



UNIVERSITY OF NORTHERN COLORADO

Extended Campus

College of Education & Behavioral Sciences
School of Special Education

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2 graduate credits

A. COURSE DESCRIPTION

This course is completed through attendance at the Trainer of Trainers (TOT) Workshop for Depth and Complexity and follow-up preparation to begin implementation Fall 2025. Face-to-face course dates are June 16-18, 2025, from 8:00 a.m.-5:00 p.m. and August 1, 2025, from 4:00-5:00 p.m. The face-to-face course location is 395 South Pratt Parkway, Longmont, CO. Students will design and organize for implementation of training/coaching with Depth and Complexity Icons to support teachers in developing critical thinking pathways for their students.

B. RELATIONSHIP OF THE COURSE TO THE PROGRAM KNOWLEDGE BASE

Topics in this course are addressed at the introductory level and align with Colorado Department of Education's professional standards in gifted education.

C. PROFESSIONAL STANDARDS

Colorado Department of Education:
Gifted Education Core Endorsement Standards

5.06(1) Learner development and individual learning differences: An educator with a gifted education core endorsement understands variations in learning and development in cognitive and affective areas between and among individuals with gifts and talents and applies this understanding to provide appropriately meaningful

and challenging learning experiences for individuals with exceptionalities. This educator understands that learner differences and development are manifest and monitored via data, bodies of evidence, advanced learning plans (ALPs), academic and affective goals, and multi-tiered system of supports systemic intervention strategies and tools for differentiation, acceleration and enrichment that address advanced learning differences and to support optimal continual development of individual growth and potential. The gifted educator applies knowledge of:

5.06(1)(a) gifted learner development in order to: 5.06(1)(a)(i) apply documented current theories related to intelligence, creativity, brain research, underlying exceptional cognition, asynchronicity and the expression of talent as it applies to all gifted students, including early childhood students, twice-exceptional learners (i.e., gifted and talented students with disabilities), highly gifted students, underachieving high-potential students, culturally and ethnically diverse gifted students, high-potential linguistically diverse students, students with unique affective needs, high-potential economically disadvantaged students and others

5.06(1)(b) learning traits, needs and differences in order to: 5.06(1)(b)(i) evaluate the need for and draw upon multiple, appropriate gifted learner data, advanced learning plans (ALPs), evidence-based practices for differentiation including acceleration strategies, systemic support systems, strategies and specialized support services to assist with meeting the unique learning-related affective, social and cognitive needs of gifted and talented

5.06(1)(b)(ii) interpret gifted learner data to develop and monitor advanced learning plans (ALPs) and provide appropriate evidence-based practices for differentiation to support ongoing academic achievement and learning-related affective development of gifted and talented students;

5.06(2) Learning environment and structures: An educator with a gifted education core endorsement creates safe, inclusive and culturally responsive learning environments so that individuals with gifts and talents become effective learners and develop social and emotional well-being.

5.06(2)(c)(iv) apply strategies for the development in gifted students of habits of mind, attitudes and skills needed for future success, such as the production of knowledge; independent, lifelong learning; self-evaluation; interdependence and goal-setting (realistic, challenging goals for self, academics and school- to career).

5.06(3) Instructional planning and strategies: An educator with a gifted education core endorsement selects, adapts and uses a repertoire of evidence-based instructional strategies to advance the learning of individuals with gifts and talents.

The gifted educator applies knowledge of: 5.06(3)(a) curriculum in order to:

5.06(3)(a)(i) develop long-range plans anchored in both general and special curricula;

5.06(3)(a)(ii) apply theories and research models that form the basis of curriculum development and instructional practice for individuals with gifts and talents;

5.06(3)(a)(iii) design and prescribe appropriate differentiated gifted program and curriculum options that are based on research-supported instructional strategies which include conceptual depth, advanced technological skills, accelerated presentation and pace, and creativity;

5.06(3)(a)(iv) apply documented best practices for teaching gifted and talented students, including those practices for the design and delivery of curriculum and the assessment of student learning including varied options and methods for acceleration, modification of content, content extensions (for depth and complexity) and expanded learning opportunities for students in order to meet specialized needs that may include resources beyond the classroom (mentorships, internships, dual enrollment, etc.);

5.06(3)(a)(vi) create environments and communicate high expectations for gifted students through rigorous learning activities; and 5.06(3)(a)(vii) promote active engagement in meaningful and challenging activities that extend learning.

5.06(3)(b) diversity in order to: 5.06(3)(b)(i) demonstrate understanding of cultural and linguistic factors, as well as the implications of being gifted and talented;

5.06(3)(b)(ii) design differentiated learning plans for individuals with gifts and talents including twice-exceptional students and individuals from diverse backgrounds;

5.06(3)(b)(iii) integrate perspectives of diverse groups into planning instruction for individuals with gifts and talents; and 5.06(3)(b)(iv) select curriculum resources, strategies and product options that respond to cultural, linguistic and intellectual differences.

5.06(3)(d) data-driven decisions in order to: 5.06(3)(d)(i) systematically translate shorter-range ALP academic and affective goals and objectives that take into consideration an individual's abilities and needs, the learning environment and cultural and linguistic factors; and

5.06(3)(d)(ii) evaluate the match between the identified educational needs of the student and appropriate and relevant strategies, programs and services.

5.06(4) Curricular content knowledge: An educator with a gifted education core endorsement demonstrates mastery of and pedagogical expertise in the content taught and uses knowledge of general and specialized curricula to advance learning for individuals with gifts and talents.

The gifted educator applies knowledge of: 5.06(4)(a) differentiation in order to: 5.06(4)(a)(i) provide needs-based intensive literacy and numeracy skill development and integrate such skills into lessons and assignments as well as across subject areas;

5.06(4)(a)(ii) implement cognitively engaging instruction intended to enhance student thinking, involve them in their own academic progress and create climates that encourage risk-taking, thinking outside the box and real-life scenarios;

5.06(4)(a)(iii) interpret data in order to supplement or modify assessments to address learning needs of individuals with gifts and talents;

5.06(4)(a)(iv) apply research-based effective differentiation strategies and instructional best practices to address all needs, including affective needs, of gifted learners; and

5.06(4)(a)(v) select, adapt and create appropriate, challenging materials in order to differentiate instructional strategies through general and specialized curricula.

5.06(4)(c)(iii) use understanding of gifted learner needs to organize knowledge, integrate cross-disciplinary skills and apply meaningful learning progressions within and across grade levels; and 5.06(4)(c)(iv) accelerate learning by elaborating on current lesson with connections to prior lessons within the content area and/or with other disciplines.

5.06(4)(d) thinking skills in order to: 5.06(4)(d)(i) implement tools of inquiry in content areas including higher-level thinking, critical-thinking and reasoning;

5.06(4)(d)(ii) apply strategies of creativity, acceleration, **depth and complexity in academic subject matter** and specialized domains; and 5.06(4)(d)(iii) facilitate in-depth studies, individual investigations and learner-directed experiences.

5.06(6) Professional learning and ethical practice: An educator with a gifted education core endorsement applies foundational knowledge of the field and professional ethical principles and programming standards to inform gifted education practice, to engage in lifelong learning and to advance the profession.

The gifted educator applies knowledge of:

5.06(6)(d) professional growth in order to: 5.06(6)(d)(i) view him/herself as a lifelong learner and regularly reflect on and adjust teaching practices, including self-evaluation of instruction by practice through continuous research-supported professional development;

5.06(6)(d)(ii) reflect on personal practice to improve teaching and guide professional growth by involvement in professional development organizations, conferences, workshops and publications that are relevant to the field of gifted education; and

5.06(6)(d)(iii) continuously broaden and deepen professional knowledge and expand expertise in regard to instructional technologies, curriculum standards, effective teaching strategies and assistive technologies that support access to and learning of challenging content by including current state standards, skills and local and state input.

D. COURSE REQUIREMENTS

This is a pass/ fail course. To successfully complete this course, you will need to:

1. Register for the course via URSA student portal by July 18, 2025 (see “UNC Account Activation and Registration”:
<https://extended.unco.edu/docs/courses/courses-workshops/registration-activation-courses.pdf>).
2. The course is EDSE 513-601 (CRN: 40750).
3. Attend and participate in the Trainer of Trainers course in Depth and Complexity June 16-18, 2025.
4. Attend the online presentation of implementation plan August 1, 2025.
5. Organize to implement Depth & Complexity trainings beginning Fall 2025.

Disability Resources

It is the policy and practice of the University of Northern Colorado to create inclusive learning environments. If there are aspects of the instruction or design of this course that present barriers to your inclusion or to an accurate assessment of your achievement (e.g. time-limited exams, inaccessible web content, use of videos without captions), please communicate this with your professor and contact Disability Support Services (DSS) to request accommodations. Office: (970) 351-2289, Michener Library L-80. Students can learn more about the accommodation process at <http://www.unco.edu/disability-support-services/>

Honor Code

All members of the University of Northern Colorado community are entrusted with the responsibility to uphold and promote five fundamental values: *Honesty, Trust, Respect, Fairness, and Responsibility*. These core elements foster an atmosphere, inside and outside of the classroom, which serves as a foundation and guides the UNC community’s academic, professional, and personal growth. Endorsement of these core elements by students, faculty, staff, administration, and trustees strengthens the integrity and value of

our academic climate.

UNC's Policies

UNC's policies and recommendations for academic misconduct will be followed. For additional information, please see the Dean of Student's website, <http://www.unco.edu/dean-of-students/>.

Short Term Courses:

Special Term Courses do not meet during a typical semester (begin or end earlier or later). These courses have different add/drop/withdrawal dates. It is the responsibility of the student to be aware of these dates. Please refer to "special term/short course deadlines" from this link: <http://www.unco.edu/registrar/current-students/course-add-drop.aspx>, to learn the dates for this course. To drop or withdraw, you must contact the Registrar's Office at 970-352-2231.

Requesting Transcripts:

There are two options for requesting transcripts. For an unofficial transcript on your Student tab in URSA, choose "Unofficial transcript" located under the "Grades" heading. For an official transcript, go to <http://www.unco.edu/registrar/etranscripts.aspx>.

Billing:

You will be billed via UNC's Bear e-mail. You will have needed to activate your Bear e-mail to access the billing statement. Instructions on activating your Bearmail are included in the course registration instruction link provided above and on the course listing page.