2016 Summer Certification Sequence in Gifted Education

Department of Curriculum and Teaching
Teachers College, Columbia University
The Program in Gifted Education of the Department of Curriculum and Teaching at Teachers College, Columbia University, offers a 12-credit summer course sequence that allows students who hold, or will soon obtain, a valid initial or professional teaching certificate in New York State to also meet the educational requirements for the New York State certification extension in gifted education. This certification extension is required in order to teach in gifted education programs in the State of New York. Coursework in this sequence can be used to meet certification requirements in other states as well. Individuals who complete the 12-credit sequence will apply directly to the State Education Department through the individual pathway in order to be granted the certificate extension. The gifted education extension applies to early childhood, elementary, and high school teachers.

Four courses are offered in the summer, and students who start the sequence in mid-May can complete the sequence as early as mid-July. The courses are listed and described on the next page.

One does not need to be a matriculated Teachers College student in order to enroll in this program. One must simply apply for admission as a non-matriculated student to the Teachers College Office of Admission (http://www.tc.edu/admissions). The course sequence is also open to Teachers College students in the Department of Curriculum and Teaching and students in other departments who can take the courses as electives in their programs.

If you have questions about this summer program, please contact:

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Program Faculty

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Professor of Education and Program Coordinator

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Courses in the Certification Sequence, Summer 2016

C&T 4021  Nature and Needs of Gifted Students
Professor Borland
2 or 3 credits
Summer A, May 27 – July 1
Mondays and Wednesday, 4:25 – 6:45

This introductory course in gifted education explores a number of issues related to the psychology and education of gifted students, including conceptions of giftedness, educational provisions for gifted students, characteristics of gifted students, creativity, and economically disadvantaged gifted students. Educational provisions for gifted students are explored, including identification, optimal learning environments, and differentiated curriculum for gifted students. Implications for education, counseling, and guidance are investigated.

C&T 4027  Differentiated Instruction of Gifted Students in the Heterogeneous Classroom
Professor Borland and Dr. Wright
1 – 3 credits or noncredit
June 20 - 23, 9:00 – 4:00

Gifted students are present in almost every elementary, middle school, and high school classroom. The educational needs of these students can and must be met within this context. This workshop will provide an overview of curricular and instructional strategies designed to enhance the optimal development of gifted learners (and all learners) in the regular classroom. Topics will include general curricular modifications, management techniques, instructional strategies, individual learning opportunities, collaboration with other professionals, and outcomes and assessments. Special consideration will be given to those methods of differentiation that can be integrated readily into the learning environment of mixed-ability classrooms.

C&T 4022  Instructional Models in the Education of Gifted Students
Professor Borland
1 – 3 credits or noncredit
June 27 - 30, 9:00 – 4:00

What should gifted students learn? How can we differentiate the curriculum for gifted learners in order to meet their special needs more effectively? These and other questions will be addressed in this four-day workshop devoted to the discussion, analysis, and evaluation of instructional models designed or adapted for gifted students. Emphasis will be placed on the principles of curricular differentiation; matching instruction to characteristics of gifted students; providing optimal learning environments; and on providing an overview of a range of models designed to modify content, enhance the development of thinking skills and enhance creativity.
--And either--

C&T 5302  
*Advanced Practicum in Gifted Education*
Professor Borland and Dr. Wright  
3 credits  
Summer A (May 21 – July 1) or Summer B (July 7 – August 17)

The practicum consists of observations and analyses of programs for gifted students in the New York City area. Students will arrange program visits and develop evaluations focusing on how successfully programs deal with the following: (a) identifying characteristics of gifted students, (b) tools and methods for identifying and assessing gifted students, (c) learning environments for students who learn differently from classmates, (d) curriculum design for gifted students, and (e) collaborating with other school staff to provide individualized instruction.

--or--

C&T 5902  
*Independent Study: Giftedness*
Professor Borland and Dr. Wright  
3 credits  
Summer A (May 23 – July 3) or Summer B (July 9 – August 19)

Students work under guidance on practical or theoretical problems in the field of gifted education. The independent study must include a focus on the following: (a) identifying characteristics of gifted students, (b) tools and methods for identifying and assessing gifted students, (c) learning environments for students who learn differently from classmates, (d) curriculum design for gifted students, and (e) collaborating with other school staff to provide individualized instruction.