instructor with E-mail privacy.

Wimba Classrooms

Chatrooms are held bi-weekly on Wimba. The eBoard is used to regulate the weekly readings. In addition to the eBoard, they relate classroom experiences to the research. Transcripts of the chatroom are archived and also posed on the discussion board.



Your location: [Home Page](#) > [SundayChatroomTest](#)

[Wimba Classrooms](#) > Sunday Chatroom 2 CUIN 4363

The Archive is now available

Wimba Classroom [Add to Calendar](#) [Add & Manage Content](#) [Room Settings](#) [View Records](#) [Advanced](#)

[Enter this Room](#) [Close this Room](#) [Setup wizard](#) [Wimba Classroom Help](#)

Sunday Chatroom 2 CUIN 4363 (Open)

Phone Access: **Dial-in numbers:** **Pin codes:**
 Phone: (201) 549-7592 Instructor: 75618129
 Student: 75618111

Here is the list of the recorded archives for this room:

Title	Type	Enter	Download	Access	Settings	Delete
SundayChatroomTest - 09/02/2010 17:36	Archive					
SundayChatroomTest - 09/05/2010 14:05	Archive					
SundayChatroom1 CUIN 4363 - 09/14/2010 15:05	Archive					
Sunday Chatroom 2 CUIN 4363 - 09/19/2010 14:03	Archive					
Sunday Chatroom 2 CUIN 4363 - 10/03/2010 14:01	Archive					

Chat: Bi-Weekly meetings where the students, guest speakers and myself interact on a given topic. Wimba allows the participating members of the chatroom to communicate through text chat, voice chat, and even video chat. Students can even call by phone to access the voice chat. This is always recorded, and posted on the Discussion Board.

eBoard: Functions like a chalk board, teachers and students are able to write and draw in order to get points across

The screenshot displays the Wimba Classroom interface within a Windows Internet Explorer browser window. The main content area is divided into two columns of reading lists for Class 4 and Class 5. On the left, there is a toolbar with icons for navigation and editing. On the right, a sidebar contains an 'Archive' section with a 'Stopped' status, a 'Content' management area with 'Web', 'eBoard', and 'Share' buttons, and a 'Snapshots' list with a 'Go' button. Below the snapshots is an 'Archive Reminder' dialog box asking if the user wants to archive the presentation, with 'Yes' and 'No' buttons. At the bottom of the main content area, there is a prompt: 'Or Select one class related reading from the References, ERIC or your favorite search engine'. The bottom of the browser window shows a chat window with a 'TALK' button and a 'People (1)' list containing 'Theresa_Monaco'. The University of Houston logo and tagline 'Learning. Leading.' are visible in the bottom right corner.

Wimba Classroom - Sunday Chatroom 2 CUIN 4363 - Windows Internet Explorer
http://uhlive.wimba.com/main/classroom.html?channel=_uhvista_s_1607474154021_622693&X-Wimba-ContextType=SECTION&X-Wimba-InstitutionCID=5122011&X-Wimba-IntegrationType=classroom&X-Wimba-RoomId=_uhvis

Required Readings for Class 4:
Chapter 7: Preparing Students and Parents for a Differentiated Classroom
Chapter 8: The How To's of Planning Lessons Differentiated by Readiness

Selected Readings for Class 4:
Differentiating Instruction in Response to Student Readiness, Interest, and Learning Profile in Academically Diverse Classrooms: A Review of Literature
By: Carol A. Tomlinson, Catherine Brighton, Holly Hertberg, Carolyn M. Callahan, Tonya R. Moon, Kay Brimjoin, Lynda A. Conover, & Timothy Reynolds
Case Studies of Gifted Kindergarten Children: Profiles of Promise
By: Naomi Sankar-Deleew

Required Readings for Class 5:
Read Chapter 9: The How To's of Planning Lessons Differentiated by Interest
Read Chapter 10: The How To's of Planning Lessons Differentiated by Learning Profile

Selected Readings for Class 5:
CyberSisters Jumpstart Girls' Interest in Math, Science, and Technology
By: Cerise Roth-Vinson, CyberSisters, Eugene, Oregon
The Power of Convergent Learning
By: Carol Damian

Or Select one class related reading from the References, ERIC or your favorite search engine

Archive : Stopped
Content
Web eBoard Share
Snapshots Go
Reset Content Frame
1- Sep 2 17:36:57 2010
2- Sep 5 13:56:43 2010
3- Sep 16 17:31:20 2010
4- Sep 21 11:57:43 2010
5- Oct 2 20:24:44 2010
6- Oct 16 01:01:34 2010
Archive Reminder
Do you want to archive this presentation?
Yes No

TALK
Connecting to server...
You have connected successfully!
You have entered 'Sunday Chatroom 2 CUIN 4363'.
Your media format is WimbaMedia.
No audio input device connected.

People (1)
Theresa_Monaco

Exit - Lobby - Help
UNIVERSITY OF HOUSTON
Learning. Leading.

To: Main Room

YouTube

Video clips that are relevant to class material are found on YouTube and other sources and available for students to watch and share their response.



Search

[Browse](#) | [Upload](#)

[Create Account](#) | [Sign In](#)

Obama: US Must Improve Schools to Compete

AssociatedPress 39,442 Videos



13,879

AssociatedPress | March 10, 2009
President Barack Obama says the U.S. must improve education to stay competi...

Suggestions

- Think You Know ObamaCare?**
by TheJohnBirchSociety
12,362 views Promoted Video
- Obama: U.S. Schools 'Need More Reform'**
by AssociatedPress
4,937 views
- Obama Pushes for Higher Education Standards**
by AssociatedPress
2,660 views
- Obama: US Must Improve Schools to Compete**
by AssociatedPress
2,749 views
- More School? Obama Wants Longer Year**
by AssociatedPress
4,961 views
- Barack Obama: Education speech in Dayton, OH**
by BarackObamadotcom

Calendar

The calendar helps the students in the course to keep up to date with class materials and due dates.

Your location: [Calendar](#) > [View Month](#)

Calendar

[Add Entry](#) [Create Printable View](#) [Calendar Settings](#)

Month [Week](#) [Day](#) View: [This course + Personal](#)

November 2010

November 2010

	Sun	Mon	Tue	Wed	Thu	Fri	Sat
View Week	31 Chatroom (1pm - 2pm) DISCUSS THIS CLASS CONTENT AND RELATED CLASSROOM EXPERIENCES	1	2	3 Last day to drop or withdraw with a "W"	4	5 Class 9 Content Due	6
View Week	7	8 THANK YOU FOR PACING YOUR POSTINGS IN A TIMELY MANNER	9	10 REMINDER: DIFFERENTIATED TEACHING UNIT DUE WITH FINAL EXAM	11	12 Class 10 Content Due	13
View Week	14 CHATROOM = DISCUSS CLASS EXPERIENCE RELATED TO READINGS LAST Chatroom (1pm - 2pm)CONTENT RELATED CLASSROOM EXPERIENCES	15	16 Today	17	18	19 Class 11 Content Due	20
View Week	21	22	23	24 Thanksgiving Holiday	25 Thanksgiving Holiday	26 Thanksgiving Holiday	27 Thanksgiving Holiday
View Week	28 HAPPY HOLIDAY WEEKEND = NO CHATROOM CHATROOM 1 TO 2PM INCLUDE RELATED CLASSROOM EXPERIENCES	29 THANK YOU FOR PACING YOUR POSTINGS IN A TIMELY MANNER	30	1 ONLINE Course Evaluations . SEE HOMEPAGE OF THIS COURSE	2	3 Class 12/13 Content Due	4 Last day of classes ONLINE Course Evaluations SEE HOMEPAGE OF THIS COURSE

Entries in italic are private entries.

Exemplary Products

Exemplary products are provided in each course to provide students with examples of projects in the past that were exceptional. These provide a informal guide on what is expected from the students.

The screenshot displays the Blackboard LMS interface for the University of Houston. The top navigation bar includes the university name and links for 'My Courses', 'Accessibility', 'Help', and 'Log out'. The course title 'CUIN4363 - 2010FA-34221-GIFTED AND TALENTED INSTRUCTION' is prominently displayed. The interface is divided into 'Course Tools' and 'Instructor Tools' on the left, and a main content area on the right. The 'Course Tools' menu includes options like Course Content, Calendar, Discussions, Mail, Chat, Announcements, Syllabus, Assessments, Assignments, Learning Modules, Media Library, SCORM, Search, Local Content, Web Links, Who's Online, and Roster. The 'Instructor Tools' menu includes Manage Course, Assessment Manager, and Assianment Dropbox. The main content area shows the breadcrumb 'Your location: Home Page > Exemplary Projects = Rubrics' and the title 'Exemplary Projects'. It lists three categories of projects: Professional Biography, Mid Term, and Differentiated Units using TEKS/TAKS, each with a bulleted list of links to specific project files. A 'Final Exam' section also lists links to project files.

UNIVERSITY of HOUSTON My Courses | Accessibility | Help | Log out

Build Teach Student View CUIN4363 - 2010FA-34221-GIFTED AND TALENTED INSTRUCTION

Your location: Home Page > Exemplary Projects = Rubrics

Exemplary Projects

Professional Biography:

- [Professional Biography Laura Sjurseth](#)
- [Professional Biography By Esmeralda Morales](#)
- student work

Mid Term

- [Angel Rhoden Lewis](#)
- [Mariana Escobar](#)

Differentiated Units using TEKS/TAKS:

- [Differentiated Unit=spiders by Xiaoyun Wang](#)
- [Magnets Differentiated Unit Mariana Escobar](#)
- [differentiated unit martinez, michelle](#)
- [Sound Exploration Diffrentiated Units By Alfonso Manzanera](#)
- [padilla differentiatedunit](#)
- [Williams - Differentiated Unit.pptx](#)
- [Differentiated Units: Bats](#)

Final Exam

- [Rocio Macias](#)
- [Mariana Escobar](#)

Web Resources

Students are provided an array of sources to use for their projects and discussion. An example is ERIC, a database that helps students with research and inquiries.

The screenshot shows the ERIC website interface. At the top, there is a navigation bar with links for Home, Search ERIC, Our Collection, Thesaurus, About Us, and My ERIC. The main content area is divided into several sections:

- Search ERIC Collection:** A search box with a "Search" button and links for Advanced Search, Thesaurus, and Help. It also displays "Records added in the last month: 3870".
- National Center for Education Statistics Reports in ERIC:** A featured section with an image of people working together and a link to "Learn More".
- About Our Collection:** A list of links including "What's in the ERIC Collection", "Journal List", "Non-Journal Source List", and "RSS Feeds".
- ERIC Information:** A list of links for "For Publishers", "For Authors", "For Librarians", and "For Licensors".
- More About ERIC:** A list of links for "ERIC Microfiche Digitization", "Support and Training Materials", "Help", "Tutorials", "FAQs", and "ERIC on Facebook".

The footer contains a copyright notice and additional navigation links: Copyright | Policy Statements | Privacy | Site Map | Submit Content | Contact Us | Help | RSS.

Summary

The items above are the vital tools and links of the online courses complete with a visual aid and description. The courses are constantly updated with new information and resources. New tools and technology is pursued every year to develop these courses further to be more effective and innovative.