



Facilitator: Stephanie Hansen

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All offerings can be used towards ADE gifted endorsement requirements (option B).

Not only can these strategies and tools to be used with gifted students but also implemented in the classroom and for BT enrichment.



The Social and Emotional Lives of Gifted Students

4:00—5:30 October 22, 2014 @ Green Hogan, Page High School Campus
George Betts, University of Northern Colorado, Greeley, CO; Tracy C. Missett, Sweet Briar College, Sweet Briar, VA

The social and emotional characteristics of gifted students have been discussed for decades both within and beyond the field of gifted education. Too often in these discussions, gifted children are understood to be *either* exceptionally well-adjusted emotionally and successful socially *or* socially isolated and emotionally maladjusted. Join two experienced presenters in the field of gifted education as they discuss how these competing stereotypes often fail to recognize that gifted children, like all children, experience emotional adjustment and social successes in widely varying degrees over the course of their development. Topics discussed will include resilience, self-concept, family and peer relationships, perfectionism, motivation, and the role high intelligence possibly plays in protecting against mental health problems. This session is a must for parents, teachers, school counselors and psychologists working with gifted students who will appreciate the illumination of a broad range of emotional and social characteristics gifted children display.

Differentiation Toolkit: Simple Strategies That Work

4:00—5:30 October 29, 2014 @ Green Hogan, Page High School Campus
Presenters: Julia Roberts, Tracy Inman, Western Kentucky University, Bowling Green, KY

An excellent way to challenge gifted children is to match learning experiences to their readiness or ability levels. Most teachers already have tools in their toolkit to help them do that – a working knowledge of Bloom's Taxonomy and experience with Venn diagrams. Unfortunately, they might not be utilizing these tools to their greatest advantage, and oftentimes, well-meaning teachers are even using them correctly. This webinar will sharpen those tools showing educators how to use Venn diagrams in tiered assignments and Bloom's Taxonomy in menus, centers, and questioning to differentiate and provide appropriate challenge.

Bloom's Taxonomy as Easy as Pie: Infusing Critical Thinking within the Common Core

4:00—5:30 November 5, 2014 @ Green Hogan, Page High School Campus
Presenter: Susan Dulong Langley, Framingham Public Schools, Framingham, MA

The developers of the Common Core Standards acknowledge that the standards do not define the intervention methods or materials necessary to support students who are well above grade-level expectations. They charge that the standards are a call to take the "next step". An essential next step is the infusion of critical thinking. We will explore the use of critical thinking across the Common Core through explicit instruction of Bloom's Taxonomy to support student metacognitive development and its implicit use in tiering curriculum as a meaningful, manageable method of differentiation.

Using the analogy, Bloom's Taxonomy, as Easy as Pie, participants will take away a format for analyzing the essential elements of individual Common Core standards to use in creating three tiers of instruction to meet the ever-widening range of learner readiness and ability within the heterogeneous classroom.

The Handbook of Secondary Gifted Education: New Curricular Strategies for Educators

4:00—5:30 January 14, 2015 @ Green Hogan, Page High School Campus
Felicia A. Dixon, Ball State University, Muncie IN; Branson D. Lawrence, Jr., Carl Heine, Illinois Mathematics and Science Academy, Aurora, IL ; Ken Stuart, Indiana Academy for Science, Mathematics, and Humanities, Muncie, IN

The second edition of *The Handbook of Secondary Gifted Education* includes many new chapters that center on innovative ideas to guide teachers, gifted coordinators, administrators, counselors, and researchers in understanding gifted students as well as in planning and implementing programs for them. Three of these new chapters focus specifically on new curricular strategies--two in the STEM areas of engineering and technology, and one in social studies--all written by teachers who are actively engaged in teaching and developing curriculum for talented secondary students. Specific strategies that provide rigor and challenge, as well as encourage innovation in gifted students are discussed.

What Does an Effectively Differentiated Classroom Look Like?

4:00—5:30 January 21, 2015 @ Green Hogan, Page High School Campus
Presenters: Julia Roberts, Tracy Inman, Western Kentucky University, Bowling Green, KY
As we all know, a differentiated classroom doesn't just happen. It takes work. This webinar is designed to help you work smarter, to focus on those necessary elements that must be in place for a classroom to be effectively differentiated. Strategies are definitely a part, but differentiation is more than a set of lessons or skills. From practical tips on classroom management to the philosophical components of differentiation, this webinar helps you envision and even plan your own classrooms designed to meet the needs, interests, and readiness levels of your students.

Engaging Learners through a Thinking Classroom: Essential to the (Common) CORE

4:00—5:30 February 11, 2015 @ Green Hogan, Page High School Campus
Presenter: Richard Cash, nRich Educational Consulting, Minneapolis, MN

As we venture forward with the framework of the Common Core State Standards (CCSS), it is evident that advanced levels of thinking are central to our students' readiness for post-secondary and careers of the 21st century. Our students' future is full of new and complex problems that will require more refined multifaceted solutions. This engaging session will show participants how to set up a classroom that stimulates and encourages students to think and persist toward decision making. During the WOW, strategies and ideas for how to address the CCSS levels of thinking will be presented. For teachers, questioning typologies will be offered along with rubrics for assessing students' thinking development. For gifted and advanced learners, designs of sophisticated levels of complex thinking will be recommended.

"What makes a child gifted and talented may not always be good grades in school, but a different way of looking at the world and learning." Chuck Grassley