



Teaching for Learning: Curriculum and Instruction Matters

Vanderbilt Programs for Talented Youth, Gifted Education Institute

**Draft Program Schedule & Breakout Sessions*

March 4 & 5, 2019

***Monday, March 4**

Opening Keynote, Monday March 4: Setting the Stage for Developing Talent

Frank Worrell, PhD, University of California - Berkeley

Curriculum matched to student needs is important in the talent development process, but other factors such as opportunity, motivation, the content domain of strength, and psychosocial factors also matter when developing expertise and creative productivity. In this keynote, Dr. Frank C. Worrell, co-author of "Rethinking Giftedness and Gifted Education: A Proposed Direction Forward Based on Psychological Science," will outline a definition of giftedness and discuss contributing factors and considerations for supporting students' gifts and talents.

Equity and Gifted Identification: What Does the Research Say?

Frank Worrell, PhD, University of California - Berkeley

Talent must be identified in order to be cultivated, but how do we equitably identify students? In this session, participants will discuss the common myths associated with testing and identification as well as the pros and cons of various approaches used for creating an equitable identification system. The session will include considerations for developing an identification model and programming that supports district context and student needs.

INTENDED AUDIENCE: Administrators and Teachers

Understanding Motivational Constructs in Working with Gifted and Talented Students

Frank Worrell, PhD, University of California - Berkeley

In this presentation, Dr. Worrell will review several of the major motivation frameworks related to academic performance in the literature, show how they apply across demographic groups, and discuss the specific challenges that arise in motivating

students from groups traditionally underrepresented in gifted and talented education backgrounds.

INTENDED AUDIENCE: Administrators and Teachers

From Fluff and Stuff to Rigor and Relevance: Differentiating for Learning and Expertise

PTY Staff, Vanderbilt University

Building bridges with popsicle sticks and painting scenes using Q-tips might be fun activities, but are they appropriate or challenging enough for gifted students? Have you ever come across an activity or lesson that you thought your students might enjoy only to realize upon close inspection that it wasn't rigorous enough? In this session we will explore simple ways to build rigor and complexity into instruction by adding concepts and processes of an expert. Together we will look at several examples of how adding these two elements can not only keep students engaged, but extend their understandings beyond the paintbrush or roll of duct tape. Participants will have the opportunity to dig into their own lessons to differentiate instruction using simple but complex strategies to develop students' expertise.

INTENDED AUDIENCE: All

Curriculum Compacting and Easy to Use Math Activities in the General Elementary Classroom

Tamra Stambaugh, PhD, Vanderbilt University

Curriculum compacting is a form of acceleration that has positive and large effects for increasing student achievement and reducing the amount of time students spend on known tasks. Curriculum compacting is most effective when students are working on more in-depth activities after being compacted. This takes resources and management. In this session we will discuss how best to compact math instruction, especially skill-based activities, and then practice using Marcy Cook Math materials as one way to engage students in problem solving and in depth activities.

INTENDED AUDIENCE: Elementary Teachers

Use of Phenomenon-Based Learning to Target High Level Learners in the Middle and High School Classroom

Jennifer A. Ufnar, PhD, Vanderbilt University

In this session, teachers will learn how to design Phenomenon-based Learning (PhenoBL) lessons to reach 7-12 learners in both heterogeneous and gifted classrooms. Through the phenomenon-based learning approach, classroom learning is modeling actual scientific practice. Scientists both follow others' protocols (materials and methods) to observe and describe the phenomena that they study, as well as perform further experimentation to answer new questions that arise. Using this method

in the classroom allows students to learn the most important aspects of scientific research, including observation, questioning, analysis, and communication. The learning of new content becomes applied to the phenomenon, which removes the need for memorization, and becomes much more process-driven, authentic, and student-led. INTENDED AUDIENCE: Middle and High School Teachers (Grades 7-12)

Complexity in ELA: Encounters with Archetypes

Eric Fecht, EdD

What patterns exist in literature? How do authors use symbols to promote meaning? How does a character's encounter with an obstacle reveal meaning? Join us as we explore the different features of PTY's newest curriculum *Encounters with Archetypes*. From literary, rhetorical, and visual analysis wheels, to developing the concept of encounters, participants will learn how models and strategies can be used to implement lessons that are not only fun and engaging, but promote interest and critical thinking as well.

INTENDED AUDIENCE: Intermediate Grades

Questioning Across the Content Areas Using the Jacob's Ladder Model

Sarah DeLisle, EdD, Vanderbilt University

Jacob's Ladder is a language arts curriculum supplement that was piloted and proven successful with low-income, high-ability students. In this session participants will learn how to use the scaffolded questioning approach of Jacob's Ladder in both gifted and heterogeneous classrooms to create tasks and higher-order thinking questions that engage students in critical analysis. Originally designed to be a scaffolded approach to questioning with literature and nonfiction texts, the Jacob's Ladder model can be used in other content areas as well. This session provides you with the knowledge to design and effectively implement your own questions and tasks using resources you already have in your classroom. This process can be utilized in at all grade levels—all it takes is the "know how" to design your own ladders to push all students' thinking to new levels and to bring rigor into your everyday instructional practices.

INTENDED AUDIENCE: All

Building Content Expertise: A Models Approach to Adding Complexity in Social Studies for Upper Elementary Through High School Gifted and Advanced Students

Stephanie Clemson, Metro Nashville Public Schools; Eric Fecht, EdD, Vanderbilt University

What is complexity and how do you incorporate complexity to support gifted student learning in social studies? After defining complexity, we will examine easy-to-apply models for incorporating complexity in social studies in ways that help students think

like experts as they analyze primary sources, events, pictures and art, as well as nonfiction texts. After modeling a few approaches and discussing classroom tested ways complexity has been added to promote student learning, be prepared to differentiate your own lessons using the same models.

INTENDED AUDIENCE: Intermediate, Middle and High School Teachers

The Three E's of Math: Enrichment, Extension, and Expertise

Jennifer Holt, Williamson County Schools

One size does not fit all, and unlocking the potential of gifted and high-ability math students in mixed-ability classrooms can be a daunting task. This sessions will explore the basics of how to use compacting to move students into the three E's of math. What does it mean to be a mathematician? Research-based strategies will be shared that can help teachers to enrich, extend and develop math expertise. Graham Fletcher's Three Act Tasks, Number Talks, Debate, and Jo Boaler's Mathematical Mindsets will be shared and discussed in this practical session.

INTENDED AUDIENCE: Elementary and Middle School Teachers

The Psychology of High Performance: An Overview and Responses to Questions

Frank Worrell, PhD, University of California - Berkeley

In this session, Dr. Worrell will review the common principles related to high performance across domains. Then, he will respond to questions from the audience on topics related to gifted identification, talent development, and high performance.

INTENDED AUDIENCE: Administrators and Teachers

***Tuesday, March 5**

DOUBLE SESSION: When "More and Faster" Doesn't Work: Curricular Modifications and teaching Practices for Differentiating in Math

Jason Brasel, University of Michigan

In this session, we will focus on two central features of the mathematics classroom: the mathematical tasks that students do, and the mathematical practices students use while engaged in those tasks. In particular, we will spend our time considering the features of cognitively demanding tasks and the affordances such tasks offer for differentiating in math class. Moreover, we will workshop both how to modify tasks to make them more cognitively demanding and strategies for supporting students' use of mathematical practices.

INTENDED AUDIENCE: Intermediate, Middle, and High School Teachers

Co-Teaching and Cluster Grouping: What Works?

Tamra Stambaugh, PhD, Vanderbilt University

Many teachers of gifted are also responsible for working with general classroom teachers to support gifted student learning. But how is this best done? In this session, designed for teachers and administrators, learn about the research on co-teaching, the six co-teaching structures, the non-negotiables of a co-teaching framework, and how to maximize the benefits of co-teaching by cluster grouping.

INTENDED AUDIENCE: Administrators and Teachers

Extending the Curriculum: The Importance of Extra Curricular Accelerated Programs on Talent Development

Emilie Hall, & Sarah DeLisle, EdD

Research has found the positive impact that programs beyond the school day have on gifted and talented students. Programs offered beyond the school day, particularly accelerated, intensive summer programs require thoughtful planning, implementation, and reflection but offer high reward, particularly for students from low-income backgrounds. In this session, we will explore strategies for designing and implementing accelerated extracurricular programs.

INTENDED AUDIENCE: Administrators and Teachers

Use of Phenomenon-Based Learning to Target High Level Learners in the Elementary Classroom –

Jennifer A. Ufnar, PhD, Vanderbilt University

In this session, teachers will learn how to design Phenomenon-based Learning (PhenoBL) lessons to reach K-6 learners in both heterogeneous and gifted classrooms. Through the phenomenon-based learning approach, classroom learning is modeling actual scientific practice. Scientists both follow others' protocols (materials and methods) to observe and describe the phenomena that they study, as well as perform further experimentation to answer new questions that arise. Using this method in the classroom allows students to learn the most important aspects of scientific research, including observation, questioning, analysis, and communication. The learning of new content becomes applied to the phenomenon, which removes the need for memorization, and becomes much more process-driven, authentic, and student-led.

INTENDED AUDIENCE: Elementary and Early Middle School Teachers (Grades K-6)

Adding Depth and Complexity in ELA and Science Instruction: Interactions in Ecology and Literature

Eric Fecht, EdD, Vanderbilt University; Wendy Buchanan, Rutherford County Schools

Should animals be kept in zoos? Should a forest be cleared to make way for much-needed shelter for humans? In this session, you will learn how to help your students become scientific researchers as you lead them in investigations in ecology through PTY's curriculum for second and third grade students, *Interactions in Ecology and Literature*. You will learn first hand how to teach with fidelity the models and lessons found in the curriculum, including the science analysis and literary analysis wheels. Using this information you can begin to brainstorm how these models can be inserted in other units to add depth and complexity to your everyday instruction.

INTENDED AUDIENCE: Teachers of Primary and Intermediate Grades

It's All About Balance!

Jennifer Holt, Williamson County Schools

Conceptually speaking, algebra is really all about **balance**. This presentation will help you discover some helpful resources and techniques to use with high ability math students to introduce algebraic thinking and the big idea of "balance." These ready-to-use resources will help you add rigor and depth to your elementary math classroom.

We will spend time introducing the

Hands-On Equations learning system and walk away from the session ready to implement those strategies to introduce Algebra in our elementary classrooms.

INTENDED AUDIENCE: Elementary Teachers

Integrating Curriculum Standards and Affective Needs: The New Affective Jacob's Ladder Curriculum

Tamra Stambaugh, PhD, Vanderbilt University

The importance of affective needs as part of a talent development framework are critical to one's future trajectory. Affective skills that support academic risk taking, developing excellence, overcoming adversity, and regulating emotions can be taught and integrated within a language arts curriculum. In this session we will examine the new Jacob's Ladder affective ladders and apply them to common affective components that promote talent development. Come prepared to learn new ladder frameworks and write your own affective ladders based on reading prompts or media used in your classroom.

INTENDED AUDIENCE: All

Research is More Than Googling: Using Technology to Conduct Authentic Research

Del Siegle, PhD, University of Connecticut

When students think of research, they usually think about looking something up on the Internet and writing a report. However, a more exciting type of research exists that involves collecting and analyzing data. Students of all ages love to pose questions and search for answers. We will discuss hands-on activities that demonstrate different types of research. We will also share how to use existing or free software to better understand data and make research more meaningful for your students. INTENDED AUDIENCE: All

Tuesday, March 5 Closing Keynote Address:

Addressing Low Motivation in Students

Del Siegle, PhD, University of Connecticut

Why are some gifted children willing to tackle new challenges, while others seem insecure or uninterested? Are there strategies teachers and parents can implement that promote an achievement-oriented attitude? Gifted students achieve and underachieve for a variety of reasons. In this session, we will discuss factors that students and research suggest influence gifted students' achievement. While there are many factors that contribute to achievement, achievement-oriented students exhibit four key traits: 1) they believe that they have the skills to perform well, 2) they expect that they can succeed, 3) they believe what they are doing is meaningful, and 4) they set realistic expectations and implement strategies to successfully complete their goals.

**This is a draft schedule. Session offerings and dates are subject to change; sessions may be substituted, deleted or added.*