Online Gifted Education Program: Student Products Using Rubrics

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. 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.


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 Bisaillon. (Volume 8 Issue 3) Jun 3, 2010 Teachers Identify and Support At-Risk Gifted Students

**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/](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.
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/Admissions.htm

- How do I access my online classes?
  You will use an online tool called WebCT/Viaa.
  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/af

- Where can I get more information about distance education at UH?
  Contact www.coe.uh.edu

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Homepage:
http://www.uh.edu/~tmonaco/
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.co.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.co.uh.edu/grad_admissions
• Submit official transcripts
• For more information contact the Curriculum and Instruction Graduate Advisors at Phone: 713-743-4990 or E-mail: curriadv@co.uh.edu

Master’s Degree Program:

Core, Major and Elective courses

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.co.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/faceto-face status

Gifted and Talented Major Area
These courses are required for G-T State Teaching Certificate

- CUIT 6349 Introduction to the Education of Gifted and Talented Students
- CUIT 6350 Problems in Educating the Gifted and Talented Student
- CUIT 6365 Teaching Creatively with Gifted Students
- CUIT 6393 Practicum in Education of Gifted and Talented Students
- CUIT 7352 Curriculum and Management Systems for Gifted and Talented Students
- CUIT 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) CUIT 6397, ELCS 6397, EPSY 6397, PEP 6397, HLT 6397 — Selected Topics
2) CUIT 6398, ELCS 6398, EPSY 6398
3) PEP 6398, HLT 6398 — Selected Topics
4) CUIT 6399, CUIT 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) CUIT 8351; CUIT 8353; CUIT 8355

For more information about this program visit:
http://www.uh.edu/~moonsco/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

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

Your location: Home Page

Welcome To CUIN 4363 - Gifted and Talented Education.

Contact me to schedule appointments
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

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

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 – tm Monaco@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/~tmMonaco
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. 3-5409 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 TAGL. You will be subscribed to the TAG-L list (TAG-L Talented and Gifted Education or your choice of Interven)

UH WebCT Student Help Site

PLEASE DO NOT HESITATE TO CALL OR EMAIL

Catalog Description: CUI 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.
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.

<table>
<thead>
<tr>
<th>Activities</th>
<th>Grade value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Board Participation</td>
<td>20%</td>
</tr>
<tr>
<td>Chat Room (or Fun Activity)</td>
<td>20%</td>
</tr>
<tr>
<td>Mid-Term (See Class Calendar)</td>
<td>20%</td>
</tr>
<tr>
<td>Completed Differentiated Unit</td>
<td>20%</td>
</tr>
<tr>
<td>Final Exam (See Class Calendar)</td>
<td>20%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100%</td>
</tr>
</tbody>
</table>

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     |

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

For the Analytical Writing Rubric, click [HERE](#).
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.
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.
Final Exam Example

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

Gives an overview of the course content
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.

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

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