What Works: Curriculum Resources and Design for the Gifted Learner
March 5 and 6
Vanderbilt Programs for Talented Youth
Peabody College of Education and Human Development
*Draft Breakout Sessions

Thursday, March 5, 2020

Ellen Honeck, Ph.D., Denver Public Schools
As educators, sometimes it is difficult to decide what questions are best to ask students to promote continued engagement with a topic. In this session various types and purposes of questions will be discussed in order to foster meaningful differentiation. Strategies using higher level Blooms Taxonomy, Depth of Knowledge, Critical Thinking tools, creative thinking strategies, Sandra Kaplan’s Depth and Complexity Framework and Hilda Taba’s questioning tools will be introduced and curriculum examples shared. Specific questioning techniques and stems will be provided to use with ANY topic. As children today have access to an immense amount of information it is imperative that educators know how to promote problem-solving skills. Utilizing appropriate questioning techniques is imperative for higher-level thinking. Participants will walk away with guidance and the opportunity to create a personalized questioning tool. Imagine the possibilities of asking quality questions in every classroom and across all content areas!

Differentiation 101: An Overview of Models and Curriculum for Gifted Students
Tamra Stambaugh, Vanderbilt University
New to the world of gifted? Interested in exploring models and curriculum that support differentiated instruction for gifted students? In this session you will be introduced to a broad overview of curriculum and models developed by Programs for Talented Youth. From definitions to content-specific analysis wheels for adding complexity to strategies for adding depth through the exploration of debatable questions and multiple perspectives, this session is designed for those who are new to working with PTY and want to learn more about our approach to providing differentiated instruction for gifted students. Get ready to walk away from this session ready to implement new models as soon as you are back in the classroom on Monday!

Middle School ELA: Curriculum that Elevates, Extends, and Engages
Eric Fecht, Ed.D., Vanderbilt University
Are you a middle school teacher looking for models or curriculum units to integrate into your classroom? Look no further! In this session an overview of successful models and strategies for supporting middle school ELA will be introduced, with participants engaging in lessons that leave a lasting impression. This session draws on models and ideas used in PTY’s middle school ELA units designed by Dr. Tamra Stambaugh and Dr. Emily Mofield: In the Mind’s Eye: Truth vs. Perspective, I, Me, You, We: Individuality vs. Conformity, and Perspectives of Power. Discussions will range from developing concepts and generalizations to analysis of text, artwork, speeches, and more. Through modeling and discussions, you will come away ready to engage your gifted students and help them grow them academically.
Complexity, Depth, and Concepts: Implementing Cross-Curricular ELA/Science Units in Elementary School
Eric Fecht, Ed.D., Vanderbilt University
In this session participants will use models and features embedded in curriculum developed for advanced learners, notably Interactions in Ecology and Literature and Space, Structure, and Story. From analysis wheels that add complexity to poems and short stories, to exemplar simulations that require students to explore the impact of variables and the emergence of patterns, participants will explore a variety of strategies to support gifted elementary students. Whether you want to walk away ready to implement a unit with fidelity or build upon existing ideas with the models and examples, this session is can help you get there!

Utilizing Instructional Strategies to Challenge Young Gifted Learners (PS-3rd)
Ellen Honeck, Ph.D., Denver Public Schools
Providing and using high quality culturally responsive curriculum is necessary for the 21st century. This session is specifically geared toward early childhood and primary classroom teachers. It will focus on concrete instructional strategies and activities to challenge young gifted and high ability children in the regular and pull out classroom. Identifying and recognizing instructional strategies within the four areas of differentiation—content, process, product, and environment—should be incorporated when planning lessons. Strategies, tools and activities will be shared across differentiation and content areas including language arts, math, science and social studies as well as integrated hands on lessons, activities and projects. Sample activities, curriculum materials, and resources will be shared so educators have something to take back to the classroom and put into practice. These strategies will engage students in an effort to foster growth and meet the unique needs of the young gifted learner!

Friday, March 6, 2020

Hidden in Plain Sight: The Illuminating Lives of George Ferris and Raye Montague
Join us for an exciting session inspired by George Ferris, inventor of the Ferris Wheel, and Raye Montague, the Navy's own hidden figure who was the first person to design a ship using a computer. Participants will receive curriculum materials designed to teach award-winning biographies to elementary students, experience a hilarious engineering design challenge inspired by Disney's Imagineers, and solve an "unplugged" computer coding challenge (no computer required!).

Inspiring Creativity in Students of All Ages
Ellen Honeck, Ph.D., Denver Public Schools
Far too often, creativity diminishes once a child enters school. This session will emphasize the importance of creativity across content areas and ages. You will dive into the creative process and participate in some hands-on experiences. These experiences will frame your understanding of curiosity, creativity, common misconceptions about creativity, positive and negative aspects of creativity as well as the creative process. The development of a creative environment will be addressed, and specific suggestions provided. Creative thinking skills will be identified, and participants will acquire strategies that foster development and implementation of these across all domains as well as curricular activities. The goal will be to walk away with the creative spark to enhance your lessons!
Using Frameworks to Create Differentiated Units for the General Classroom Setting
Tamra Stambaugh, Vanderbilt University
Does your classroom have students operating at different academic levels? Are you finding that too often your high-achieving students are disengaged because what they are being asked to do work that is repetitive or lacks the right degree of difficulty? Developing curriculum units that meet the needs of general education and gifted students can sometimes be a challenge. However, with the use of frameworks the task becomes much less daunting. In this session participants will look at how to use frameworks and models, including the Integrated Curriculum Model, Jacob’s Ladder, Analysis Wheels, and more, to design units that are truly differentiated. You will not only explore worked examples, but begin creating your own using standards and resources that align with your grade level and specific group of students.

Transformations in Stories and Arguments: Using Fictional and Argumentative Analysis Models to Develop Writing Skills Among Elementary Students
Eric Fecht, Ed.D., Vanderbilt University
How do authors take different elements of writing, such as perspective, setting, or characters, and turn them into a story, message, or argument? In this session, we explore how teachers can use field tested models to help young budding writers find their voice and develop fiction and argumentative piece using the tools and models of experts. Join us as we take an in-depth look at Transformations in Stories and Arguments, curriculum developed by Programs for Talented Youth.

Questioning Across the Content Areas Using the Jacob’s Ladder Model
Sarah DeLisle, Ed.D., 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 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.

Integrating Affective Learning into Everyday ELA Lessons
Tamra Stambaugh, Ph.D., Vanderbilt University
Have you ever thought “I don’t have time in the day to do it all!”? Teachers of gifted students are often tasked with supporting students’ academic and affective development, and often see those lessons happening in isolation of one another. Look no further, as affective Jacob’s Ladders are designed to support both ELA and affective growth. 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 affective ladders, discuss how these apply to common affective dispositions that promote talent development, and link these features to ELA standards and common readings. Come prepared to learn new ladder frameworks and write your own affective ladders based on reading prompts or media used in your classroom.

Prisms, Light, and Balancing Bobbles
In this session, participants will experience the best of Sir Isaac Newton and Alexander (Sandy) Caulder through lessons inspired by the iconic scientist and the non-conformist artist. We will break apart and experiment with light, create persuasive writing samples, and investigate balanced three-dimensional
designs. Activities are designed to engage elementary learners in critical and creative thinking, and help teachers spot emerging talent.

**Mixing it Up: Strategies and That Move Complex and Differentiated Questioning Off the Wheel**

*Eric Fecht, Ed.D., Vanderbilt University*

Are your students already familiar with how to use the analysis wheels for exploring complex relationships among multiple variables? If you are looking for ways to move beyond pencil and paper when considering analysis this is the session for you! After a review of how to use the different content-based wheels, we will explore strategies for getting students up and moving while thinking critically about the content they have been exploring. From inner/outer circles that get everyone talking to tiered assignments that provide students with just the right level of challenge, join us as we explore a variety of strategies that will have your students engaged in new ways.

*This is a draft of breakout sessions. Offerings are subject to change; sessions and/or presenters as well may be substituted, deleted, or added. These sessions allow for a deep dive and more time to engage in practice and conversation.*