**Gifted Education Modules**

Gifted Education Modules: Web-based Staff Development

Online delivery, support, and formatting directed by Prof. Richardson

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| **Module** | **Description** | **Personnel** |
| **1.** Nature and Needs of Gifted, Creative, and Talented Children and Youth | Explore myths and realities of gifted, creative, and talented children through engaging in simulations, readings and hot topics, and by examining historical and modern perspectives from leading experts in the field.  | GentryPetersPeterson |
| **2.** Developing Talents inUnderserved Populations | Examine possible reasons for underrepresentation, then explore literature, video, and simulations to increase understanding of students from culturally, linguistically, and economically diverse populations. Learn how to work effectively with these students and in doing so help them reach their potentials and increase their representation in gifted programs. | GentryPetersFugatePeterson |
| **3.** Curriculum Compacting | Learn to compact curriculum for students who already know the content or who can learn it more rapidly than their peers. Pre assess, guarantee proficiency of the standards and curriculum, and create time for meaningful, enriched, advanced learning that will engage students in their areas of strength and interest. (Courtesy of UCONN) | Reis GentryPetersSamarapungavan |
| **4.** Schoolwide Enrichment Model—Reading  | Learn how Dr. Sally Reis extended the Schoolwide Enrichment Model and applied it to reading to challenge gifted students and improve reading among all students in this student-centered, interest-driven approach to engaging students in reading. Test SEM-R with your own students. (Courtesy of UCONN) | Reis |
| **5.** Inquiry and Reflective Practice | Consider methods of using inquiry in your everyday teaching and couple this with reflective practice to reach your students using the tools of inquiry. Integrate different forms of inquiry across the content areas to ignite curiosity among your students and to give content a meaningful application. | Samarapungavan |
| **6.** Differentiation in Language Arts and Mathematics | Explore ways of differentiating curriculum and instruction in language arts, mathematics, and science to help students for whom the curriculum is either too easy or too hard. Implement strategies that will help improve student achievement as well as classroom learning environments. | ReisKenneyFugateSamarapungavan |
| **7.** Student-focused Differentiation Methods | Review a menu of 25 easily implemented differentiation strategies that are student-centered and that require less (not more) work from teachers. Try five of these strategies with your students and reflect on their effectiveness in your classroom context. Differentiation is not just for students anymore, teachers need freedom to teach to their strengths! | Gentry Fugate Peters |
| **8.** Total School Cluster Grouping (TSCG) | Join Dr. Marcia Gentry, and from soup to nuts, learn how and why to implement TSCG, step by step. Consider how this model, when implemented with fidelity, can improve student achievement, increase representation as gifted students from underserved populations, and enhance teacher practices. Explore resources designed to help you successfully develop TSCG in your school. | GentryPetersFugate |
| **9.** Making Sense of Gifted Kids, and Helping them Make Sense of Themselves | Join Dr. Jean Peterson in exploring the social and emotional development of gifted youth from a counselor's perspective. Often neglected by educators and researchers, this area has impact on school success and on present and future well-being. The module, offering insights about the effect of giftedness on how developmental challenges are experienced, about developmental aspects of high achievement and underachievement, and about vulnerability and resilience, is appropriate for anyone interested in a deeper understanding of the internal world of gifted kids. | Peterson |
| **10.** Assuring Challenge for All through Response to Intervention | Explore how programs for advanced learners fit into larger RtI efforts in order to assure that all students are challenged. Included is how TSCG helps establish a strong tier I base as well as how other services presented in earlier models can expand tier II and tier III offerings.  | Peters |