



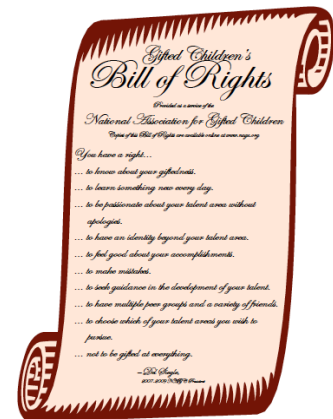
WELCOME HIGH ABILITY TEACHERS!

It is good to see you!

Please take a moment to settle in. We'll begin shortly.

Let's Reconnect... ☺

- Take a moment to look over the **Gifted Children's Bill of Rights** in your handout packet.
 - The fact that the NAGC drafted this Bill of Rights implies that certain indefensible practices and situations have existed for our gifted kiddos.
- Think for a moment about **what these indefensible situations might be.**
- **JOT a list** of indefensible situations & **SHARE your thoughts** with your table mates.
- We'll share some of our inferences **whole group** in a moment.



Gifted Children's Bill of Rights

Provided as a service of the

National Association for Gifted Children

Copies of this Bill of Rights are available online at www.nagc.org

You have a right...

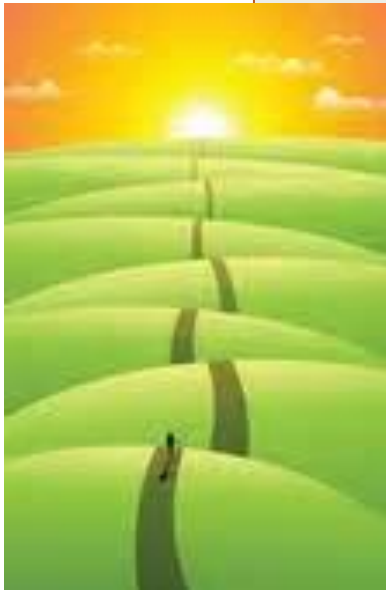
- ... to know about your giftedness.*
- ... to learn something new every day.*
- ... to be passionate about your talent area without apologies.*
- ... to have an identity beyond your talent area.*
- ... to feel good about your accomplishments.*
- ... to make mistakes.*
- ... to seek guidance in the development of your talent.*
- ... to have multiple peer groups and a variety of friends.*
- ... to choose which of your talent areas you wish to pursue.*
- ... not to be gifted at everything.*

*- Pat Angle
2007-2009 NAGC President*



This Afternoon's **PURPOSE...**

- This afternoon we are coming together to...
 - **SUPPORT** one another in our attempts to reach our **HIGH ABILITY** learners
 - GROW IN UNDERSTANDING of **differentiated instruction**
 - Discussing the **PD readings** for this month
 - Develop awareness of IDOE's high **ability goals & criteria for effectiveness**
 - Seeing differentiated instruction **IN ACTION**
 - Develop next steps...



What will the **Working Agreements** for our time together be?

- ◆ Listen fully and reflectively.
- ◆ Practice forming new habits of mind.
- ◆ Hold experiences and revelations of others with care.
- ◆ Challenge the limits of your potential.
- ◆ Monitor your personal technology.
- ◆ Be responsible for your impact on the room.
- ◆ Have **FUN!**



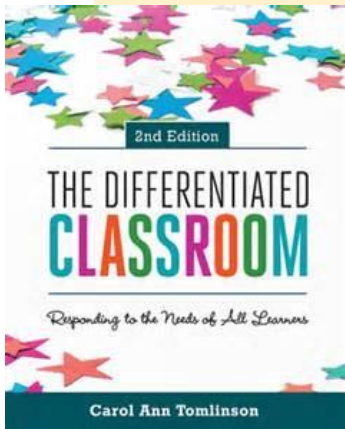
High Ability **BUSINESS**...

- **Stipends** for our time together
- **Learning Connection** – High Ability Teacher Group
- High Ability Education website
www.doe.in.gov/highability
- Indiana High Ability ELA Units
 - <http://form.jotform.co/form/32165696183865>
 - Complete survey
 - link to Moodle
 - enrollment key
- High Ability Education Toolkit – Moodle
enrollment key = criticalthinking

Tomlinson **BOOK** Discussion ... D.I.

□ Save the Last Word for Me

- Look over chapters 2 & 3, finding parts that struck you as particularly **IMPORTANT**
- **COPY** the 2 most important quotes from each chapter in the boxes on the sheet along with the page #
- Then write **WHY** you chose that excerpt – what about it struck you as important? – what was your **CONNECTION?**
- **NUMBER** your boxes in order of importance (1 = most important)
- Take turns **SHARING with table mates** as follows...
 - Person 1 reads his/her quote
 - Others comment, Person 1 **remains quiet as others comment**
 - After all have commented, Person 1 shares **WHY** they chose that quote
 - **Person 2 follows**, sharing as above...



QUICK SHARE across groups...

- **QUOTES**

- **PAGES**



D.I.

High Ability Education in Indiana...

Find all
students with
high abilities

Provide
advanced
curriculum and
instruction

Produce more
high
achievement

From the IDOE...

5 Program Criteria for the Greatest Achievement Gains

From IDOE

- Provide **daily meaningful challenge**
- Allow for **independent work** in areas of **interest**
- **Accelerate** – provide more than grade level materials and aims
- **Ability group**
- **Differentiate** your instruction



Adding Challenge through **Critical Thinking...**

- **Avoid finding solutions for students**
- Seek opportunities for **brainstorming**
- **Compare & contrast** anything and everything
- **Categorize**
- Encourage **creativity** – do not always use teacher-created projects, provide a wide variety of materials, & give broad instructions
- **Ask questions** that require critical thinking
 - *What do you think?*
 - *Why do you think that?*
 - *How do you know this?*
 - *Can you tell me more?*
 - *What questions do you still have?*
- Provide **WAIT TIME...**
- **Model critical thinking: I WONDER...**



Differentiated Instruction **IN ACTION**

□ **Continuous Assessment**

- **Intermediate Level**
- **Primary Level**

This teacher's strengths...
Anything new or easily
forgotten...



D.I.

Thinking Back... *Looking forward...*

- So, we've thought about **DIFFERENTIATED INSTRUCTION**
 - Tomlinson's book – chapter 2
 - Video clips of DI in action
- We've heard from **IDOE – HA programs**
 - The ultimate **goal** of maximizing the achievement of our brightest
 - The **5 criteria** for effective HA programs (challenge, independent work in areas of interest, acceleration, ability grouping, and differentiation)
 - Ways to add more challenge - **Critical Thinking**

Exit Card Reflection...

- What are your **NEXT STEPS**??? (personal reflection – on sheet)
- **INDEX CARD** – What is your next step? What do you need to help make that happen?

- **Extended Learning Opportunity** – For **our next meeting** (1/12)
 - **Book Study:** Let's read chapters 4, 5, & 6 and code the text for **IMPORTANT** parts **!**, **QUESTIONS ?**, and **CONNECTIONS ©**
 - **DI Efforts** – Continue working toward your next steps. Come prepared with particulars – including student work.

At its most basic level,
differentiating instruction means
“**SHAKING UP**” what goes on in the
classroom so that students have
multiple options for taking in
information, making sense of ideas,
and expressing what they learn.

Tomlinson

Thank you!



For your time & attention
this afternoon
&
for the dedication you
bring to your work each
and every day.

See you in January!