

Making an Instant Impact:

A close-up, artistic photograph of an hourglass with a warm, golden-brown color palette. The sand is visible in the narrow neck, and the glass has a textured, slightly reflective surface. The lighting creates soft highlights and shadows, giving it a three-dimensional feel.

Providing for
**Professional
Development**

Kathy Paul, NAGC 2018 Johnston Schools

Presentation on JCSD web site: JELP resources

<https://www.johnstoncsd.org/departments/student-support-equity/extended-learning-program-elp/friends-johnston-elp/resources/>

OPTIONS

- Small group or individual
 - PLC? Grade level?
- Periodical Digital Document / Recorded voice
 - Powerpoint, prezi, youtube, Moodle, Google, etc.
- Entire staff
 - Often only option. Can you divide and conquer?

Differentiation Idea for March- Kathy Paul, ELP

QUESTIONING SKILLS

Asking higher order questions enhances the development of critical and creative thinking skills and student engagement. Here are some thoughts about questions.

The additional attachment (Question Spinner) is a tool students can use to promote questioning skills. Students literally spin the wheel for a question. Teachers could place the questions in a list format or on a cube to roll for a question.

Simplify the Differentiation Process

"Simplify the process of differentiating instruction by beginning with the strategies that are simpler to implement."

Bertie Kingore, Differentiation expert

This month I am referencing a differentiation authority, Bertie Kingore, who takes a very practical approach to this topic. She gave me permission to share the following successful differentiation strategies that may be easy to implement today in your classroom.

MODEL FOR SUCCESS

Students at any age need to understand how to complete work successfully before they can be expected to work independently. It is important to give explicit directions for your expectations. The teacher can model the steps and then give students a chance to experience each part of the process, thus setting the stage for successful learning experiences. Hopefully, older students will need less direction, but don't assume they will work successfully without providing expectations.

Growth Mindset in a Differentiated Classroom

Drake Professors Robyn Cooper and Catherine Gillespie underscored the importance of how attitude impacts learning at a recent Friends of JELP meeting. Excerpts from their ~~powerpoint~~ are provided for on the next two pages.

Carole Dweck has written much about the topic. You can watch an interesting excerpt from one of Dweck's talks on:

- http://www.youtube.com/watch?v=TTXrV0_3UjY

Changing Our Mindset

Carol Dweck, world-renowned Stanford University psychologist, talks about the power of our mindset or our beliefs (especially around challenge). We can either have a Fixed Mindset where we let failure (or even success) define who we are, or a Growth Mindset where we see setbacks as opportunities to grow and improve ourselves. Just like how we learned how to walk... there are many stumbles along the way, but to reach our potential and live the life we desire, it takes practice and perseverance. We always have a choice about which view we adopt for ourselves... and it's never too late to change. What's your view?

	 FIXED MINDSET <small>Belief that my intelligence, personality and character are carved in stone; my potential is determined at birth.</small>	 GROWTH MINDSET <small>Belief that my intelligence, personality and character can be developed! A person's true potential is unknown (and unknowable).</small>
It's up to you!		
DEGREE	Look smart in every situation and prove myself over and over again. Never fail!	Stretch myself, take risks and learn. Bring on the challenges!
EVALUATION OF SITUATION	Will I succeed or fail? Will I look smart or dumb?	Will this allow me to grow? Will this help me overcome some of my challenges?
DEALING WITH SETBACKS	"I'm a failure" (identity) "I'm an idiot"	"I failed" (action) "I'll try harder next time"

**I AM NOT
THROWING
AWAY MY
SHOT**



ONE SHOT WONDER- YOUR ANNUAL OPPORTUNITY?

- Determine key ideas
- Best method
- Involve others- especially student voice
- Practical, but establish credibility and need – be ready for follow up

Outline your main
ideas and
determine how to
represent them

Title: Good for Gifted (mashed potatoes/gravy)

Experiment (recipe analogy)

Challenge (difficult task)

Varies in 3 ways (large number 3)

Develop skill & attitude first

What do our kids say? (schedule time at HS)

Response for individual needs (legs walking- pace depends on length of legs)

Degree of difficulty (Olympic diver)

Supported risk (gymnast assisted in move)

SOURCES: google images- Free clip art,
Morgue files www.Free-graphics.com

Good for the Gifted



experiment



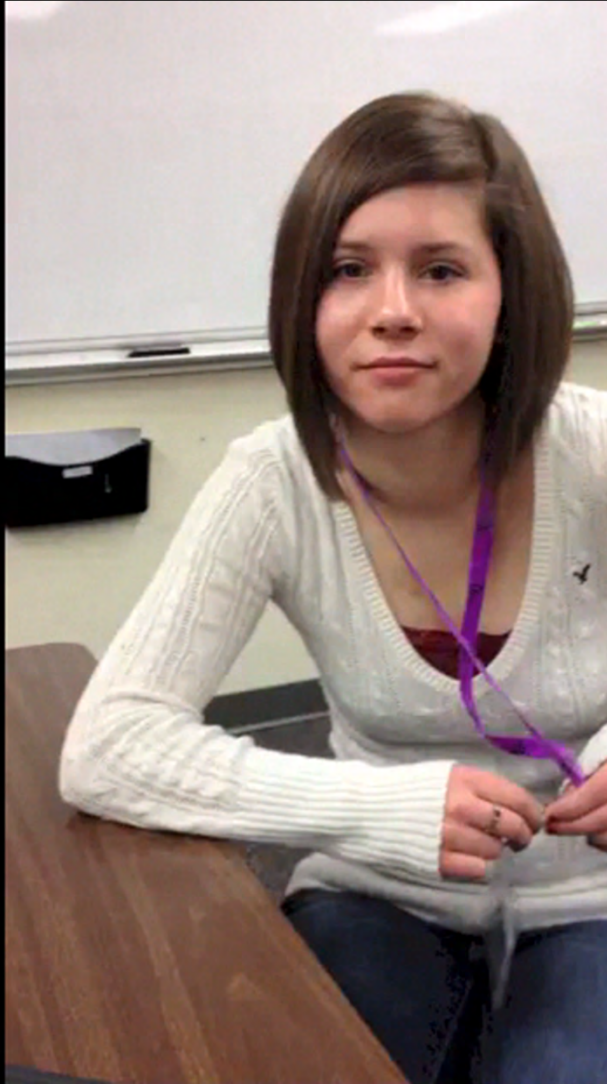
Accept the Challenge





A silhouette of a person rappelling down a dark rock face against a bright, hazy sunset sky. The person is positioned on the right side of the frame, hanging from the rock. The background shows a calm sea and a small sailboat on the horizon.

Develop
Skills and
Attitude
first!



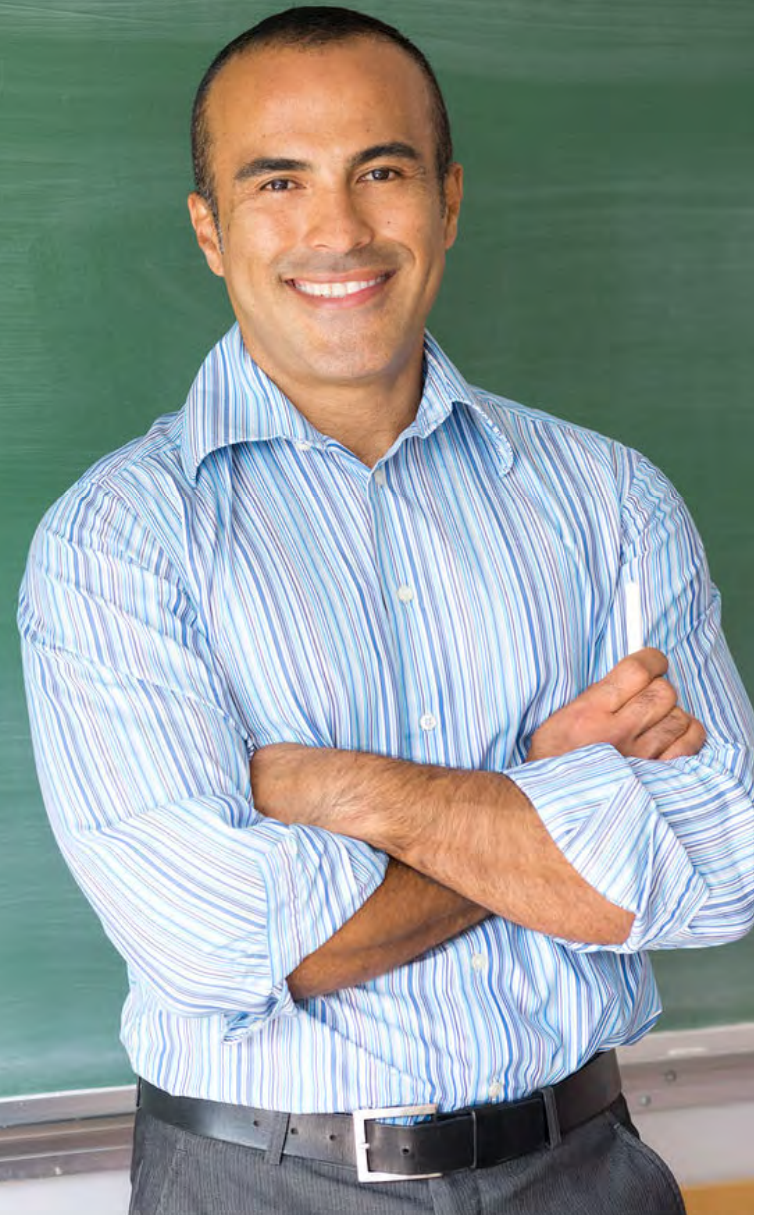
Take aways:

What did you hear?

How does this apply
to your classes?

- *Choice/options
- *Pretest/assessments
- *Advanced classes
- *Hands-on or Visual
- *Many not need same homework or practice

Curriculum and Instruction



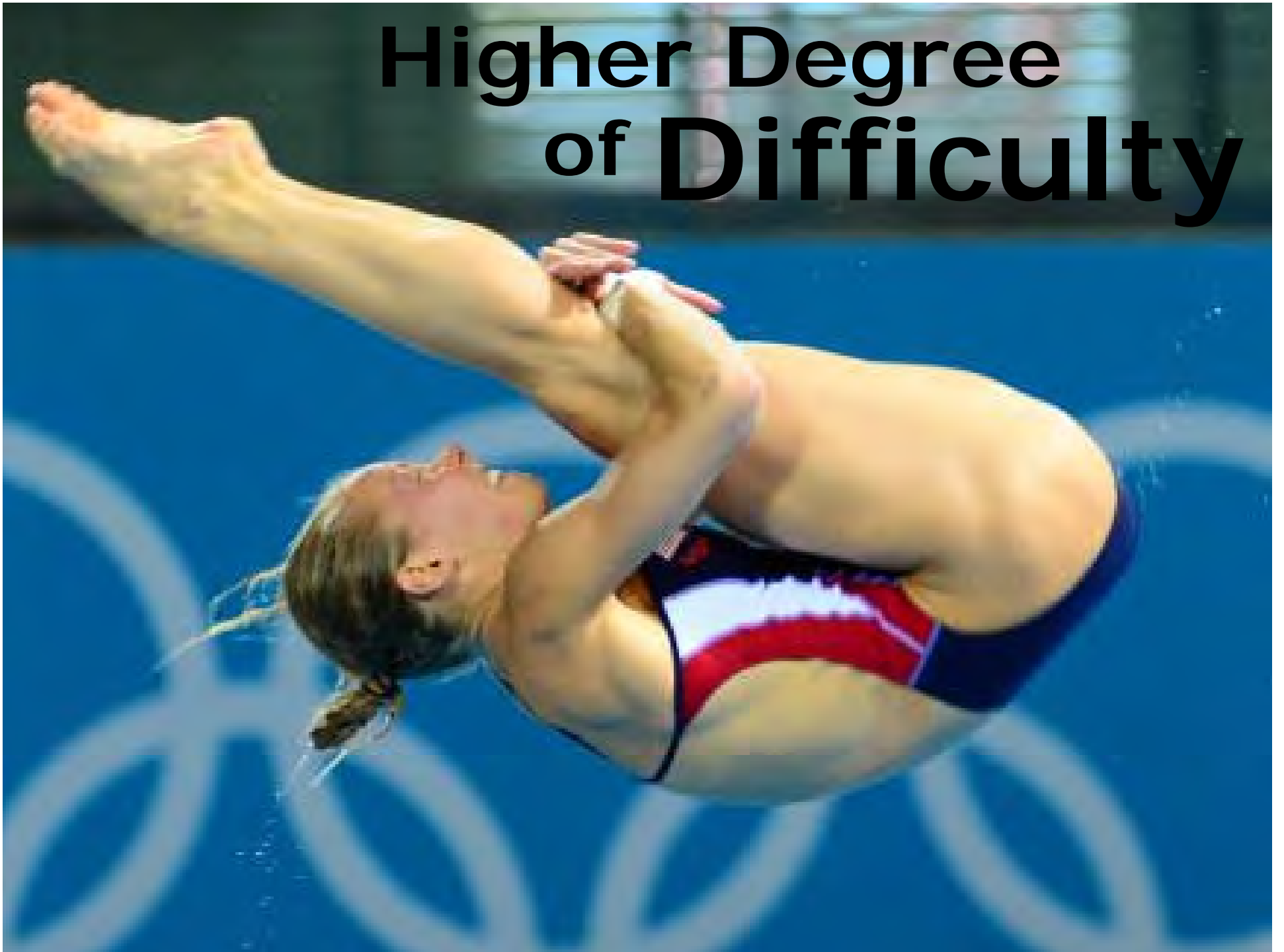
High Level Content



ADJUST
the PACE



Higher Degree of Difficulty



**Spot
the
gifted**



Focused enrichment



**Just one
step down**



stick together!



Challenges



Isolation



Marking Time





always move
forward

A photograph of a wooden staircase leading up to a bright doorway. The stairs are made of light-colored wood and lead up to a doorway at the top of the frame. The walls are a light, neutral color. A metal handrail is visible on the right side of the stairs. The lighting is bright, coming from the doorway at the top. Overlaid on the image is the text "Don't Stop" in large white font on the left, and "Keep Moving" in large white font on the right.

Don't
Stop

Keep
Moving

always
have a
strategy



Enrich: Focus

Extend: Broaden

Enhance: Interrelate

give pretests





BEFORE

Pair-
Share

*Quick-Write

Total Participation Techniques, ASCD, 2011



QUICK -
DRAW



*Chalkboard

SPLASH

STEPS to a SUCCESSFUL SPLASH:

1. Create a prompt for which you want to see all students' responses.
2. Ask students to place responses on spots on the board or on paper or computers.
3. Debrief by having students walk around, analyze and jot down (tri-fold paper) similarities, differences, and surprises.
4. Share in groups or write down what they noticed.

Structure and Guidance



CURRICULUM COMPACTOR FORM

Student's Name _____

**Skill, Knowledge,
Benchmark or Standard**

**Documentation
of Mastery**

**Student Choice
Alternate Activities**

Guidelines for Compacting Students

Because learning time is so valuable, the most important thing to remember is:

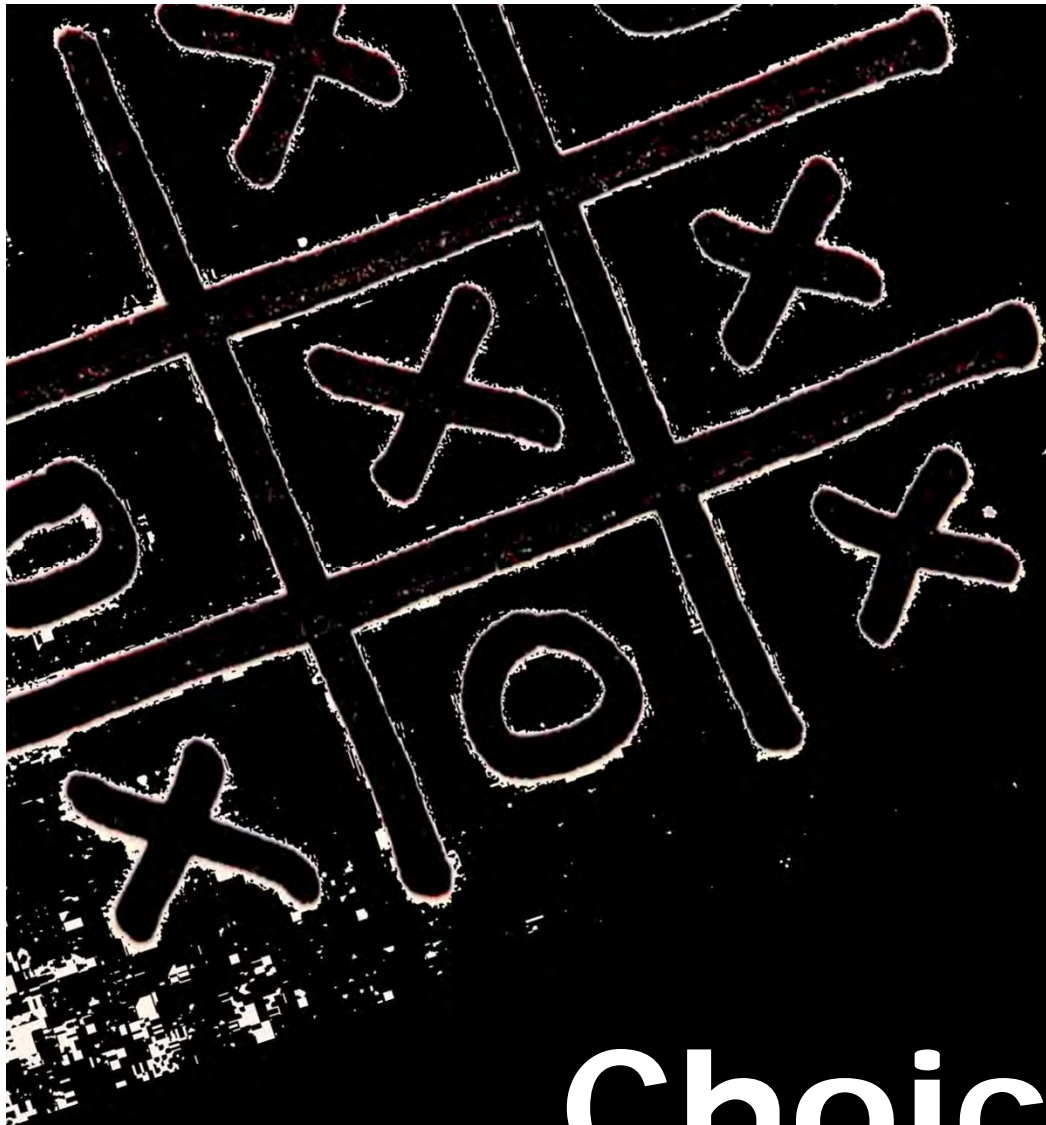
The one choice you never have is the choice to do nothing!

When you are compacting, your behavior and work habits are important. Therefore, you should never choose to:

- waste learning time
- goof off
- sleep instead of work
- disrupt the class

When choosing a learning activity, follow these guidelines:

1. The activity will help you learn something new or will extend your learning about a topic or idea.
2. You can do the activity independently without the teacher's help.
3. You have the materials you need to do the activity.
4. You have enough space to do the activity.
5. You will not disrupt the class by doing this activity.
6. The activity is interesting to you.



Choice Boards or Tic Tac Toe

Human Body Tic-Tac-Toe Student Choice Activities

Standards/Objectives: Identifies major body systems and their functions
Names and describes important parts of the body

<p>1.</p> <p>Create a two minute public service announcement that addresses things people can do to their bodies that have a negative influence on the skeletal or muscular system or both. Make this announcement in your class or to the entire school during the time for school wide announcements.</p> <p>(Skeletal & Muscular systems)</p>	<p>2.</p> <p>Make a poster showing five different exercises that address five different muscles. For each exercise include:</p> <ul style="list-style-type: none"> - Name of exercise - Name of muscle - Illustration of muscle - Illustration of exercise - Written steps to perform the exercise <p>(Skeletal & Muscular systems)</p>	<p>3.</p> <p>Visit www.medtropolis.org. Click on the Skeletal System section and put together a virtual skeleton successfully. Print out your work.</p> <p>(Skeletal & Muscular systems)</p>
<p>4.</p> <p>Make a graph showing the percentages of red blood cells, white blood cells and platelets in blood. Write an explanation of the function of each.</p> <p>(Circulatory system)</p>	<p>5.</p> <p>Draw a diagram showing how the circulatory system works. Label all major parts.</p> <p>(Circulatory system)</p>	<p>6.</p> <p>Research diseases of the circulatory system such as angina, high blood pressure, heart disease, or heart attacks. Do a three minute oral report explaining the causes of these diseases and how they can be prevented.</p> <p>(Circulatory system)</p>
<p>7.</p> <p>Write a paragraph explaining how the digestive and excretory systems are related to one another. Include a diagram.</p>	<p>8.</p> <p>Write a short story describing life without teeth or gums. Include effects on the digestive and excretory systems.</p>	<p>9.</p> <p>Create a set of ten interview questions about the digestive and excretory systems. Interview a doctor or nurse and write down their answers to your questions.</p>

MODIFY:* Three 3's in a Row

1. Prepare 9 questions using a tic tac toe template.
2. Students move around group asking peers to explain the answer to one question. Summarize that answer on template.
3. Move on to another student for each response.

Product Descriptors



Product and Process Criteria Cards

Brochure

1. Highlights important points
2. Folded with information on each side
3. Neatly done
4. Visually appealing with pictures
5. Titles correctly spelled

Debate

1. Observes allotted time
2. States opinion clearly
3. Backs up opinion with evidence from reliable sources
4. Respectful of other side; no name calling

Chart

1. Has two or more sections divided by lines
2. Title and subtitles
3. Shows information clearly
4. Neat with correct spelling

Diagram

1. Items in logical and accurate order
2. Visually shows relationship between parts or ideas
3. Neat drawing and writing
4. Object or process drawn accurately

Class Participation

1. Shows good listening skills
2. Asks appropriate questions
3. Stays on the topic
4. Offers ideas and opinions

Group Work

1. Stays on topic
2. Listens to others in group
3. Sets group goals
4. Works to meet goals
5. Uses time wisely



make
your goals!

Who are they?

Level of Service:

- PEP: Personalized Ed. Plan
- Strength Area in
Humanities or STEM

Personalized Ed.Plan for MS + Gifted Students on Infinite Campus

- ✓ Locate student via general search
- ✓ Click “Cum Record” tab

2018-2019

- ✓ Click “Uploaded Form” (which will be the PEP)

Support



Resources

Being Smart about Gifted Education. Matthews and Foster, 2009.

Compacting Curriculum for the Gifted. Renzulli, 1999.

Teaching Gifted Kids in Today's Classroom.
Winebrenner, 2012.

Total Participation Techniques. Himmele and Himmele, 2011.

<https://cloudcity7.com>