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**Professional Development Menu Options**

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| Topic | Category | Time Frame |
| 1. Characteristics of High Ability Learners – Bright vs. Gifted
 | Overview | 1 hr. |
| 1. What is Differentiation?
* The need for differentiation – Zone of Proximal Development
* Importance of preassessment
* What is Mastery?
* Grading in the differentiated classroom
 | Overview | 1 hrs. |
| 1. Differentiate the Lazy Way
* Questioning
* Self-created activities
* Give them the answer
* Use of Bloom’s Taxonomy
 | Lo Prep Specific Strategies | 1.5 hr. |
| 1. A Primer on Assignments Tiered by Readiness
 | Specific Strategies | 2 – 3 hrs. |
| 1. Think Tac Toe
 | Specific Strategies | 1-2 hrs. |
| 1. Jigsaw, R.A.F.T., Six Hats, SCAMPER, Cubing, Think Pair Share, and more
 | Specific Strategies | 1 hr. |
| 1. Curriculum Compacting & Independent Studies
 | Specific Strategies | 1 hr. |
| 1. Underachievement in High Ability Learners
 | Overview | 1 hr. |
| 1. Effective strategies for use with Underachievers
 | Specific Strategies | 2 hr. |
| 1. Recognizing and Nurturing Visual Spatial Learners
 | Overview | 1 hr. |
| 1. Strategies for Visual Spatial Learners
 | Specific Strategies | 2 hr. |
| 1. Twice Exceptional Learners with Verbal Weaknesses
 | Overview | 1 hr. |
| 1. Teaching Strategies for Twice Exceptional Learners with Verbal Weaknesses
 | Specific Strategies | 2 hr. |
| 1. Effective Praise: Enhancing the Cognitive Development of Gifted Children
 | Overview | 1 hr. |

1. ***Bright vs. Gifted: So Who is Gifted Anyway?***

There is no one profile that characterizes all gifted children just as there is no “line in the sand” that we can draw to separate bright from gifted students. It is not uncommon to have bright, “teacher pleasers”, identified for gifted programs while overlooking some of our most highly gifted children. Characteristics of gifted learners such as asynchrony, high energy, intensity, and creativity may prevent them from being placed in gifted programs. Real world examples will be used to provide participants with an overview of the characteristics of giftedness and the implications for identification.

1. **What is Differentiation?**

The term differentiation encompasses a wide range of teaching strategies each anchored in knowledge of student needs and curricula expectations. An understanding of the principles and strategies needed to set up a classroom that provides appropriate levels of challenge for academically diverse students are introduced and grading in the differentiated classroom is discussed.

1. ***Differentiate the Lazy Way***

Differentiation is critical to meeting the needs of all children and by responding to readiness levels, interests, and learning preferences teachers can involve students in relevant, challenging, and engaging tasks. Unfortunately, differentiating the curriculum can also be overwhelming and, in some cases, time consuming. This session focuses on the “low prep” strategies of Open-ended questioning, use of the New Bloom’s Taxonomy, and teaching students to take ownership of their learning through self-created challenging activities.

1. ***A Primer on Assignments Tiered by Readiness***

Do you have a range of ability levels in your classroom? Do some students complete their work before you have even finished giving everyone the instructions and others have to take it home for homework? Learn how to take a concept and create a tiered assignment with varying levels of complexity for your students. Participants will leave with tiered activities that can be used immediately.

1. ***Think Tac Toe***

To allow students a choice when demonstrating their learning is a powerful strategy. A Think Tac Toe is one method of providing options while assuring that all alternatives are high quality. While visually depicting a Tic Tac Toe board, there are multiple ways in which the selections can be structured. Usable in all content areas, this strategy is also effective with interdisciplinary topics.

1. ***Jigsaw, R.A.F.T, Cubing, etc…***

The “how-to” focus of this workshop allows participants the opportunity to develop skills for differentiating instruction. Specific strategies including, but not limited to anchoring activities, , jigsaw, R.A.F.T, Cubing, Six Hats, SCAMPER, and Think Pair Share will be explored. Participants will leave with a wide variety of strategies and activities that can be used immediately.

1. ***Curriculum Compacting***

Students with prior knowledge or high levels of interest in a specific area may have mastered the curriculum before it is even introduced in the classroom. Curriculum Compacting is a technique designed to eliminate or streamline instruction for students with advanced knowledge. This instructional technique can be applied to both basic skills and specific content and provides the student with time to engage in investigations of topics in their area of interest.

1. ***Gifted Underachievers***

A “straight A” student underachieving, is it possible? Yes! Many of our underachievers actually appear to be achieving in the classroom, yet lack of challenge denies them the opportunity to learn self-regulation skills and persistence. Along with these “hidden underachievers”, we have many overt underachievers who frustrate teachers and parents alike. Causes of underachievement will be explored as will methods for helping to distinguish between underachievement and learning difficulties.

1. ***Effective Strategies for Gifted Underachievers***

The focus of this session is on specific strategies that help to reverse underachievement in gifted learners. Strategies differ based on the underlying reasons for the underachievement, but all stress the importance of the student’s involvement in the decision making process and the need for challenging learning activities. These practical strategies can be implemented in any school environment.

***10. Recognizing and Nurturing Gifted Visual Spatial Learners***

Are there any Lego-maniacs haunting the halls in your school? Are they underachieving in the classroom? Gifted visual-spatial learners present a confusing scenario to both teachers and parents.  While adept at puzzles, mazes, three-dimensional representations, finding their way in unfamiliar territory, and creative problem solving, they may struggle in an academic environment. They appear to wrestle with easy concepts but thrive on complexity.  This presentation discusses the characteristics and needs of gifted students with spatial strengths.

1. ***Teaching Strategies for Gifted Visual Spatial Learners***

A continuation of the Keynote, this session will give specific instructional strategies for use with visual spatial children. Techniques for working with spatial learners to develop basic competencies while using their strengths in imagery, creativity, and higher level thinking will be explored. Activities and resources will be shared.

1. ***Twice Exceptional Learners with Verbal Weaknesses***

Twice exceptional children with verbal weaknesses are often not identified for and served in gifted programs. These children excel at intuitive reasoning, three-dimensional imagery, abstract reasoning, and creative problem solving; areas often not addressed in school. They appear to wrestle with easy concepts but thrive on complexity. Identification of these children can present difficulties as their strength areas are masked by their weaknesses.

1. ***Strategies for Twice Exceptional Learners with Verbal Weaknesses***

Strength-based instruction is needed to help twice exceptional students with verbal weaknesses succeed in our verbally based schools. This presentation will give specific instructional strategies for use with these children. Techniques for working with twice exceptional learners to develop basic competencies while using strengths in imagery, creativity, and higher-level thinking will be shared.

***14. Effective Praise: Enhancing the Cognitive Development of Gifted Children***

How does a gifted child interpret, “Good Job!”? When can praise be detrimental to a child’s affective and cognitive development? How does the use of praise influence behavior? This session will explore the answers to these questions. Many strategies used in an effort to increase motivation and achievement actually have the opposite effect, especially for gifted learners. Come hear what researchers have discovered and how the research relates to real life experiences. Participants will leave with specific recommendations for using praise with gifted children that will help to increase motivation, effort, and achievement.